

**George Mason University**  
**College of Education and Human Development**  
**Early Childhood Education**

ECED 501.001 & .P01 Developmental Pathways of Diverse Learners, Birth-Adolescence  
3 Credits, Spring 2017  
Monday, 7:20 – 10:00 pm  
Robinson A247, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a lecture and discussion format.

**Learner Outcomes or Objectives**

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

1. Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, and ability diverse children and their families.
2. Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
3. Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
4. Observe and describe overall development in the social and emotional domains as well as physical and cognitive as it occurs in natural environments and through play.
5. Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental risk and atypical development across the physical, cognitive, social, and emotional domains.
6. Discuss the etiology of major disabilities as well as giftedness.
7. Select culturally and linguistically appropriate resources to use with diverse families and

their children.

8. Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
9. Explain the effects of child abuse and neglect on development.

### **Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)**

Upon completion of this course, students will have met the following professional standards:

#### **CEC Standard Elements**

*CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.*

#### **NAEYC Standard Elements**

*NAEYC 1a Knowing and understanding young children's characteristics and needs.*

*NAEYC 1b Knowing and understanding the multiple influences on development and learning.*

#### **Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Lightfoot, C., Cole, M., & Cole. S. (2013). *The development of children* (7<sup>th</sup> ed.). New York, NY: Worth.

Palacio, R. J. (2012). *Wonder*. New York, NY: Random House.

This course also requires reading published journal articles on human development. Example journals include the following: *Early Education and Development*, *Child Development*, and *Human Development*. These and other journals are available on the Mason library website.

#### **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).

<b>Assignments</b>	<b>Points</b>
Attendance and Participation	15
Developmental Theory Presentation	15
Journal Article Review	5
<i>Wonder</i> Book Club	5
Case Studies Analysis Paper	
• Infant/Toddler	20
• Preschool	20
• Early Elementary	20
• Full Case Studies Analysis uploaded to Tk20 on Bb	
<i>A penalty of about 5% may be assessed for late submissions</i>	
<b>TOTAL</b>	<b>100</b>

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = <70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

- **Assignments and/or Examinations**

**Developmental Theory Presentation (15 points)**

In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of a developmental theory and associated theorists. Grand theories covered in the text include psychodynamic theories, behaviorist theories, Piaget's constructive theory, and Vygotsky's sociocultural theory. Modern theories covered include evolutionary theories, social learning theories, information-processing theories, and systems theories. Students will select one perspective and prepare a 15-minute presentation that includes at least the following:

1. Important theorists within the particular paradigm
2. Key tenets of the theory
3. How theory explains cultural differences that are apparent in development
4. How theory explains variation in development, including disabilities
5. Weaknesses and strengths of theory
6. The impact of the theory on education
7. An interactive activity that highlights some aspect of the theory

Students will create a one-page handout (10 copies) summarizing or describing the seven elements of the presentation and including a reference list. The main source of information will be course textbooks; however, other sources should be consulted and cited.

**Journal Article Review (5 points)**

Students will read and review a *peer-reviewed, empirical-research journal article published in the past decade*. The article should (a) address development or learning in infancy, early childhood, middle childhood, or adolescence and (b) should focus on children or adolescents with diverse cultural, linguistic, or economic backgrounds or on children with disabilities. The article needs to be approved by instructor before review takes place.

Students will do the following:

- Provide a summary of the content in the article, focusing especially on why the study was undertaken and what was found or learned;

- Specify how the content in the article is consistent or inconsistent with the information presented in their course text; and
- Specify how it adds to their knowledge base on development and learning.

The review should be about two pages (but no more than three pages) in length plus title and reference pages.

***Wonder*: Book Club (5 points)**

Students will read and discuss in class and online the novel *Wonder* by R. J. Palacio. Discussions will focus on child and adolescent development as presented in the novel and focus on making connection to our in-class experiences, article readings, and textbook readings. For online discussions, students will do the following:

- Post an initial comment on the readings for the upcoming class session by midnight Saturday and
- Post on another day (or days) meaningful replies to at least two comments from other students in the discussion group before class time later in the week.

**Understanding and Integrating Developmental Pathways Case Studies Analysis (60 points)**

This is Key Assessment 2 Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. Students will submit the case studies analysis in three parts: (a) infant/toddler, (b) preschool, and (c) early elementary. Students will consolidate the three case study analyses into one document and will submit the consolidated document to Tk20 through Blackboard. Final course grades will not be released until the consolidated document is uploaded. The assessment description and scoring rubric are attached. Each case study analysis is worth 20 points.

• **Other Requirements**

**Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

**Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All

written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

### **Professional Dispositions**

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

## Class Schedule

Class	Topics	Assignments & Readings Due
#1: Jan. 23	Orientation & syllabus review The study of human development	Chapter 1
#2: Jan. 30	Developmental theories Biocultural foundations	Chapter 2
#3: Feb. 6	Prenatal development & birth	Chapter 3 <b>Due to Bb – Journal Article</b>
#4: Feb. 13	The first three months	Chapter 4 <b>Presentations: Grand Theories</b>
#5: Feb. 20	Infancy: Physical & cognitive development	Chapter 5 <b>Presentations: Modern Theories</b>
#6: Feb. 27	Infancy: Social & emotional development	Chapter 6 <b>Due to Bb – Journal Article Review</b>
#7: Mar. 6	Cultural contexts of development	Chapter 10
Mar. 13	<i>No Class – Spring Break</i>	
#8: Mar. 20	Language acquisition	Chapter 7
#9: Mar. 27	Early Childhood: Physical & cognitive development	Chapter 8 <b>Due to Bb – CSA-1: Infant/Toddler</b>
#10: Apr. 3	Early Childhood: Social & emotional development	Chapter 9
#11: Apr. 10	Middle Childhood: Physical & cognitive development	Chapter 11 Online discussion: <i>Wonder</i> (part 1) <b>Revision of CSA-1: Submit via email</b>
#12: Apr. 17	School as a context for development	Chapter 12 <b>Due to Bb – CSA-2: Preschool</b> Online discussion: <i>Wonder</i> (parts 2-3)
#13: Apr. 24	Middle Childhood: Social & emotional development	Chapter 13 Online discussion: <i>Wonder</i> (part 4) <b>Revision of CSA-2: Submit via email</b>
#14: May 1	Adolescence: Physical, cognitive, social, & emotional development	Chapters 14-15 Online discussion: <i>Wonder</i> (parts 5-8)
May 8	<i>No Class – Reading Day</i>	<b>Due to Bb – CSA-3: Early Elementary</b> <b>Due to Tk20 on Bb – Full CSA Paper</b>
May 15	<i>No Class – Finals Week</i>	
May 19	Final grades posted	

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](mailto: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/>.**