EDUC 372/672, Section B03
Human Development and Learning: Secondary Education
3 Credits, Summer 2017
Online

Faculty

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Prerequisites/Corequisites
None

University Catalog Course Description
EDUC 672 explores the processes that influence the intellectual, social, emotional and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment and how technology supports teaching and learning.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 1, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development through an inquiry-focused assignment resulting in the completion of an inquiry chart and the development of a composite description of a typical adolescent.
2. Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by analyzing individual case studies.
3. Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by analyzing case studies of adolescent learners.
4. Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in online, collaborative discussion focused on aspects of adolescent development.
5. Students will demonstrate an understanding of the process of creating a learning environment in which adolescents construct knowledge, access prior knowledge, engage in problem solving, and add information to social/environmental scaffolding through successfully analyzing case studies and analysis of peer-reviewed research shared with classmates.

Professional Standards

Not applicable

Required Texts

Ormrod, J.E. & McGuire, D.J. (2007) *Case studies: Applying educational psychology*. Upper Saddle River, NJ: Prentice Hall.

McMahan, I. (2009). *Adolescence*. New York: Pearson.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).
- **Assignments and/or Examinations**

1. **Weekly Module Completion (600 points), DUE: weekly**

This course is divided into weekly modules that are completed online. Each module will include a variety of discussion and response activities that will be described within each module in Blackboard. Students are responsible for completing all activities, related to the course reading, within each module. Students will be evaluated based on the criteria listed within each module. Students can earn up to 100 points per module for a total of 600 points. A key part of each weekly module will be active participation in class discussion. See Appendix 1 for discussion guidelines that and the rubric that will be used to evaluate discussion participation.

Module 1:
1. KWL chart= 20 points
2. Introductory Video= 20 points
3. Discussion prompt 1= 30 points
4. Discussion prompt 2= 30 points
TOTAL = 100 points

Module 2:
Discussion prompt 1= 20 points
Discussion prompt 2= 20 points
Discussion prompt 3 = 20 points
Case study analysis= 20 points
Learning Theories Graphic Organizer= 20 points
TOTAL = 100 points

Module 3:
Discussion Prompt 1= 30 points
Discussion Prompt 2 = 30 points
Case Study Analysis = 40 points

Module 4:

Discussion Prompt 1= 20 points
Case Study Analysis= 40 points
Social Media Analysis= 40 points
TOTAL = 100 points

Module 5:
Discussion Prompt 1= 30 points
Case Study Analysis= 40 points
Discussion Prompt 2 = 30 points
TOTAL = 100 points

Module 6:
Inquiry Chart Assignment= 90 points
KWL Chart = 10 points

--ATTENTION EDUC 372 STUDENTS--
Please select only one additional text to read as part of the inquiry chart assignment.

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2. **Application Project ([PBA]; must be individual and submitted to TK20) (200 course points), DUE: July 9**

Students will create a composite description of a typical adolescent that may be encountered in a general education classroom to include the following components:
 1) A description of the physical, social/emotional and cognitive/language development of the adolescent, and resources available in the home, school and community.
2) A description of strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent.
3) A description of teaching strategies for meeting the needs of the adolescent within a classroom.
4) A description of authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of- school learning.
All strategies will be supported by at least two research references for each set of strategies (six references total) **and** the textbook, in APA format.

- **Grading**

%	Points	Grade	Interpretation
100	1000	A+	Represents mastery of the subject through effort beyond basic requirements.
94-99	940-999	A	
90-93	900-939	A-	
87-89	870-899	B+	Represents and understanding of and ability to apply theories and principles at a basic level
84-86	840-869	B	
80-83	800-839	B-	
70-79	700-799	*C	Denotes an unacceptable level of understanding and application of the basic elements of the course.
<70	0-699	F	

*Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

Late Work Policy: Late work may sometimes be accepted when approved by the instructor prior to the due date. However, late work will result in a deduction of 10% of the grade per day the work is late.

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Module	Dates	Readings/Assignments
Module 1	June 5-11	**Readings:** From *Adolescence:* Chapters 1, 2, & 4 From *Case Studies*: None **DUE:** video introduction, Blackboard assignments
Module 2	June 12-18	**Readings:** From *Adolescence:* None From *Case Studies*: Case 21 **DUE**: Blackboard assignments
Module 3	June 19-25	**Readings:** From *Adolescence:* Chapters 3 & 5 From *Case Studies*: Cases 25, 37 **DUE:** Blackboard assignments
Module 4	June 26-July 2	**Readings:** From *Adolescence:* Chapters 6, 8, From *Case Studies*: Case 9 **DUE:** Blackboard assignments
Module 5	July 3-9	**Readings:** From *Adolescence:* Chapters 9 From *Case Studies*: Case 38

		DUE: July 9- Application Project (PBA), Blackboard assignments
Module 6	July 10-16	**Readings:** From *Adolescence:* Chapters 10, 11 & 13 From *Case Studies*: none DUE: Final version of Application Project if revisions are required, Blackboard Assignments

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.
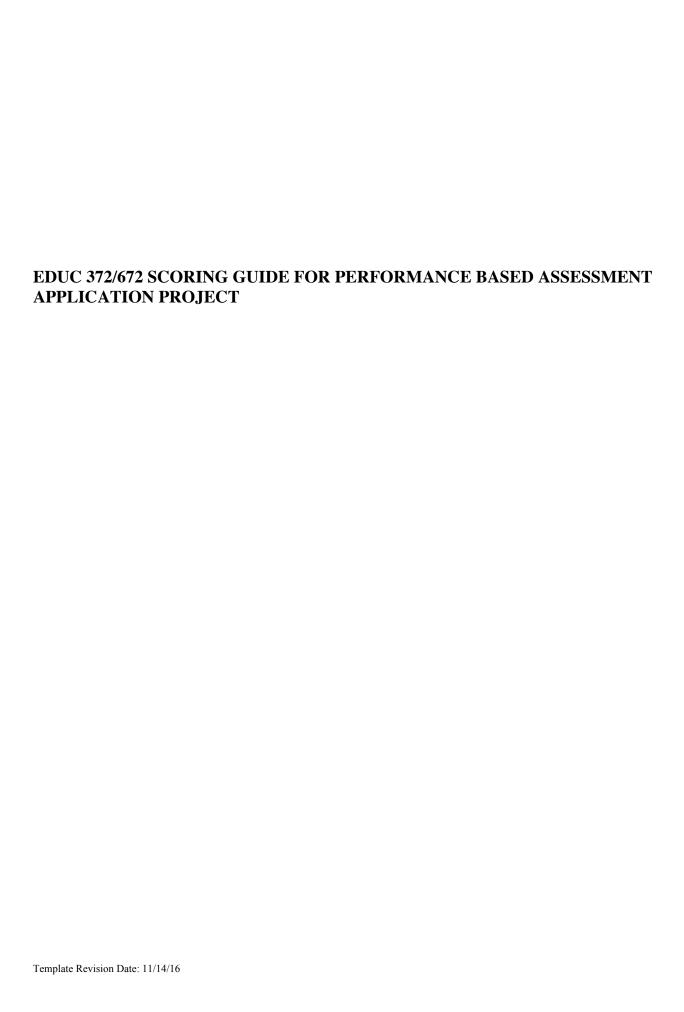

GMU Policies and Resources for Students
Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

EDUC 372/672 SCORING GUIDE FOR PERFORMANCE BASED ASSESSMENT APPLICATION PROJECT

Criteria align with the Virginia Department of Education Program Endorsement Competencies for Human Growth and Development	Does not meet Expectations (0 points)	Approaching Expectations (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
Demonstrate an understanding characteristics of case study adolescent include physical, social/emotional and cognitive language development and home/school community resources	Includes only one or less of the following characteristics: physical, social/emotional, and cognitive language development	Includes only two of the following characteristics physical, social/emotional, and cognitive language development	Includes all required characteristics of whole adolescent but not the home/school/community context	Includes all required characteristics of whole adolescent and home/school/community context child lives in
Demonstrate an understanding of the strategies for determining motivation, prior knowledge, values and goals	Includes only one or less strategies for determining student motivation, prior knowledge, values and goals and with no references	Includes perfunctory strategies to determine student motivation, prior knowledge, values and goals and with limited references	Includes strategies to determine two to three of the following: student motivation, prior knowledge, values and goals with data-based support.	Includes strategies for determining student motivation, prior knowledge, values and goals with support from data-based references and text

	Does not meet Expectations (0 point)	Approaching Expectations (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
Demonstrate an understanding of the process of creating a learning environment and strategies for meeting the diverse needs of adolescents in a classroom setting	Strategies described to address the needs of adolescents in the classroom are not aligned to described needs	Strategies are accurate but only one is described	Strategies are accurate and between 1-3 are described with data-based references and text to support	Four or more strategies are described for meeting the needs of adolescents in a classroom setting with data-based reference and text to
Design authentic assessment strategies to measure classroom learning and transfer outside of school	Assessment strategies are not designed to inform instruction	Assessment strategies have potential to inform instruction but are not authentic and do not have data-based	More than one authentic assessment strategy is included to measure classroom learning only and with data-based	More than one authentic assessment strategy is included to measure classroom learning which transfers outside of school and
Include six data-based references (in addition	1-0 references and the text	3-2 references and the text	4-5 references and the text	6 references and the text

Total mastery points= 15
Total course points= 200

Appendix 1: Guidelines for Online Discussion

Discussion forums are a method of conducting asynchronous discussions focused on specified topics. They are an excellent method of building community, especially in an online environment. Since our class is online, it is important for us to get to know each other and feel comfortable exchanging ideas, whether they are shared by all or not. In fact, debate is encouraged as long as a respectful tone is maintained. You will be graded on your participation in the discussions. You will have some discussions with members of the entire class, but many of your discussions will be organized by groups. I have found small group discussions perpetuate deeper discussions. Your participation in the discussions will be graded. You can find the grading rubric below. Please read it so you are familiar with class expectations.

❖ Students are required to post to the appropriate discussion area by the dates specified on the schedule. Participation should take place throughout the week to allow the discussion to evolve as it takes place asynchronously (not at the same time). Responses should reflect

your best thoughts about the readings, assignments, other students' postings, and the instructor's comments. Our goal is to create a community dialogue in our class.

❖ The discussion forum is a safe place to make mistakes and ask questions. Students should strive to add value to the discussion with honest and sincere postings. Here are some characteristics of good postings. Also, refer to the forum discussion rubric below.

- Include the source of information from class readings or other resources you are using for your comment.
- If you are responding to a posed question, please make reference to information from class readings, other students' postings, and/or personal experiences. You are encouraged to pose a question that might advance our discussion to another level. Don't be afraid to do this!
- Elaborate and/or extend someone else's posting.
- Provide examples to illustrate the point you are making.
- **All responses should be multimodal**. That is, responses should include more than one mode/type of information. For example, in addition to writing a text response, you should insert hyperlinks, graphics, video, and/or audio to illustrate your points. For instance:
  * If you are a referencing website, include a link.
  *If an image/graphic relates to your point, include it in your response.
  *If you are referring to a good example of a student work product, include a link.
  *If you find a video or graphic that illustrates your point, include a link to it.
  *If you find an online article that captures an important point, include the link in your post. You will be awarded exemplary points for including digital features in your discussion posts.
  *If you think a video is a better method of sharing your responses to the discussion topic, create a video and inset the link in the forum.
❖ You are always welcome to agree or disagree with whatever has been said in the discussions; please remember to explain your viewpoint, support it by the text or other resources, and use a respectful tone.

Tone: Post comments using a positive or at least a neutral tone. The most basic rule of Netiquette in the Discussion Forums is: Post only comments that you would be comfortable receiving. To build a collaborative environment, an attentive, polite, and caring attitude helps to build the right tone to our communications with each other.
Form: As a courtesy to those reading your comments, proof read them before posting them. Spelling and grammar errors can obscure your meaning.
Content: Review the content of your posting before posting it. Does it address the topic under discussion? Does it add value to the discussion? Posting irrelevant material impedes the progress of mastering content in the discussion. Does it fulfill the rubric expectations?
❖ Content and quality of your responses should reflect the expectations outlined in the rubric posted below. Generally speaking, students must:
  i. Display understanding of course material in relation to the discussion
  ii. Respond to classmates' comments with thought and respectful tone
  iii. Help generate and sustain a small group discussion online by maintaining continuous participation in the discussion during the allotted time
  iv. Use course materials, professional experiences, and opinion to provide examples and support statements.

Criteria	Unsatisfactory	Limited	Proficient	Exemplary
Critical Analysis **(Understanding of Readings and Outside References)**	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.
Participation in the Learning Community	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.	Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional	Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional

		statement supported by any personal experience or related research.	supported by any personal experience or related research.	statement supported by personal experience or related research.
Timeliness of Participation	Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module.	Discussion postings respond to most postings of peers several days after the initial discussion.	Discussion postings respond to most postings of peers within a 48 hour period.	Discussion postings are distributed throughout the module as much as possible (not posted at the very end of the last day of the module).
Response Methods	Does not utilize 2 or more digital textual features in any forum responses.	NA	NA	Utilizes at least 2 digital features per module in forum responses such as graphics, hyperlinks, and/oraudio. Digital features add value to response.
Etiquette in Dialogue with Peers	Written interactions on the discussion board show disrespect for the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and interest in the viewpoints of others, as well as sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.