

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

ECED 401.001 Developmental Pathways of Diverse Learners, Birth-Adolescence  
3 Credits, Spring 2019  
Thursdays/ 4:30 – 7:10 pm  
Robinson B 103, 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 and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development. Offered by the Graduate School of Education. May not be repeated for credit.

**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, ability, and socioeconomically diverse children and their families, including children with economic, social, racial, ethnic, religious, physical, and cognitive differences.
2. Examine the transactional nature of overall development in the context of the family, community, socioeconomic status, and culture.
3. Describe how physical, social, emotional, speech and language, and intellectual development guide learning experiences and relate meaningfully to students.
4. Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
5. Observe and describe overall development in the physical, intellectual, speech and language, social, and emotional domains as it occurs in natural environments and through play.
6. Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental disabilities, developmental issues, and atypical development across the physical, social, emotional, speech and language, and intellectual domains.

7. Discuss the etiology of and use multiple criteria to identify developmental disorders, including attention deficit disorders, developmental disorders, and giftedness.

**Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Exceptional Children (CEC), and National Association for the Education of Young Children (NAEYC)**

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.*

*CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs 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* (6th ed.). Washington, DC: Author. ISBN: 978143380562

Lightfoot, C., Cole, M., & Cole. S. (2018). *The development of children* (8th ed.). New York, NY: Worth. ISBN: 9781464178863

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 (Bb), Tk20, hard copy).

<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>
Attendance and Participation	Ongoing	25
Case Studies Analysis Paper		
• Part 1: Infant/Toddler	February 14	23
• Part 1: Infant/Toddler Revised	February 28	
• Part 2: Preschool	March 21	23
• Part 2: Preschool Revised	April 4	
• Part 3: Early Elementary	April 25	23
• Final upload to TK20 (Key Assessment 2: all three revised full case studies analyses in one document)	May 9	
In-Class Adolescent Activity	April 18	6
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

### **Understanding and Integrating Developmental Pathways Case Studies Analysis (69 points)**

This is Key Assessment 2 Content Knowledge: Understanding Development and Learning Case Studies Analysis 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 25 points and requires the following parts:

- Part 1: Identifying Children's Unique Characteristics and Needs (10 points)
- Part 2: Describing Developmental Theories (6 points)
- Part 3: Multiple Influences on Young Children's Development (7 points)

### **Opportunities to Revise and Resubmit Case Study Analyses (0 points)**

Upon completion of Case Study 1 Infant and Toddlers and Case Study 2 Preschool, students will receive feedback from the course instructor with suggestions for strengthening their discussion of each case study analysis. Instructor feedback is provided to ensure candidates meet expectations as defined in the assessment rubric. Students will use the feedback to revise the case study analyses. Students will resubmit revised Case Study 1 and Case Study 2 to Blackboard by the specified due date. All three Case Studies (e.g. revised infant/toddler, revised preschool, and early elementary) will be consolidated into one document and submitted to Tk20 by the due date indicated on the syllabus.

### **In-Class Adolescent Development Activity (6 points)**

Students will complete an in-class activity that shows their understanding of adolescent development.

- **Other Requirements**

### **Attendance and Participation (25 points)**

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- 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 (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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

### • **Grading**

A+ = 98 – 100   A = 93 – 97   A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82  
 C+ = 77 – 79   C = 73 – 76   C- = 70 – 72   D = 60 – 69   F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD undergraduate 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

Date	Topics	Assignments & Readings Due
<b>January 24</b>	Introductions  Syllabus and Assignments Review  Studying Human Development <ul style="list-style-type: none"> <li>• Historical beliefs</li> <li>• Grand and modern theories of development</li> <li>• Methods to study development</li> </ul>	Lightfoot et al., Chapter 1
<b>January 31</b>	Biological and Cultural Foundations of Development <ul style="list-style-type: none"> <li>• Development in the context of culture</li> <li>• Development in the context of family</li> <li>• Biological/physical/medical factors that contribute to development</li> </ul> Prenatal Development and Birth <ul style="list-style-type: none"> <li>• The prenatal period</li> <li>• Maternal conditions and teratogens</li> <li>• Etiology of developmental disorders</li> <li>• The newborn</li> </ul>	Lightfoot et al., Chapters 2, 3
<b>February 7</b>	Infancy: The First Three Months <ul style="list-style-type: none"> <li>• Brain development</li> <li>• Theories of early development</li> </ul> Infancy: Physical and Cognitive Development <ul style="list-style-type: none"> <li>• Physical growth and brain development</li> <li>• Fine and gross motor development</li> <li>• Cognitive development</li> <li>• Attention and memory</li> <li>• Selecting appropriate resources</li> </ul>	Lightfoot et al., Chapter 4, 5
<b>February 14</b>	Infancy: Social and Emotional Development <ul style="list-style-type: none"> <li>• Infant emotions</li> <li>• Relationships</li> <li>• Communication</li> <li>• Guide learning experiences</li> </ul> Family, Cultural, and Community Contexts of Development <ul style="list-style-type: none"> <li>• Parenting and development</li> </ul>	Lightfoot et al., Chapter 6, 10  <b>Due to Bb – CSA-1:            Infant/Toddler</b>

	<ul style="list-style-type: none"> <li>• Communities and culture influence on development</li> <li>• The role of media on early development</li> </ul>	
<b>February 21</b>	<p>Early Childhood: Speech and Language Acquisition</p> <ul style="list-style-type: none"> <li>• Phonological, semantic, grammar, and pragmatic development</li> <li>• Theories of language acquisition</li> </ul>	Lightfoot et al., Chapter 7
<b>February 28</b>	<p>Early Childhood: Physical and Cognitive Development</p> <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Physical growth and health</li> <li>• Fine and gross motor development</li> <li>• Cognitive development</li> </ul>	<p>Lightfoot et al., Chapter 8</p> <p><b>Due to Bb – CSA-1 Revised</b></p>
<b>March 7</b>	<p>Early Childhood: Social and Emotional Development</p> <p>Identity and moral development</p> <p>Developmentally appropriate expectations for self-regulation and behavior</p>	Lightfoot et al., Chapter 9
<b>March 14</b>	<b>Spring Break – No Class</b>	
<b>March 21</b>	<p>Applying Development to Learning Experiences</p> <ul style="list-style-type: none"> <li>• Meeting the needs of culturally, linguistically, ability, and socioeconomically diverse children and their families</li> <li>• Selecting culturally and linguistically appropriate resources</li> <li>• Guiding learning experiences and making them meaningful to students</li> </ul>	<p>Additional readings on BB</p> <p><b>Due to Bb – CSA-2: Preschool</b></p>
<b>March 28</b>	<p>Middle Childhood: Physical and Cognitive Development</p> <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Individual differences</li> <li>• Measuring IQ</li> </ul> <p>Middle Childhood: Social &amp; emotional development</p> <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Moral development</li> <li>• Parental and peer influence</li> </ul>	Lightfoot et al., Chapters 11, 13
<b>April 4</b>	<p>Middle Childhood: School as a Context for Development</p> <ul style="list-style-type: none"> <li>• School readiness</li> </ul>	<p>Lightfoot et al., Chapter 12</p> <p><b>Due to Bb – CSA-2 Revised</b></p>

	<ul style="list-style-type: none"> <li>Addressing developmental disabilities/disorders and developmental differences in schools</li> </ul>	
<b>April 11</b>	Adolescence: Physical and Cognitive Development <ul style="list-style-type: none"> <li>Theories of development</li> <li>Puberty and physical development</li> <li>Moral development</li> </ul>	Lightfoot et al., Chapter 14
<b>April 18</b>	Adolescence: Social and Emotional Development <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Parent and peer relationships</li> <li>Identity</li> </ul>	Lightfoot et al., Chapter 15  <b>Due to Bb by the end of class: In-Class Activity</b>
<b>April 25</b>	Review of Developmental Milestones Theories <ul style="list-style-type: none"> <li>Typical and atypical development</li> <li>Influences on development</li> <li>Developmental disorders</li> </ul>	Additional readings on Bb  <b>Due to Bb – CSA-3: Early Elementary</b>
<b>May 2</b>	Supporting and Enhancing Development in Young Children <ul style="list-style-type: none"> <li>Selecting resources</li> <li>Creating meaningful learning experiences</li> </ul>	Additional readings on Bb
<b>May 9</b>	<b>Finals week – no class</b>	<b>Due to Tk20 on Bb – Full CSA Paper</b>

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 <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](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/>.
- 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/>.**