

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 2020

01/21/2020 – 05/13/2020; Tuesday and Thursday/ 9:00am – 10:15am
Thompson Hall, Room L019, Fairfax

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.

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 physical, social, emotional, speech and language, and intellectual development of diverse learners from birth through adolescence and explain how to use these understandings to guide learning experiences and relate meaningfully to students.
2. 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 intellectual differences.
3. Examine the transactional nature of overall development in the context of the family, community, socioeconomic status, and culture.
4. 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.
5. Discuss the etiology of and use multiple criteria to identify developmental disorders, including attention deficit disorders, developmental disorders, and giftedness.
6. Identify typical developmental milestones of diverse children from birth through adolescence

and their cultural and socioeconomic variations.

7. 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.
8. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
9. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

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

Virginia Professional Studies Competencies

Human Growth and Development (Birth Through Adolescence)

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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

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

Recommended Readings

Bianco, F., Lombardi, E., Massaro, D., Castelli, I., Valle, A., Marchetti, A., & Lecce, S. (2019). Enhancing advanced theory of mind skills in primary school: A training study with 7-to 8-year-old. *Infant and Child Development, 28*(6), 1-16. doi:10.1002/icd.2155

Brink, K. A., Gray, K., & Wellman, H. M. (2019). Creepiness creeps in: Uncanny valley feelings are acquired in childhood. *Child Development, 90*, 1202-1214. doi:10.1111/cdev.12999

Burns-Nader, S., Scofield, J., & Jones, C. (2019). The role of shape and specificity in young children's object substitution. *Infant and Child Development, 28*(2), 1-18. doi:10.1002/icd.2124

- Dillman, J., Gehb, G., Peterlein C. & Schwarzer, G. (2019). Joint visual attention and locomotor experience: A longitudinal study of infants with treated idiopathic clubfoot. *Infant and Child Development*, 28(2), 1-15. doi: 10.1002/icd.2118
- Forma, V., Anderson, D. I., Provasi, J., Soyez, E., Martial, M., Huet, V., Granjon, L., Goffinet, F., & Barbu-Roth, M. (2019). What does prone skateboarding in the newborn tell us about ontogeny of human locomotion? *Child Development*, 90, 1286-1302. doi:10.1111/cdev.13251
- Gámez, P. B., Griskell, H. L., Sobrevilla, Y. N., & Vazquez, M. (2019). Dual language and English-only learners' expressive and receptive language skills and exposure to peers' language. *Child Development*, 90, 471-479. doi:10.1111/cdev.13197
- John, A. M., & Tarullo, A. R. (2019). Neighbourhood chaos moderates the association of socioeconomic status and child executive functioning. *Infant and Child Development*, 28(6), 1-19. doi: 10.1002/icd.2153
- Leach, J., Howe, N., & DeHart, G. (2019). "Let's make a place where giants live!": Children's communication during play with siblings and friends from early to middle childhood. *Infant and Child Development*, 28(6), 1-17. doi: 10.1002/icd.2156
- Liu, et al. (2019). The unique role of father-child numeracy activities in number competence of very young Chinese children. *Infant and Child Development*, 28(4), 1-16. doi: 10.1002/icd.2135
- Petrenko, A., Kanya, M., Rosinski, L., McKay, E. R., & Bridgett, D. J. (2019). Effects of infant negative affect and contextual factors on infant regulatory capacity: The moderating role of infant sex. *Infant and Child Development*, 28(6), 1-18. doi: 10.1002/icd.2157
- Shuwairi, S. M. (2019). Haptic exploration of depicted and real objects by 9-month-old infants. *Infant and Child Development*, 28(2), 1-18. doi:10.1002/icd.2125

See Class Schedule for selected Position Statements from the Division of Early Childhood Education (DEC) of the Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC), National Association for Gifted Children (NACG).

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).

Assignments	Due Date	Points
Attendance and Participation <ul style="list-style-type: none"> Self-Evaluation 	Ongoing May 7	25
Developmental Milestones <ul style="list-style-type: none"> Infant/Toddler Preschool/Early Childhood Early Elementary/Middle Childhood 	Feb 20 Mar 19 Apr 23	15 5 5
Multiple Influences on Young Children's Development Paper	Apr 14	20

In-Class Adolescent Development and Development of Gifted Students Activity	Apr 30	10
Case Study Analysis – Infant/Toddler, Preschool, or Early Elementary	May 7	30
Upload Case Study Analysis to Tk20	May 7	
TOTAL		100

- **Assignments and/or Examinations**

Developmental Milestones (15 points, 5 points each)

Students will prepare a milestone reference document for infant/toddler, preschool/early childhood, and early elementary/middle childhood. Students will identify the major milestones for each of the following domains: physical, social and emotional, speech and language acquisition, and intellectual/cognitive development. Students will identify developmental progressions using typical age-level ranges. Students will use the course text as the primary resource for this project. Articles and in-class discussions and resources may also be used to enhance the milestones document.

Multiple Influences on Young Children’s Development Paper (20 points)

Students will develop a five- to seven-page paper that describes how the following factors may impact child development and learning:

- Family/family structure
- Socio-economic status
- Language and culture
- School
- Community

Students will use in-text citations from the textbook, class discussions, and at least three professional/peer-reviewed articles, book chapters, reports, etc. to support their discussions. Students will include a reference list in APA style.

In-Class Adolescent Development and Development of Gifted Students Activity (5 points)

Students will complete an in-class activity that shows their understanding of (a) adolescent development and (b) the development of gifted students through adolescence, including developmental issues related to gifted education and the use of multiple criteria to identify gifted students.

Case Studies Analysis (25 points)

Students will be randomly assigned a video case study from one of three age groups: Infant/Toddler, Preschool, or Early Elementary. They will view the video and then write a paper that discusses the children’s unique characteristics and needs and describes at least one developmental theory that supports their analysis of the video vignette.

Students will describe the child’s unique characteristics and needs in relation to relevant developmental milestones. They will cite specific examples observed in the video cases and

support their assertions with current research from the course textbook, class discussions, and/or other course materials. They will discuss each of the following areas:

- Physical development,
- Intellectual development,
- Social and emotional development, and
- Speech and language development.

Students will use in-text citations and include a reference list formatted in APA style.

- **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.
- Students submit attendance and participation self-evaluation.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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. 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 = 70 – 76 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 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 C or better in all undergraduate 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
Week 1	Introductions	Lightfoot et al., Chapter 1
Jan. 21 & 23	Syllabus and Assignments Review Studying Human Development <ul style="list-style-type: none"> • Historical beliefs • Grand and modern theories of development • Methods to study development 	

Date	Topics	Assignments & Readings Due
Week 2 Jan. 28 & 30	Biological and Cultural Foundations of Development <ul style="list-style-type: none"> • Development in the context of culture • Development in the context of family • Biological/physical/medical factors that contribute to development Prenatal Development and Birth <ul style="list-style-type: none"> • The prenatal period • Maternal conditions and teratogens • Etiology of developmental disorders • The newborn 	Lightfoot et al., Chapters 2, 3 DEC Position Statement: <i>Low Birth Weight, Prematurity, and Early Intervention</i>
Week 3 Feb. 4 & 6	Infancy: The First Three Months <ul style="list-style-type: none"> • Brain development • Theories of early development 	Lightfoot et al., Chapter 4
Week 4 Feb. 11 & 13	Infancy: Physical and Cognitive/Intellectual Development <ul style="list-style-type: none"> • Physical growth and brain development • Fine and gross motor development • Cognitive/intellectual development • Attention and memory • Selecting appropriate resources 	Lightfoot et al., Chapter 5 <u>Recommended</u> Infant/Toddler Select Article Reading
Week 5 Feb. 18 & 20	Infancy: Social and Emotional Development <ul style="list-style-type: none"> • Infant emotions • Relationships • Communication • Guide learning experiences 	Lightfoot et al., Chapter 6 Due to Bb – Developmental Milestones: Infant/Toddlers DUE: Feb. 20
Week 6 Feb. 25 & 27	Early Childhood: Speech and Language Acquisition <ul style="list-style-type: none"> • Phonological, semantic, grammar, and pragmatic development • Theories of language acquisition 	Lightfoot et al., Chapter 7
Week 7 Mar. 3 & 5	Early Childhood: Physical and Cognitive/Intellectual Development <ul style="list-style-type: none"> • Theories of development • Physical growth and health • Fine and gross motor development • Cognitive/intellectual development, including students with disabilities/disorders and those who are gifted 	Lightfoot et al., Chapter 8 NAGC Position Statement: <i>Redefining Giftedness for a New Century: Shifting the Paradigm</i> <u>Recommended</u> Preschool/Early Childhood Select Article Reading
SPRING BREAK		

Date	Topics	Assignments & Readings Due
Week 8 Mar 17 & 19	Early Childhood: Social and Emotional Development <ul style="list-style-type: none"> • Identity and moral development • Developmentally appropriate expectations for self-regulation and behavior • Nurturing social and emotional development, including children with disabilities/disorders and those who are gifted 	Lightfoot et al., Chapter 9 NAGC Position Statement: <i>Nurturing Social and Emotional Development of Gifted Children</i> Due to Bb – Developmental Milestones: Preschool/Early Childhood DUE: March 19
Week 9 Mar 24 & 26	Applying Development to Learning Experiences <ul style="list-style-type: none"> • Meeting the needs of culturally, linguistically, and socioeconomically diverse and ability-diverse children and their families • Selecting culturally and linguistically appropriate resources • Guiding learning experiences and making them meaningful to students, including students with developmental disabilities/disorders and those who are gifted 	NAEYC Position Statement: <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8</i>
Week 10 Mar. 31 & Apr. 2	Family, Cultural, and Community Contexts of Development <ul style="list-style-type: none"> • Parenting and development • Communities and culture influence on development • The role of media on early development 	Lightfoot et al., Chapter 10
Week 11 Apr. 7 & 9	Middle Childhood: School as a Context for Development <ul style="list-style-type: none"> • School readiness Addressing developmental disabilities/disorders, giftedness, and developmental differences in schools	Lightfoot et al., Chapter 12 <u>Recommended</u> Early Elementary/Middle Childhood Select Article Reading

Date	Topics	Assignments & Readings Due
Week 12 Apr. 14 & 16	Middle Childhood: Physical and Cognitive/Intellectual Development <ul style="list-style-type: none"> • Theories of development • Individual differences, including disabilities/disorders and giftedness • Using multiple criteria to identify gifted students, including measuring IQ 	Lightfoot et al., Chapter 11 NAGC Position Statement: <i>Identifying and Serving Culturally and Linguistically Diverse Gifted Students</i> Due to Bb – Multiple Influences on Young Children’s Development Paper DUE: April 14
Week 13 Apr. 21 & 23	Middle Childhood: Social & Emotional Development <ul style="list-style-type: none"> • Theories of development • Moral development • Parental and peer influence 	Lightfoot et al., Chapter 13 Due to Bb – Developmental Milestones: Early Elementary/Middle Childhood DUE: April 23
Week 14 Apr. 28 & 30	Adolescence: Physical and Cognitive/Intellectual Development <ul style="list-style-type: none"> • Theories of development • Puberty and physical development • Moral development Adolescence: Social and Emotional Development <ul style="list-style-type: none"> • Regulating emotions • Parent and peer relationships • Identity 	Lightfoot et al., Chapters 14, 15 Due to Bb by the end of class – <u>In-Class</u> Adolescent Development and Development of Gifted Students Activity DUE: April 30
	Reading Days	
Week 15	Exam Period – No class meeting	Due to Bb – Attendance and Participation - Self-evaluation DUE: May 7 Due to Bb – Case Study Analysis DUE: May 7 Upload Case Study Analysis to Tk20 DUE: May 7

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 <https://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://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Evaluation Guides

Multiple Influences on Young Children’s Development				
	Exceeds	Meets	Approaches	Does Not Meet
<p>CEC 1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities</p> <p>NAEYC 1b Knowing and understanding the multiple influences on development and learning</p>	<p>Student provided discussion that met expectations and reflected complex understanding of the interaction between children’s social-cultural context and their individual learning and developmental variations.</p>	<p>Student discussed socio-cultural contexts that influence a child’s development and learning, including family, socioeconomic status, language, culture, school, and community.</p>	<p>Student attempted to describe multiple influences that may impact children’s development and learning. However, student did not accurately discuss influencers on children’s development.</p>	<p>Student did not show knowledge of the multiple influences that may impact children’s development and learning.</p>

Case Study Analysis: Identifying Characteristics and Needs and Describing Theories				
	Exceeds	Meets	Approaches	Does Not Meet
<p>NAEYC 1a Knowing and understanding young children's characteristics and needs</p> <p>CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities</p>	<p>Student met expectations and reflected extensive knowledge of developmental milestones and developmental theories.</p>	<p>Student described the child's unique characteristics and needs in relation to relevant developmental milestones including (a) physical, (b) intellectual, (c) social and emotional, and (d) language. Student supported the discussion with current research.</p>	<p>Student did not address each developmental milestone or support the discussion with current research. Student identified and discussed one theoretical perspective. However, the student did not consider how the key tenets of the theory support the analysis of the case.</p>	<p>Student did not provide a discussion of the developmental milestones across domains and did not consider developmental theories.</p>