

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

ECED 501.DL3 Developmental Pathways of Diverse Learners, Birth-Adolescence  
3 Credits, Fall 2020  
08/24/2020 – 12/16/2020  
Online Asynchronous

**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 online (76% or more) using 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 August 24, 2020.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers, see [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported\\_browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported_browsers).

To get a list of supported operation systems on different devices, see [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#testeddevices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems).

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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://support.microsoft.com/en-us/help/14209/getwindows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://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.
- 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 ensure 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. 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. Explain how research is currently documenting children's development across time.
9. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
10. 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 Textbooks**

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

#### **Resource Articles**

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-olds. *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

Gómez, 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

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

- Li, Z., Liu, S., Hartman, S., & Belsky, J. (2018). Interactive effects of early-life income harshness and unpredictability on children's socioemotional and academic functioning in kindergarten and adolescence. *Developmental Psychology, 54*(11), 2101-2112. doi: 10.1037/dev0000601
- 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
- McCoy, D. C., Jones, S., Roy, A., & Raver, C. C. (2018). Classifying trajectories of social-emotional difficulties through elementary school: Impacts of the Chicago School Readiness Project. *Developmental psychology, 54*(4), 772.
- Moser, T., Reikerås, E., & Tønnessen, F. E. (2018). Development of motor-life-skills: variations in children at risk for motor difficulties from the toddler age to preschool age. *European Journal of Special Needs Education, 33*(1), 118-133.
- Nelson, T. D., James, T. D., Hankey, M., Nelson, J. M., Lundahl, A., & Espy, K. A. (2017). Early executive control and risk for overweight and obesity in elementary school. *Child Neuropsychology, 23*(8), 994-1002.
- 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
- Ramírez-Esparza, N., García-Sierra, A., & Kuhl, P. K. (2017). The impact of early social interactions on later language development in Spanish-English bilingual infants. *Child development, 88*(4), 1216-1234.
- 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
- St. 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

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/VIA, hard copy).

| <b>Assignments</b>  | <b>Due Date</b>   | <b>Points</b>                  |
|---|---|--------------------------------|
| Attendance and Participation <ul style="list-style-type: none"> <li>• Apply/Reflect essays</li> <li>• Article Annotations <ul style="list-style-type: none"> <li>✦ Article Annotation 1 – Infant/Toddler</li> <li>✦ Article Annotation 2 – Preschool/Early Childhood</li> <li>✦ Article Annotation 3 – Middle Childhood</li> </ul> </li> </ul> <p><i>*Check Class Schedule for Specific Dates</i></p> | Ongoing<br>Ongoing<br>Modules 4-5<br>Modules 7-8<br>Modules 12-13 | <b>25</b><br>10<br>5<br>5<br>5 |
| Developmental Milestones <ul style="list-style-type: none"> <li>• Infant/Toddler</li> <li>• Preschool/Early Childhood</li> <li>• Early Elementary/Middle Childhood</li> </ul>   | 10/4<br>10/25<br>12/6   | <b>30</b><br>10<br>10<br>10    |
| Multiple Influences on Young Children’s Development Paper   | 11/15   | <b>15</b>                      |
| Development of Gifted Students Assignment Adolescent Development Assignment   | 11/1, 12/6  | <b>2</b><br><b>3</b>           |
| Case Study Analysis – Infant/Toddler, Preschool, or Early Elementary  | 12/13   | <b>25</b>                      |
| <b>Upload Compiled Multiple Influences on Young Children’s Development Paper and Case Study Analysis to Tk20/VIA</b>  | 12/13   |                                |
| <b>TOTAL</b>  |   | <b>100</b>                     |

• **Assignments and/or Examinations**

**Developmental Milestones (30 points, 10 points each)**

Students will prepare a milestone reference document for infant/toddler (6 months), preschool/early childhood (3 years), and early elementary/middle childhood (8 years). 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. Other course resources and scholarly (peerreviewed) articles may also be used to enhance the milestones document.

For each milestones paper, students will also describe one of 10 major developmental theories. These include psychodynamic theories (Freud, Erikson), behaviorist theories (classical conditioning, operant conditioning), Piaget’s constructive theory, Vygotsky’s sociocultural theory, evolutionary theory, social learning theory, information processing theory, and ecological systems theory. The description should explain how the theory works and address at least the following:

- Key tenets of the theory
- How theory explains cultural differences that are apparent in development

- How theory explains variation in development, including disabilities. The main source of information will be course textbooks; however, other scholarly (peer-reviewed) sources may also be consulted and cited.

### **Development of Gifted Students and Adolescent Development Assignments (5 points)**

Using a popular film about adolescents, students will complete a brief written assignment that shows their understanding of the development of gifted students through adolescence, including developmental issues related to gifted education and the use of multiple criteria to identify gifted students (2 points, Module 9). They will use the same film about adolescents to complete a brief written assignment that demonstrates their understanding of adolescent development (3 points, Module 14).

### **Multiple Influences on Young Children's Development Paper (15 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 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.

### **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.

- **Part A:** 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 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.
- **Part B:** For the case study analysis, candidates will also identify and discuss one major developmental theory that supports their analysis of the video vignette. Accordingly, candidates will respond to the following questions:
  - ✦ What are the key tenets of the theory?

- ✦ How does the theoretical perspective provide insight into the case study analyzed?

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

**\*Tk20/VIA Upload:** At the end of the semester students will consolidate the **Multiple Influences on Young Children's Development Paper** and the **Case Studies Analysis** into one document and submit the consolidated document to Tk20/VIA through Blackboard.

- **Other Requirements**

**Attendance and Participation (25 points)**

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

- Students complete readings and online content 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 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 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 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 an attendance and participation self-evaluation.

Attendance/participation points are assessed via Article Annotation (15 points) and Apply/Reflect (10 points) assignments, below.

**Article Annotations (15 points, 5 points each)** Students will explain how research is currently documenting children's development across time. Students will read and annotate three articles. The articles reviewed and prepared for presentation will be provided to students by the course instructor. Students will use the annotation template to document essential elements of the research article and present their annotation to a small discussion group. Annotations will include a brief discussion of the primary research question(s), participants, methods, findings, and conclusions. Over the course of 2 weeks, each member of the small group will emphasize a different developmental domain (e.g., intellectual, social-emotional, physical, or linguistic). Collectively, the presentations and discussions will extend students' understandings of how research is currently documenting children's development across time.



| <b>Infant</b>  | <b>Toddler/Preschool</b>  | <b>Early Elementary</b>   |
|--|---|---|
| Physical – Dillman et al. (2019).<br>Physical – Forma et al. (2019).<br>Intellectual – Shuwairi et al. (2019).<br>Social-Emotional – Petrenko et al. (2019).<br>Linguistic – Ramirez-Esparza et al. (2017) | Physical – Moser et al. (2018)<br>Intellectual – Liu et al. (2019)<br>Intellectual – Burns-Nader et al. (2019).<br>Social-emotional – St. John et al. (2019).<br>Social-emotional – Li et al. (2018)<br>Linguistic – Leach et al. (2019). | Physical – Nelson et al. (2017)<br>Intellectual – Bianco et al. (2019).<br>Intellectual – Brink et al. (2019).<br>Social-emotional – McCoy et al. (2018)<br>Linguistic – Gámez et al. (2019). |

#### Presenter’s Responsibilities (3 points)

- By 11:59 p.m. on the first day (Monday) of the appropriate module week, presenters will upload to Blackboard their article annotation (3 points). Each week 2 students will present annotations.

#### Participant’s Responsibilities (2 points)

- Students will be assigned to a discussion group of 4-5 members. All students (including presenters) will post 3 or more meaningful questions/comments (0.5 point) about each annotation. Students need to post comments on at least 3 days for each annotation. There will be 4 annotations presented over 2 weeks for a particular age category, providing a total of 2 possible points (2 presentations x 2 weeks x 0.5 point = 2 points). In situations where 2 annotations address the same domain (e.g., 2 annotations about physical development), students only need to post 3 comments about one of them.

#### Apply/Reflect Essays (10 points)

Every other week (Modules 1, 3, 5, 7, 9, 11, 13), students will write a short essay (10 lines or more) in response to a prompt provided by the instructor. The first essay is worth 1.6 points and each of the others is worth 1.4 points (1.6 + [6 x 1.4] = 10).

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

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 B- or better in all graduate 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**

| Module                          | Topics  | Assignments & Readings Due  |
|---------------------------------|---|-----------------------------|
| <b>Module 1</b> Aug.<br>24 - 30 | Introductions<br><br>Syllabus and Assignments Review<br><br>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 |

|   |   |   |
|---|---|---|
| <p><b>Module 2</b> Aug. 31 – Sep. 6</p> | <p>Biological and Cultural Foundations of Development</p> <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> <p>Prenatal Development and Birth</p> <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> | <p>Lightfoot et al., Chapters 2, 3</p> <p>DEC Position Statement: <i>Low Birth Weight, Prematurity, and Early Intervention</i></p> <p><b>Due to Bb by 9/6 – Apply/Reflect essay</b></p>                         |
| <p><b>Module 3</b> Sep. 7 - 13</p>      | <p>Infancy: The First Three Months</p> <ul style="list-style-type: none"> <li>• Brain development</li> <li>• Theories of early development</li> </ul>   | <p>Lightfoot et al., Chapter 4</p> <p><b>Due to Bb by 9/13 – Apply/Reflect essay</b></p>  |
| <p><b>Module 4</b> Sep. 14 - 20</p>     | <p>Infancy: Physical and Cognitive/Intellectual Development</p> <ul style="list-style-type: none"> <li>• Physical growth and brain development</li> <li>• Fine and gross motor development</li> <li>• Cognitive/intellectual development</li> <li>• Attention and memory</li> <li>• Selecting appropriate resources</li> </ul>  | <p>Lightfoot et al., Chapter 5</p> <p><b>Due to Bb by 9/14 – Presenters Article Annotation 1: Infant/Toddler (physical &amp; cognitive)</b></p> <p><b>Due to Bb by 9/20 – Participants discussion posts</b></p> |

| Module                              | Topics   | Assignments & Readings Due   |
|-------------------------------------|--|--|
| <p><b>Module 5</b> Sep. 21 - 27</p> | <p>Infancy: Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Infant emotions</li> <li>• Relationships</li> <li>• Communication</li> <li>• Guide learning experiences</li> </ul> | <p>Lightfoot et al., Chapter 6</p> <p><b>Due to Bb by 9/27 – Apply/Reflect essay</b></p> <p><b>Due to Bb by 9/21 – Presenters Article Annotation 1: Infant/Toddler (social-emotional &amp; linguistic)</b></p> <p><b>Due to Bb by 9/27 – Participants Discussion posts</b></p> |

|   |   |   |
|---|---|---|
| <p><b>Module 6</b><br/>Sep. 28 – Oct. 4</p> | <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>  | <p>Lightfoot et al., Chapter 7</p> <p><b>Due to Bb by 10/4 – Developmental Milestones: Infant/Toddlers</b></p>  |
| <p><b>Module 7</b><br/>Oct. 5 - 11</p>      | <p>Early Childhood: Physical and Cognitive/Intellectual 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/intellectual development, including students with disabilities/disorders and those who are gifted</li> </ul>    | <p>Lightfoot et al., Chapter 8</p> <p><b>Due to Bb by 10/11- Apply/Reflect essay</b></p> <p>NAGC Position Statement: <i>Redefining Giftedness for a New Century: Shifting the Paradigm</i></p> <p><b>Due to Bb by 10/5 – Presenters Article Annotation 2: Preschool / Early Childhood (physical &amp; cognitive)</b></p> <p><b>Due to Bb by 10/11 – Participants Discussion posts</b></p> |
| <p><b>Module 8</b><br/>Oct. 12 - 18</p>     | <p>Early Childhood: Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Identity and moral development</li> <li>• Developmentally appropriate expectations for self-regulation and behavior</li> <li>• Nurturing social and emotional development, including children with disabilities/disorders and those who are gifted</li> </ul> | <p>Lightfoot et al., Chapter 9</p> <p>NAGC Position Statement: <i>Nurturing Social and Emotional Development of Gifted Children</i></p> <p><b>Due to Bb by 10/12 – Presenters Article Annotation 2: Preschool / Early Childhood (social-emotional &amp; linguistic)</b></p> <p><b>Due to Bb by 10/18 – Participants Discussion posts</b></p>  |

| Module                            | Topics   | Assignments & Readings Due  |
|-----------------------------------|--|---|
| <b>Module 9</b><br>Oct. 19 - 25   | Applying Development to Learning Experiences <ul style="list-style-type: none"> <li>• Meeting the needs of culturally, linguistically, and socioeconomically diverse and ability-diverse children and their families</li> <li>• Selecting culturally and linguistically appropriate resources</li> <li>• Guiding learning experiences and making them meaningful to students, including students with developmental disabilities/disorders and those who are gifted</li> </ul> | NAEYC Position Statement: <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8</i><br><br><b>Due to Bb by 10/25 – Apply/Reflect essay</b><br><br><b>Due to Bb by 10/25 – Developmental Milestones: Preschool/Early Childhood</b> |
| <b>Module 10</b> Oct. 26 – Nov. 1 | Family, Cultural, and Community Contexts of Development <ul style="list-style-type: none"> <li>• Parenting and development</li> <li>• Communities and culture influence on development</li> <li>• The role of media on early development</li> </ul>  | Lightfoot et al., Chapter 10<br><br><b>Due to Bb by 11/1– Development of gifted students assignment</b>   |
| <b>Module 11</b><br>Nov. 2 - 8    | Middle Childhood: School as a Context for Development <ul style="list-style-type: none"> <li>• School readiness</li> </ul> Addressing developmental disabilities/disorders, giftedness, and developmental differences in schools   | Lightfoot et al., Chapter 12<br><br><b>Due to Bb by 11/8 – Apply/Reflect essay</b>  |

| Module                                   | Topics   | Assignments & Readings Due  |
|--|--|---|
| <p><b>Module 12</b><br/>Nov. 9 - 15</p>  | <p>Middle Childhood: Physical and Cognitive/Intellectual Development</p> <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Individual differences, including disabilities/disorders and giftedness</li> <li>• Using multiple criteria to identify gifted students, including measuring IQ</li> </ul> | <p>Lightfoot et al., Chapter 11<br/>NAGC Position Statement:<br/><i>Identifying and Serving Culturally and Linguistically Diverse Gifted Students</i></p> <p><b>Due to Bb by 11/9 – Presenters Article Annotation 3: Early Elementary/Middle Childhood (physical &amp; cognitive)</b></p> <p><b>Due to Bb by 11/15 – Participants discussion posts</b></p> <p><b>Due to Bb by 11/15 – Multiple Influences on Young Children’s Development Paper</b></p> |
| <p><b>Module 13</b><br/>Nov. 16 - 22</p> | <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>  | <p>Lightfoot et al., Chapter 13</p> <p><b>Due to Bb by 11/22 – Apply/Reflect essay</b></p> <p><b>Due to Bb by 11/16 – Presenters Article Annotation 3: Early Elementary/Middle Childhood (social-emotional &amp; linguistic)</b></p> <p><b>Due to Bb by 11/22 – Participants discussion posts</b></p>   |
| <p>Nov. 23 - 29</p>                      | <p><i>No class – Thanksgiving holiday</i></p>  |   |

| <b>Module 14</b> Nov. 30 – Dec. 6 | Adolescence: Physical and Cognitive/Intellectual Development <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Puberty and physical development</li> <li>• Moral development</li> </ul><br>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., Chapters 14, 15<br><br><b>Due to Bb by 12/6 – Developmental Milestones: Early Elementary/Middle Childhood</b><br><br><b>Due to Bb by 12/6 – Adolescent Development Assignment</b>                            |
|-----------------------------------|---|--|
| <b>Module</b>                     | <b>Topics</b>   | <b>Assignments &amp; Readings Due</b>  |
| <b>Module 15</b> Dec. 7 - 13      | Wrapping up the course  | <b>Due to Bb by 12/13 – Case Study Analysis</b><br><br><b>Due to TK20/VIA by 12/13 – Consolidated Multiple Influences and Case Study Analysis Document</b><br><br>Course evaluation<br><br>Last day to submit late 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 <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/VIA 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 <https://its.gmu.edu/knowledgebase/blackboardinstructional-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 703380-1434 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](mailto:titleix@gmu.edu).

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



## Evaluation Guides

| <b>Multiple Influences on Young Children’s Development</b>   |  |   |  |   |
|--|--|---|--|---|
|  | <b>Exceeds</b>   | <b>Meets</b>  | <b>Approaches</b>  | <b>Does Not Meet</b>  |
| <p><b>CEC 1.1</b><br/>Understand how language, culture, and family background influence the learning of individuals with exceptionalities</p> <p><b>NAEYC 1b</b><br/>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> |

| <b>Case Study Analysis: Identifying Characteristics and Needs and Describing Theories</b>  |  |   |   |   |
|--|--|---|---|---|
|  | <b>Exceeds</b>   | <b>Meets</b>  | <b>Approaches</b>   | <b>Does Not Meet</b>  |
| <p><b>NAEYC 1a</b><br/>Knowing and understanding young children's characteristics and needs</p> <p><b>CEC 1.2</b><br/>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 considered the role of developmental theories in their analysis.</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 evidence from course readings.</p> | <p>Student did not address each developmental milestone or support the discussion with evidence from course readings.</p> | <p>Student did not provide a discussion of the developmental milestones across domains.</p> |