George Mason University
College of Education and Human Development
Educational Psychology

EDEP 632- DL3 Human Development
3 Credits, Spring 2021
Monday, 7:20pm-10:00pm, Synchronous (Blackboard) & Hybrid Delivery (East 122, Fairfax Campus)

Faculty

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COVID 19 Procedures: Spring 2021

Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Prerequisites/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 will be delivered online (76% or more) using synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal and in-person (2-49% face-to-face). 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 January 25, 2021.

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

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-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/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- 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 insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or 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.

- 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

Upon completion of this course, students will have met the following professional 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 the 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 in 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.

https://www.apa.org/ed/governance/bea/learner-centered.pdf

Required Texts

Papalia, D. E. & Martorell, G. (2015). *Experience human development* (13th ed.). McGraw Hill.

Additional resources will be available electronically through the George Mason University Library and/or course Blackboards site.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments Module Assignments (40% - 10% each): As a means to reflect on and make connections between the developmental concepts and research discussed in class and course readings, students will complete a module assignment after each of the following four developmental periods: (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.

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

Annotated Bibliography (20%): Students will locate 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 the 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 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, excluding references. Research papers must adhere to the guidelines of the Publication Manual of the APA (see rubric).

Attendance and 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 this course

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 you miss an online or in-person course session then you must notify the instructor (preferably in advance) and you'll be responsible for completing all assignments and readings for the next class.

As an additional form of class participation, students are expected to post weekly brief reflections on the assigned course readings. Students are encouraged to use these weekly reflections to raise questions and make connection between the course content and their own experiences. Reflections are to be posted on Blackboard by midnight on Sunday prior to each class. Students may miss two reflections without penalty.

• **Grading**

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

A+ = 98 – 100%

A = 93 – 97.99%

A - = 90 – 92.99%

B+ = 88 – 89.99%

B = 83 – 87.99%

B- = 80 – 82.99%

C = 70 – 79.99%

F = <70%

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignments. As a graduate student, it is expected that all your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue.

Professional Dispositions

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

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/.

Class Schedule

Dates	Topics	Readings and Assignments Due

1/25	Introductions Overview of Syllabus & Blackboard (BB) Overview of lifespan approach Theories of human development	Ch. 1 & 2 *Post brief introductions and respond to introductions on BB by 1/24 midnight*
2/1	First three years: Physical development & Cognitive Development Library searching techniques	Ch. 4 & 5 Skim: zero to three website: https://www.zerotothree.org *Post Critical Reflection on BB discussion board by 1/31 midnight*
2/8	First three years: Psychosocial development Early Childhood: Physical and Cognitive	Ch. 6 & 7 Skim SRCD website: https://www.srcd.org Read: Rogoff (2016) Culture and participation article. GMU on-line resource. *Post Critical Reflection on BB discussion board by 2/7 midnight*
2/15	Literature review guidelines Early Childhood: Psychosocial	Ch. 8 Skim NAEYC website: https://www.naeyc.org *Post Critical Reflection on BB discussion board by 2/14 midnight*
2/22	Middle Childhood: Physical and Cognitive	Ch. 9 **Submit literature review topic under assessments tab on BB by 2/22 midnight** *Post Critical Reflection on BB discussion board by 2/21 midnight*
3/1	Middle Childhood: Psychosocial	Ch. 10 Ochs et al., 2001 (on Bb) *Post Critical Reflection on BB discussion board by 2/28 midnight*
3/8	Adolescence: Physical and Cognitive	Ch. 11

		Post Critical Reflection on BB discussion board by 3/7 midnight
3/15	Adolescence: Psychosocial	Ch. 12 Suarez-Orosco et al. (2010) *Post Critical Reflection on BB discussion board by 3/14 midnight*
3/22	Young Adult: Physical and Cognitive	Ch. 13 *Post Critical Reflection on BB discussion board by 3/21 midnight*
3/29 *IN-PERSON CLASS[1]*	Young Adult: Psychosocial <u>Workshop</u>: Outline Review	Ch. 14 *Post Critical Reflection on BB discussion board by 3/28 midnight*
4/5 *IN-PERSON CLASS[2]*	Middle Adulthood: Physical and Cognitive	Ch.15 *Post Critical Reflection on BB discussion board by 4/4 midnight*
4/12 *IN-PERSON CLASS[3]*	Middle Adulthood: Psychosocial	Ch. 16 **Submit outline for the literature review** *Post Critical Reflection on BB discussion board by 4/11 midnight*
4/19 *IN-PERSON CLASS[4]*	Late Adulthood: Physical and Cognitive	Ch. 17 & 18 *Post Critical Reflection on BB discussion board by 4/18 midnight*
4/26 *IN-PERSON CLASS[5]*	Late Adulthood: Psychosocial Death and Bereavement	Ch. 19 *Post Critical Reflection on BB discussion board by 4/25 midnight*

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[1] The *IN-PERSON CLASS* identified on the class schedule is tentative.

[2] The *IN-PERSON CLASS* identified on the class schedule is tentative.

[3] The *IN-PERSON CLASS* identified on the class schedule is tentative.

[4] The *IN-PERSON CLASS* identified on the class schedule is tentative.

[5] The *IN-PERSON CLASS* identified on the class schedule is tentative.

Last revised October, 2019

5/3	**Exam Period**	**Final Literature Review paper due – submit under assessments tab on BB by 5/3 midnight**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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 https://cehd.gmu.edu/students/ .

ASSESSMENT RUBRIC FOR Review of the Literature	Excellent (30 points possible on Rubric)	Adequate	Needs Significant Changes
Peer-Reviewed Research	Contains references to 10 or more empirical studies. Includes a methods section describing search strategies and inclusion criteria (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 are defined, 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)

References and Resources:

Bornstein & Lamb (Eds.) (2015). *Developmental science.* Psychology Press. [Advanced textbook resource; supplement for potential sources for literature review and topics]

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. https://doi.org/10.1111/1467- 9507.00172

Rogoff, B. (2016). Culture and participation: a paradigm shift. *Current Opinion in Psychology, 8,* 182–189. https://doi.org/10.1016/j.copsyc.2015.12.002

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. https://doi.org/10.1037/a0018201