

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

EDUC 302.DL1 Human Growth and Development
3 Credits, Fall 2021
8/23/2021–12/15/2021
Online Asynchronous

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 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 23, 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#test-ed-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: 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. 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, VIA, hard copy).

	Due Dates	Points
Attendance & Participation Online Activities and Discussions (see class schedule)	Ongoing	Total Pts 25
Quizzes (5 quizzes - 8 points each)		Total Pts 40
• Quiz 1 (Chapters 1-3)	9/19	8
• Quiz 2 (Chapters 4-6)	10/3	8
• Quiz 3 (Chapters 7-10)	10/24	8
• Quiz 4 (Chapters 11-14)	11/7	8
• Quiz 5 (Chapters 15-19)	12/5	8

	Due Dates	Points
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>	Module 5 Module 6 Module 7 Module 8 Module 9 Module 10 Module 11 Module 12 Module 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 	9/12 10/10 10/31	Total Pts 20
TOTAL		100

Online Discussions (25 points)

Attendance/participation points are assessed via online discussions. These are evaluated for content, frequency, and punctuality of participation. Discussions are worth 0.5 point each for the discussions in modules 1 and 2 and 2 points for each of the next 12 discussions (modules 3-14).

Students will be assigned to a discussion group of 4-6 members. Students need to post comments on at least 3 days. Initially everyone posts a minimum of 1 discussion entry responding to the prompt by 11:59 p.m. on day 3 (Wednesday) of the module week. Then, each person posts at least 3 meaningful responses to others' entries.

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 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 modules (see course schedule). Presenters will lead a discussion of their article during the week, and participants will submit a reflection on the article at the end of the week.

- Presenter's Responsibilities (7 points)
 - By 11:59 p.m. on day 1 (Monday) of the appropriate module week, presenters will post on Blackboard a two-page explanation of the article they are sharing (e.g., why was it written, what was the outcome, how does it relate to topics currently being explored by the class; also, provide a reference in APA style) (5 points).

Presenters will also attach a copy of the full article (e.g., pdf; no link) to their explanation post.

- During the first 6 days of the week (Monday – Saturday), presenters will lead a discussion of the article by responding to questions and comments by participants (2 points).
- Participant’s Responsibilities (8 points)
 - As a participant, students will post on their group’s discussion board a short reflection (4 or more full lines of text with appropriate formatting [see Written Assignments in syllabus]) that includes at least 1 meaningful question/comment about the article explanation being presented (1 point) during 8 of the 9 modules when articles are being shared (i.e., modules 5-13). Reflections should be uploaded to Blackboard by 11:59 pm on day 6 (Saturday) of the module week. Reflections should avoid plagiarizing material from the article explanation or discussion posts.

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

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
Module 1		
Aug 23-29	Introductions, Course Overview, & Blackboard History, Theory, & Research strategies	Chapter 1 Due to Bb 8/25 & 8/29: Discussion Board posts
Module 2		
Aug 30-Sep 5	Genetic & Environmental Foundations	Chapter 2 Due to Bb 9/1 & 9/5: Discussion Board posts
Module 3		
Sep 6-12	Prenatal Development, Birth & the Newborn Baby	Chapter 3 Due to Bb by 9/12 – BRR topic & 3 journal articles Due to Bb 9/8 & 9/12: Discussion Board posts
Module 4		
Sep 13-19	Physical Development in Infancy & Toddlerhood	Chapter 4 Due to Bb by 9/19 – Quiz 1 (Ch. 1-3) Due to Bb 9/15 & 9/19: Discussion Board posts
Module 5		

Date	Topic	Assignments & Readings Due
Sep 20-26	Cognitive Development in Infancy & Toddlerhood Emotional & Social Development in Infancy & Toddlerhood	Chapters 5 & 6 Due to Bb – Article share Presenter posts article to Bb by 9/20 & leads discussion by 9/25 Participants post reflection to Bb by 9/25 Due to Bb 9/22 & 9/26: Discussion Board posts
Module 6		
Sep 27-Oct 3	Physical & Cognitive Development in Early Childhood	Chapter 7 Due to Bb by 10/3 – Quiz 2 (Ch. 4-6) Due to Bb – Article Share: Presenter posts article to Bb by 9/27 & leads discussion by 10/2 Participants post reflection to Bb by 10/2 Due to Bb 9/29 & 10/3: Discussion Board posts
Module 7		
Oct 4-10	Social & Emotional Development in Early Childhood	Chapter 8 Due to Bb – Article share: Presenter posts article to Bb by 10/4 & leads discussion by 10/9 Participants post reflection to Bb 10/9 Due to Bb 10/6 & 10/10: Discussion Board posts Due to Bb by 10/10 – BRR outline
Module 8		

Date	Topic	Assignments & Readings Due
Oct 11-17	Physical & Cognitive Development in Middle Childhood Social & Emotional Development in Middle Childhood	Chapters 9 & 10 Due to Bb – Article share: Presenter posts article to Bb by 10/11 & leads discussion by 10/16 Participants post reflection to Bb by 10/16 Due to Bb 10/13 & 10/17: Discussion Board posts
Module 9		
Oct 18-24	Physical & Cognitive Development in Adolescence Emotional & Social Development in Adolescence	Chapters 11 & 12 Due on Bb by 10/24 – Quiz 3 (Ch. 7-10) Due to Bb – Article Share: Presenter posts article to Bb by 10/18 & leads discussion by 10/23 Participants post reflection to Bb by 10/23 Due to Bb 10/20 & 10/24: Discussion Board posts
Module 10		
Oct 25-31	Physical & Cognitive Development in Early Adulthood Emotional & Social Development in Early Adulthood	Chapters 13 & 14 Due to Bb – Article Share: Presenter posts article to Bb by 10/25 & leads discussion by 10/30 Participants post reflection to Bb by 10/30 Due to Bb 10/27 & 10/31: Discussion Board posts Due to Bb by 10/31 – BRR paper
Module 11		

Date	Topic	Assignments & Readings Due
Nov 1-7	Physical & Cognitive Development in Middle Adulthood Emotional & Social Development in Middle Adulthood	Chapters 15 & 16 Due on Bb by 11/7 – Quiz 4 (Ch. 11-14) Due to Bb – Article Share: Presenter posts article to Bb by 11/1 & leads discussion by 11/6 Participants post reflection to Bb by 11/6 Due to Bb 11/3 & 11/7: Discussion Board posts
Module 12		
Nov 8-14	Physical & Cognitive Development in Late Adulthood Emotional & Social Development in Late Adulthood	Chapters 17 & 18 Due to Bb – Article Share: Presenter posts article to Bb by 11/8 & leads discussion by 11/13 Participants post reflection to Bb by 11/13 Due to Bb 11/10 & 11/14: Discussion Board posts
Module 13		
Nov 15-21	Death, Dying, & Bereavement	Chapter 19 Due to Bb: Article Share: Presenter posts article to Bb by 11/15 & leads discussion by 11/20 Participants post reflection to Bb by 11/20 Due to Bb 11/17 & 11/ 21: Discussion Board posts
Nov 22-28	<i>Nothing scheduled – Thanksgiving holiday</i>	
Module 14		
Nov 29-Dec 5	Children of Military Families	Military Module Due to Bb 12/1 & 12/5: Discussion Board posts Due on Bb by 12/5 – Quiz 5 (Ch. 15-19)
Module 15		
Dec 6-12	Nothing scheduled -- Examination Period	Course evaluation Due to Bb by 12/12: all 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>.