GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY

EDEP 632 (001) Human Development
3 credits, Spring 2018
Wednesdays 7:20-10pm**,** Research Hall 201

FACULTY
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Prerequisite/Corequisites: None

UNIVERSITY CATALOG COURSE DESCRIPTION
Examines the course of human development from early childhood to adulthood within the context of educational psychology. Emphasizes principles of research in human development and the major areas of cognitive, linguistic, and social contexts of development as they pertain to learners in schools and beyond. Offered by Graduate School of Education. May not be repeated for credit.

COURSE OVERVIEW
This course will specifically cover the areas of physical, cognitive, and psychosocial development from infancy, to early childhood, middle childhood, adolescence, young adulthood, middle adulthood, and late adulthood. Understanding of the material will be assessed through experiential assignments and reflections. The class will culminate with an in-depth literature review supported by an outline and annotated bibliography.

COURSE DELIVERY METHOD
This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard (http://mymason.gmu.edu). Students are responsible for any information posted on the course site.

LEARNER OUTCOMES OF OBJECTIVES

This course promotes an understanding of how to be an effective consumer of research in education and human development across the lifespan and in varied learning contexts. The course will place emphasis on child and adolescent development through the use of foundational and contemporary research works in educational psychology and human development.

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- Students will be able to explain specific constructs in educational psychology and human development across cognitive, linguistic, social and emotional dimensions.
- Students will develop an understanding of the educational implications of theories of educational psychology and human development.
- Students will understand the historical context and contemporary approaches to research in educational psychology and human development.
- Students will develop an informed perspective on developmental issues in educational psychology such as individual differences, changes over time, and the complex interactions of internal and external factors.

Professional Standards: George Mason University

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

Standard 1: Knowledge of Cognition, Motivation, and Development. Candidates will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary learning contexts.

Standard 3: Knowledge of Educational Research and Assessment. Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.

Standard 6: Communication and Dissemination of Educational Research. Candidates will demonstrate critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include: a. Knowledge and use of APA style, b. Oral presentations, c. Poster presentations, d. Article abstracts, e. Research proposals, f. Literature reviews, and g. Technological skills.

APA Learner Centered Principles:

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 10: Developmental Influences on Learning
- Principle 11: Social Influences on Learning
- Principle 12: Individual Differences on Learning
- Principle 13: Learning and Diversity

For more information see: American Psychological Association (1997). *Learner-centered psychological principles: A framework for school redesign and reform.* Retrieved from http://www.apa.org

REQUIRED TEXT

Papalia, D.E., & Martorell, G. (2015). Experience Human Development (13th edition). New York, NY: McGraw Hill.

Note: 11th or 12th edition may also be used.

RECOMMENDED TEXT

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C: Author.

ADDITIONAL READINGS

Ochs, E., Kremer-Sadlik, T., Solomon, O., & Sirota, K. G. (2001). Inclusion as social practice: Views of children with autism. *Social Development*, *10*(3), 399-419. DOI: 10.1111/1467-9507.00172

Repacholi, B. M., & Gopnik, A. (1997). Early reasoning about desires: evidence from 14- and 18-month-olds. *Developmental Psychology*, *33*(1), 12-21. DOI:10.1037//0012-1649.33.1.12

Suárez-Orozco, C., Gaytán, F. X., Bang, H. J., Pakes, J., O'connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology*, *46*(3), 602-618. DOI: doi.org/10.1037/a0018201

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g. Blackboard)

COURSE ASSIGNMENTS

Module Assignments (20% total - 5% each]): As a means to reflect on and make connections between the development concepts and research discussed in class and course readings, students will complete a module assignment after each of the four developmental periods addressed in class: (1) infancy, toddlerhood, and early childhood, (2) middle childhood, (3) adolescence, and (4) adulthood. Relevant module assignments for each developmental period will be posted on the course Blackboard site. All modules are **due** one to two weeks after the completion of that developmental period in class (see tentative course schedule).

For each module, students are expected to provide a 2-4 page paper in which they describe the observation, event, or experience mentioned in the module assignment and analyze and discuss it in light of the research and content presented in class and course readings. Papers must adhere to the APA Publication Manual Guidelines using APA style. Alternative module activities to those posted may be submitted with approval of the instructor in advance of the due date.

Personal Reflection (20% total - 5% each): For each developmental period, provide a reflection on your own personal development. Focus on critical incident or provide an overall reflection of your development for that period. Post on Blackboard (journal function).

Annotated Bibliography (20%): Students will locate at least 10 articles relevant to their area of interest within the realm of human development and construct an annotated bibliography including information on the purpose of the study, research question(s), methods used, and a brief summary of the findings. This annotated bibliography will be the foundation of the major assignment for this course, the Review of the Literature.

Review of the Literature (30%): Students will write a comprehensive literature review and analysis examining one of the themes in human development. Any of the major themes in Papalia and Martorell (2015) are appropriate, but students are not limited to this list. The choice of topic should be discussed with the instructor. Students' research paper topics will be discussed during the semester in class. The literature review will consist of approximately 20 pages, double-spaced, not including references. Research papers must adhere to the APA Publication Manual Guidelines. [See rubric]

Attendance & Class Participation (10%): Because of the importance of lecture and discussion in the total learning experience, students are encouraged to both attend and participate in class regularly.

Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of behavior will reflect the professional attitude implied in the course goals. If students miss a class you must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

GRADING

1. Students' final grade for this class will be based on the following:

Points/percent	Letter Grade
98-100%	A+
93-97.99%	A
90-92.99%	A-
88-89.99%	B+
83-87.99%	B
80-82.99%	B-
70 – 79.99%	C
< 70%	F

2. **Final grades** on written work will take into account the following factors:
   a. quality of written work,
   b. knowledge of content area, and
   c. adherence to requirements of assignment.

3. **Late Assignments:** All assignments are to be posted on Blackboard <u>before the start of class</u> on the assigned date. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue. If you believe you have EXCEPTIONAL circumstances and wish to negotiate to have extra time to complete course work, you must discuss this with me before the day the assignment is due.

(Negotiating may mean that you will be sacrificing a portion of your grade for extra time)

All assignments are to be posted on Blackboard. *DO NOT* slide assignments under the office door.

4. **Assignment Weighting:** A summary of the major assignment weightings is listed in the table below.

Major Assignments	Percent %
Module Assignments	20%
Personal Reflections	20%
Annotated Bibliography	20%
Review of the Literature	30%
Attendance & Class Participation	10%
Total	**100%**

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSIONREQUIREMENT

Not applicable for this course

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENTOF EXPECTATIONS:

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Student Expectations:
Honor Code: Students must adhere to the guidelines of the George Mason University Honor Code ((https://catalog.gmu.edu/policies/honor-code-system/). Students must not give or receive unauthorized assistance.

Plagiarism is also a violation of the honor code. Please note that: "Plagiarism encompasses the following:

1. Presenting as one's own words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment."
   (Mason Honor Code online at http://mason.gmu.edu/~montecin/plagiarism.htm)

o Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.
o When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

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

Disability Services and Accommodations: Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

Email Communication: Students are responsible for the content of university communications sent to their George Mason University 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.

Sound Emitting Devices: Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Class Schedule

Wednesdays from 7:20-10pm in Research Hall 201

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. [see http://cehd.gmu.edu/values/]
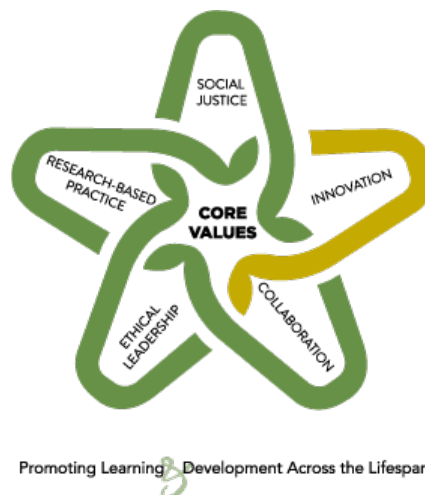
GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

ADDITONAL CLASS POLICIES

Electronic Device Use in Class
During class time, please refrain from checking email or conducting activities on the computer, cell phone, or other electronic device that are not directly related to the class session.

Class Environment
Help to foster a positive learning environment by respecting the opinions and contributions of others. Also, cell phones should be turned off or put on silent mode so as to not affect the learning of those around you.

		Tentative Class Schedule	
Class	**Module**	**Topic**	**Readings & Assignments**
Week 1 1/24	*Infancy/Toddlerhood/Early Childhood*	✄ Introduction to the course and syllabus ✄ Theories of human development ✄ Overview of lifespan approach	Chapters 1 & 2
Week 2 1/31		✄ First three years: Physical development ✄ First three years: Cognitive development	Chapters 4 & 5 Skim zero to three website: http://www.zerotothree.org/ public- policy/state-community-policy/national-infant-toddler.html
Week 3 2/7		✄ First three years: Psychosocial development ✄ Early childhood: Physical development & cognitive development ✄ Library searching techniques (e.g., PsycInfo)	Chapters 6 & 7
Week 4 2/14		✄ Early childhood: Psychosocial development	Chapter 8 Repacholi & Gopnik (1997) ***Submit literature review topic***
Week 5 2/21	*Middle Childhood*	✄ Middle childhood: Physical and cognitive development	Chapter 9 ***Infancy/Toddlerhood/Early Childhood Personal Reflection due***
Week 6 2/28		✄ Middle childhood: Psychosocial development	Chapter 10 Ochs et al. (2001) ***Infancy/Toddlerhood/Early Childhood Module 1 due***

Week 7 3/7	*Adolescence*	✄ Adolescence: Physical and cognitive development	Chapter 11 ***Middle Childhood Personal Reflection due***
3/14		**Spring Break**	
Week 8 3/21		✄ Adolescence: Psychosocial development	Chapter 12 Suarez-Orosco et al. (2010) ***Middle Childhood Module due***
Week 9 3/28	*Adulthood*	✄ Young Adulthood: Physical and cognitive development	Chapter 13 ***Adolescence Personal Reflection due***
Week 10 4/4		✄ Young adulthood: Psychosocial development	Chapter 14 ***Adolescence Module due***
Week 11 4/11		✄ Middle adulthood: Physical and cognitive development	Chapter 15 ***Annotated Bibliography Due***
Week 12 4/18		✄ Middle adulthood: Psychosocial development	Chapter 16 ***Submit outline for the literature review***
Week 13 4/25		✄ Late adulthood: Physical and cognitive development ✄ Late adulthood: Psychosocial development	Chapters 17 & 18 ***Adulthood Personal Reflection due***
Week 14 5/2		✄ Late adulthood: Psychosocial development; Death and bereavement	Chapters 18 & 19 ***Adulthood Module due 9am Friday, May 5***
Week 15 5/9	**EXAM PERIOD**		***Final literature review paper due 7:20pm***

ASSESSMENT RUBRIC FOR REVIEW OF THE LITERATURE			
RUBRIC (*30 points total*)	**Excellent**	**Adequate**	**Needs Significant Changes**
Peer-Reviewed Research	Contains references to 10 or more empirical studies (5)	Contains references to 8-9 studies (4)	Does not include at least 7 peer reviewed studies (1-3)
APA Style	No significant errors (3)	Contains few significant errors in style, reader can still interpret and appreciate the content of the paper (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (5)	Gives a general overview of paper topic, but no sequential elaboration of contents (4)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (3)
Discussion of the Literature	Insightful, and critical; clearly written, technical terms are well-defined, does not overly rely on quotes from papers or includes them strategically (5)	Clearly written, most technical terms, author includes lengthy quotes from papers, but less analytical or insightful (4)	Over reliance on quotations, little evidence of student's own analysis or synthesis of the topic (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (4)	Paper adequately conveys the main points of the topic (3)	Errors in style format make it difficult to appreciate the content of this paper (1-2)
Technical Merit	Contains NO major misspellings nor repetitive grammatical mistakes (3)	Contains few major misspellings or repetitive grammatical mistakes (2)	Contains major misspellings and repetitive grammatical mistakes (1)
Interpretations	Insightful, original synthesis, goes beyond the scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Discussion mostly summarizes the main points of the literature to support conclusions (3)