

**George Mason University
College of Education and Human Development
Elementary Education Program**

**ELED 543 Section 002
Children, Family, Culture, and Schools, Ages 4-12 (3 Credits)
Fall 2021**

**Tuesdays, 4:30 – 7:10 Tuesday, August 24, Acquia Building Room 219
Synchronous Online**

Professor: Dr. Janna Dresden
Office Hours: By Appointment
Office Location: NA
Office Phone: NA
Email Address: jdresden@gmu.edu

Prerequisites: Admission to Elementary Education licensure program

University Catalog Course Description: Examines child and family development and ways children, families, schools, and communities interrelate. Links children’s developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

Field Hours

This course requires 15 hours of field observation. Assignments for this course will be based on your experiences in the field.

Course Delivery Method

This course will be delivered in a hybrid format using face-to-face, synchronous online, and asynchronous methods. Synchronous (real time) online sessions will be conducted using Zoom and Google slides. **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, online participation requires undivided attention to course content and communication.

This course also uses Blackboard (**also denoted as Bb**) for announcements, posting all course information, turning in assignments, and discussion board posts. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements.

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 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 the 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - **Apple Quick Time Player:** www.apple.com/quicktime/download/

Course Materials and Student Privacy

All course materials posted to Blackboard or other course sites are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Videorecordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class
- Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class

Digital Communication

- 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.

Academic Integrity and Honor Code

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>) with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted must be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient.

Equity, Accessibility and Disability Accommodations

I will do whatever I can to make sure that each and every one of you is successful in this course and in your chosen profession. I expect you to tell me what I can do to help you be successful. If you have any special circumstances that you believe may affect your performance in class or on course requirements, please talk with me to so that we can make the necessary accommodations. I will maintain complete confidentiality of any information that you choose to share.

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your

approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

Diversity and Inclusion

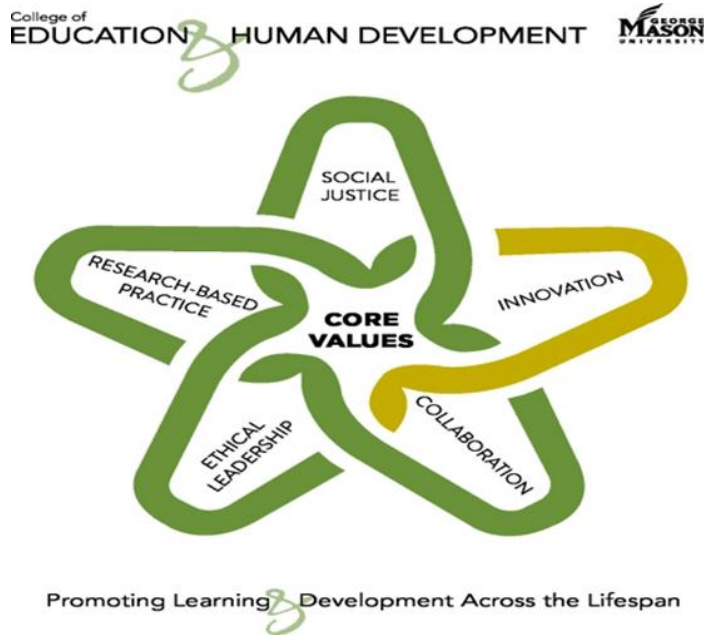
Welcoming all students is the key to becoming a great teacher. This commitment to openness and acceptance must be reflected in the ways we interact with one another as well. The goal of our program is to create learning environments that foster respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning community to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

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.

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/>.



PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/policies-procedures/>

GMU Campus Resources for Students

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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>

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

ELED 543.002 Course Information

Learner Outcomes

Teacher candidates completing ELED 543 will be able to:

1. Detail the stages of typical human development in the domains of: (a) cognition, (b) speech and language, (c) social/emotional and (d) physical in children ages 4-12.
2. Identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. Read and reflect upon contemporary theories of human development and their relevance to educational practices in elementary schools.
4. Understand current research on the brain, its role in learning, and implications for instruction
5. Examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions.
6. Observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
7. Identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

Professional Standards

InTASC Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Texts

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Sage.

Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. Riverhead Books.

Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14 (4th ed.)*. Center for Responsive Schools, Inc.

All other readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the GMU bookstore or online.

Course Assignments and Grading (Due dates are included in the course schedule)

- Weekly Preparation and Engagement **10 points**
 I expect that you will show consistent evidence of being engaged with our class by:
 - Attending all classes-- I expect you to be in class and prepared each day. Absences will only be excused if they are arranged in advance or, in the case of illness, explained as quickly as possible.
 - Being on time for class-- As a common courtesy, you should offer an explanation when you are late for class and you should ask permission if it is absolutely necessary for you to leave class early.
 - Doing all required readings and activities prior to class.
 - Refraining from inappropriate classroom behaviors (e.g. texting, e-mailing, excessive chatting, etc.).
 - Paying attention.
 - Participating in small group activities.

- Learning from Children: Field Observations of a Classroom **40 points (total)**
 - *Introduction* *4 points*
 - *Physical Development* *9 points*
 - *Cognitive Development* *9 points*
 - *Social-Emotional Development* *9 points*
 - *Motivation* *9 points*

- Learning from Children: Case Study of an Individual Child **50 points (total)**
 - *Introduction* *5 points*
 - *Cognitive Development* *15 points*
 - *(5 points for video practice)*
 - *(10 points for paper on case study child)*
 - *Social-Emotional Development* *10 points*
 - *Motivation* *10 points*
 - *Revisions & Summary* *10 points*

Specific guidelines will be provided for each assignment.

Course Outcomes	Assignments	Total Points	Due Date
1,2,3,4,5	Weekly preparation and engagement	10	weekly
1,2,3,4,5,6,7	Learning from Children: Field Observations	40	See attached course schedule
1,2,3,6,7	Learning from Children: Case Study	50	See attached course schedule

Course Performance Evaluation

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

Grading Policy

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Remember: A course grade less than B requires that you retake the course. Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education*

All CEHD/CHSS undergraduate and graduate 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>.

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

**ELED 543 Section 002
Fall 2021 Course Schedule**

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
Aug. 24	Introductions		
Aug. 31	*Observation and Reflection *Culture	* <i>Ethnographic Eyes</i> , chapters 1 and 7 *Hammond, chapters 2, 3, and 4	
Sept. 7	Understanding Children through Theories	* <i>Yardsticks</i> , preface and pages 1 – 29 and the chapter(s) for your focal child(ren) *Beloglovsky & Daly, pages 9 – 20 *Aubrey & Riley chapter on Bronfenbrenner, pages 113 – 124 *Bronfenbrenner (1994) pages 37 – 41	
Sept. 14	Families and Culture	*Teacher as Family Communication Facilitator *Family Engagement and the Responsive Educator *Family Engagement, Diverse Families and ECE	
Sept. 21	Physical Development	*Beloglovsky & Daly, pages 155 – 178 * <i>Teaching with the Brain in Mind</i> , chapter 2	Introduction to Field Observation Site
Sept. 28	Physical Development	* <i>Teaching with the Brain in Mind</i> , chapters 4 & 6	Introduction to Case Study Child
Oct. 5	Cognitive Development	*Cohen & Waite-Stupiansky, chapter on Piaget, pages 3-16	Paper on Physical Development based on Field Observations
Oct. 12	NO CLASS Fall Break Monday classes held on Tuesday		
Oct. 19	Cognitive Development	*Beloglovsky & Daly, pages 89 – 115 *Hammond, chapter 8	Paper on Cognitive Development based on Video
Oct. 26	Social-Emotional Development	*Cohen & Waite-Stupiansky, chapter on Erickson, pages 31 - 43	Paper on Cognitive Development based on Field Observations
Nov. 2	Social-Emotional Development	*Beloglovsky & Daly, pages 35 - 58	Paper on Cognitive Development based on Observation of Case Study Child
Nov. 9	Motivation	* <i>Drive</i> , pages 1-66 (intro. & chapters 1, 2, & 2A) *Hammond, chapter 7	Paper on Social-Emotional Development based on Field Observations
Nov. 16	Motivation	* <i>Drive</i> , pages 83 – 145 (chapters 4, 5, and 6) *Dweck, Revisits 'growth mindset' *Dweck, How to Raise Smart Kids	Paper on Social-Emotional Development based on Observation of Case Study Child
Nov. 23	Culturally Sustaining Pedagogies	*Dream Keepers, chapters 2 and 3 *4 Misconceptions about Culturally Responsive Teaching *Willing to be Disturbed, Wheatly	Paper on Motivation based on Field Observations
Nov. 30	Culturally Responsive Classroom Management	*Ladson-Billings, 1995 *Ladson-Billings, 2014 *Delpit, 2012	Paper on Motivation based on Observation of Case Study Child
Case Study Revisions and Summary DUE Dec. 7 at 5 pm			