

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

EDUC 302.001 Human Growth and Development
3 Credits, Fall 2021
8/23/2021–12/15/2021, Tuesdays/ 4:30–7:10 pm
Aquia Hall 213, Fairfax Campus

Faculty

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Prerequisites

None

University Catalog Course Description

Introduces educational issues. Examines human development through life span with special emphasis on cognitive, language, physical, social, and emotional development of children. Emphasizes contemporary theories of human development and their relevance to educational practice.

Course Delivery Method

This course will be delivered using a lecture/discussion format and Blackboard.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Discuss the developmental stages of human development in terms of the cognitive, affective, and psychomotor domains and understand the key theories.
2. Examine and explain the contributions of heredity, environment, and child-rearing practices to the total development of the child.
3. Understand the development and/or the application of theories as they apply to the instruction of children and adults.
4. Explain how people learn through active exploration and multiple interactions with materials, other people, and the adults or leaders in their environment.
5. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

Berk, L. (2018). *Exploring lifespan development* (4th ed.). Pearson.
ISBN: 978-0134419701

Recommended Texts

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

Supplemental materials will be posted on the Blackboard website.

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).

	Due Dates	Points
Attendance & Participation	Ongoing	Total Pts 25
Quizzes (5 quizzes - 8 points each) <ul style="list-style-type: none">• Quiz 1 (Chapters 1-3)• Quiz 2 (Chapters 4-6)• Quiz 3 (Chapters 7-10)• Quiz 4 (Chapters 11-14)• Quiz 5 (Chapters 15-19)	9/14 9/28 10/26 11/9 11/30	Total Pts 40 8 8 8 8 8
Article Share <ul style="list-style-type: none">• Infancy and toddlerhood• Early childhood: Physical and cognitive development• Early childhood: Emotional and social development• Middle childhood• Adolescence• Early adulthood• Middle adulthood• Late adulthood• Death, dying, and bereavement <i>*Check Class Schedule for Specific Dates</i>	Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12 Lesson 13	Total Pts 15
Brief Research Report (BRR) <ul style="list-style-type: none">• Submit topic and 3 scholarly articles for approval• Outline: One-page bullet points summarizing ideas• Report	9/14 10/19 11/9	Total Pts 20 4 1 15
TOTAL		100

Quizzes (40 points)

Students will complete five quizzes (8 points each) across the semester to demonstrate knowledge of central aspects of human development and developmental theories. Quizzes may include a combination of multiple-choice responses, short essays, and other test items.

Article Share (15 points)

Students will select a scholarly (peer-reviewed) journal article (not a news article) from a variety of topics provided by the instructor that is related to human growth and development. This activity will take place during predetermined class sessions. Two to four students will be responsible for presenting information and facilitating a reflective discussion with a small group of peers on a topic related to the selected developmental period. A sign-up form will be available for students to choose a session for their presentation and facilitation.

For the assigned session, presenting students must bring about 10 copies of a review sheet (no more than 1 page long; avoid plagiarism; include article reference) that they produced to share with their classmates in a small group. Presenting students will submit a copy of the journal article and their review sheet (5 points) to Blackboard by midnight prior to their presentation (2 points).

The small group will respond by discussing the presentation, and each member will complete and submit a brief reflection (4 or more lines) about it (8 points [1 point x 8 discussions]).

Brief Research Report (BRR, 20 points)

This assignment allows students to pursue a topic of their choice and conduct some basic research on the topic. The topic can be anything they are interested in that relates to the content of the course.

Using the research skills demonstrated by the education librarian Anne Melville (adrisco2@gmu.edu) or by the instructor, students are to find at least three scholarly (peer-reviewed) journal articles (including at least 1 empirical-research article) to use in the report that cover their topic of interest that have been published in the past decade. Students are to submit their topic and electronic copies (no links) of the articles for instructor approval prior to writing the paper. If an approved article is changed, students are to submit the new article for approval prior to writing the paper. In addition, they are to submit **a brief outline (no more than 1 page)** for review before writing the paper, and a final report. The final report should include a literature review and a synthesis. It should also include a reflection guided by the following questions:

- How is the topic situated in the field of lifespan development? Specifically,
 - What developmental period is emphasized?
 - What theoretical perspectives inform the research? (Vygotsky, Piaget, Freud, Erikson, etc.)
 - What developmental domains (social and emotional, cognitive, and /or physical) are emphasized?
- How is this information helpful for practitioners?
- How is this information relevant for the general population?

Students will cite current research from the course textbook and/or other course materials, which may be supplemented with other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list. The paper will be five to six double-spaced pages plus title and reference pages.

- **Other Requirements**

Attendance and Participation (25 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, 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 = 73 – 76 C- = 70 – 72 D = 60 – 69 F = < 60

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

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

Professional Dispositions

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

Class Schedule

Date	Topic	Assignments & Readings Due
Lesson 1		
Aug 24	Introductions, Course Overview History, Theory, & Research Strategies	Chapter 1
Lesson 2		
Aug 31	Genetic & Environmental Foundations	Chapter 2
Lesson 3		
Sep 7	Prenatal Development, Birth & the Newborn Baby	Chapter 3
Lesson 4		
Sep 14	Physical Development in Infancy & Toddlerhood	Chapter 4 Quiz 1 (Ch. 1-3) By midnight, post BRR topic & 3 journal articles to Bb
Lesson 5		
Sep 21	Cognitive Development in Infancy & Toddlerhood Emotional & Social Development in Infancy & Toddlerhood	Chapters 5 & 6 Article share
Lesson 6		
Sep 28	Physical & Cognitive Development in Early Childhood	Chapter 7 Article share Quiz 2 (Ch. 4-6)
Lesson 7		

Date	Topic	Assignments & Readings Due
Oct 5	Social & Emotional Development in Early Childhood	Chapter 8 Article share
Oct 12	<i>No class meeting – University holiday</i>	
Lesson 8		
Oct 19	Physical & Cognitive Development in Middle Childhood Social & Emotional Development in Middle Childhood	Chapters 9 & 10 Article share By midnight, post BRR outline to Bb
Lesson 9		
Oct 26	Physical & Cognitive Development in Adolescence Emotional & Social Development in Adolescence	Chapters 11 & 12 Article share Quiz 3 (Ch. 7-10)
Lesson 10		
Nov 2	Physical & Cognitive Development in Early Adulthood Emotional & Social Development in Early Adulthood	Chapters 13 & 14 Article Share
Lesson 11		
Nov 9	Physical & Cognitive Development in Middle Adulthood Emotional & Social Development in Middle Adulthood	Chapters 15 & 16 Article share Quiz 4 (Ch. 11-14) By midnight, post BRR to Bb
Lesson 12		
Nov 16	Physical & Cognitive Development in Late Adulthood Emotional & Social Development in Late Adulthood	Chapters 17 & 18 Article share
Lesson 13		
Nov 23	Death, Dying, & Bereavement	Chapter 19 Article Share
Lesson 14		
Nov 30	Children of Military Families	Military Module Quiz 5 (Ch. 15-19)
Dec 7	<i>No class meeting – Reading day</i>	
Lesson 15		

Date	Topic	Assignments & Readings Due
Dec 14	No class meeting – final examination period	Course evaluation Deadline for 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 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>.