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George Mason University
College of Education and Human Development
Elementary Education Program (ELED)

ELED 443 Section 002
Children, Family, Culture, and Schools, Ages 4-12 (3 credits)
Fall 2022 (August 22 – December 14)
Mondays, 1:30pm- 4:10pm, Peterson Hall 2411, Fairfax Campus

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Professor: Naomi B. Brown
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Recommended Prerequisites:
EDUC 200: Introduction to Teaching
EDUC 301: Introduction to Diverse Learners

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.

Course Overview: This course examines the socioemotional, physical, cognitive and speech/ language development of children ages 4-12 and how it intersects with the ecological and sociocultural factors operating within schools. Teacher candidates will explore how research on the brain, human development, and the interaction of families and culture within schools impact their planning, management, and instructional delivery.

Field Hours: This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

Course Delivery Method: This course will be delivered in-person (76% or more) and incorporate some asynchronous formats 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 @ gmu.edu) and email password. The course site will be available on or before August 20, 2022. This course will use a combination of Blackboard Collaborate Ultra and Google Slides for any synchronous online course delivery. Class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

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:

1. 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
2. To get a list of supported operating systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Blackboard Collaborate Ultra or other required web conferencing tools.
5. 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.
6. 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
1. <u>Course Week:</u> Our course week will begin on the day that our in-person meetings take place as indicated on the Schedule of Classes.
2. <u>Log-in Frequency:</u> 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 3 times per week. In addition, students are expected to attend all scheduled in-person class meetings.
3. <u>Participation:</u> 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.
4. <u>Technical Competence:</u> 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.

5. <u>Technical Issues:</u> 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.

6. <u>Workload:</u> 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.

7. <u>Instructor Support:</u> Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor in-person, 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. You should allot 24 hours for the instructor to respond on weekdays and note that emails will not be responded to on weekends.

8. <u>Netiquette:</u> 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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

9. <u>Accommodations:</u> Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:
This course is designed to enable students 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 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 (The Interstate Teacher Assessment & Support Consortium):
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.

8 VAC 20-25-30. **Virginia State Technology Standards for Instructional Personnel:**
A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
C. Instructional personnel shall be able to apply computer productivity tools for professional use.
D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

REQUIRED TEXTS:
Slavin, R. E. (2015). *Educational psychology: Theory and practice (12th ed.)*. Pearson.

Hammond, Zaretta (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students* (1st Ed). Corwin Publishing

Additional selected readings will be posted on Blackboard.

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

Assignments and/or Examinations:

1. <mark>**Attendance and Participation (29 points total)**</mark>
   It is expected that you attend class session meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** unless 48 hours advance notice has been provided to the instructor.

   This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to in person and asynchronous online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

   Your attendance and participation includes completion of all in-person and asynchronous application activities and is worth 29 points of your final grade in the course. This includes, but is not limited to:
   ● Contributions to whole group and small group discussions
   ● Graphic organizers included in asynchronous work
   ● Peer review and group in-person and asynchronous work

2. <mark>**Child Abuse Recognition and Intervention Training (CARI) (1 point)**</mark>
   As a part of this course, you will complete the Child Abuse Recognition and Intervention Training (CARI) online modules required by the state of Virginia for licensure. You will submit a copy of your certificate to Blackboard to demonstrate completion of this task, which is worth 1 point of your final grade in the course.

3. <mark>**Child Development Observation Logs (30 points total)**</mark>
   Using the template provided in class, you will complete three observation journals, documenting aspects of child development studied in this course. The observations will focus on the following aspects of child development: 1) social-emotional, 2) physical, and 3) cognitive. In each journal, you will describe the research you have gleaned from your course readings, what you observed or might expect to observe in a classroom, and

how this information might inform your future practice as it relates to that aspect of child development. Additionally, you will document unique ecological and sociocultural factors you observe or learn about that influence students' daily school experiences.

4. <mark>PBA Part 1 and Part 2: Understanding Diverse Learners through Action Planning and Community Mapping</mark> (40 points total)

Part 1 of the PBA will be completed <u>individually</u>:

PART 1. Based on your understanding of the influence of child development, families and communities, ecological and sociocultural factors, you will make a recommendation for a specific action that could be taken to improve the learning experiences for the students.

Part 2 will be completed in <u>groups</u>. You will be assigned a group based on school assignments to:

PART 2. Collaboratively construct a community map of your school community. The purpose of community mapping is for students to consider the myriad of ecological and sociocultural factors that influence students' daily school experiences. Your group, you will create a presentation (15-minutes max) in any format you prefer that introduces your peers to the following aspects of your specified classroom and school:

    a. A visual tour of both your school and the surrounding community
    b. School description/demographics
    c. Community description/demographics
    d. Aspects of your school that make it unique
    e. Intersection of course readings/discussions and Child Development Observation Logs

Specific guidelines for this assignment, along with a template, will be distributed in class. This PBA, to include the action plan as well as the community mapping activity, is worth a total of 40 points of your final grade in the course.

Work Timeliness Expectations
    All assignments are to be completed **by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

    All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource. http://owl.english.purdue.edu/owl/resource/560/01/

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

COURSE PERFORMANCE EVALUATION WEIGHTING

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5, 6	Attendance and Participation	29	ongoing
n/a	CARI Training	1	Sept. 19
1, 3	Child Development Observation Logs	30 **(each log 10)**	Various Sept-Oct
1, 2, 3, 4, 5, 6	*PBA: Part 1 Understanding Diverse Learners through Action Planning	16	Oct. 31
1, 2, 3, 4, 5, 6	*PBA: Part 2 Understanding Diverse Learners through Community Mapping	24	Nov. 21

*Performance-based assessment (PBA)

GRADING POLICIES

The grading for this course is as follows:

Grade	Grading Scale	Interpretation
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	

B-	80-82	
C+	77 – 79	
C	72 – 76	
C-	70-72	Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.
D	60-69	
F	<69	

*Note: "C-"and below is not satisfactory for a licensure course.

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/

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 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 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

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

TENTATIVE CLASS SCHEDULE

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

Class Meeting	Guiding Questions/Topics	Readings and Assignments (DUE BEFORE In Person SESSION)

Monday, August 22
 	
1:30pm – 4:10pm
In-Person
 	
Class 1
	Course Introduction
	• How does educational psychology pertain to my work as an elementary teacher?
	• Who are we as individuals? Who are we as future teachers and what does culturally responsive teaching have to do with me?
	• How do we organize to best serve our students and our profession?
		Read:
		● Blackboard readings as assigned, which may include:
		  ○ Willing to Be Disturbed (Wheatley, 2002)
		
		Watch/Do:
		● Syllabus Review
		● Additional work as assigned on Blackboard, including:
		  ○ Online Modules for APA &

Monday, August 29
 	
1:30-4:10pm
In-Person
 	
Class 2
	Ecological Model of Development
	• Why is the ecological model of development relevant for schools, teaching and student learning?
	• What aspects of the community tell its story? What do we notice and observe to learn about the community we serve?
	• How will the observation logs support application of my learning for this course and the final assignments?
		Read:
		● Slavin, Chapter 1
		● Slavin, (pp. 36-37)
		● Blackboard readings as assigned, which may include:
		  ○ Ecological Models of Human Development (Bronfenbrenner, 1994)
		  ○ Ecological Model Handout
		  ○ Understanding Children in Context
		● Review Template for Child Development Observation Logs
		
		Watch/Do:
		● Additional work as assigned on Blackboard

Monday, September 5	**LABOR DAY**	

Monday, September 12
 	
1:30-4:10pm
In-Person
 	
Class 3
	Culturally Responsive Teaching
	• How do I prepare to be a Culturally Responsive Educator?
		Read:
		● Slavin, Chapter 4
		● Hammond, Ch 2: What's Culture Got to Do With It?
		● Blackboard readings as assigned, which may include:
		  ○ Towards A Conception of Culturally Responsive Classroom Management (Weinstein, Tomlinson-Clarke, & Curran, 1994)
		  ○ But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy (Ladson-Billings, 1995)
		
		Watch/Do:
		• Additional learning tasks

Monday, September 19 **1:30-4:10pm** In-Person **Class 4**	**Social-Emotional Development** • How do social, emotional and moral concepts influence children's engagement and learning in the classroom? • How do we build stronger learning partnerships with our students?	<mark>**DUE: Child Abuse Recognition and Intervention Training (CARI)**</mark> **Read:** ● Slavin, Chapter 3 ● Hammond, Chapter 5 **Watch/Do:** • Work on Social-Emotional Child Development Observation Log<mark> </mark>

Monday, September 26
 	
1:30-4:10pm
Asynchronous
 	
Class 5
	Family Engagement
	• What does it mean to become a partner with families?
	• How will you develop home-school partnerships?
	• Self-Directed Learning: Social/ Emotional Child Development Observation Log
	• Student Conferences
		Read:
		● Blackboard readings as assigned, which may include:
		  ○ Family Engagement and the Responsive Educator (Grant & Ray, 2013, Chapter 1)
		  ○ Teacher as Family Communication Facilitator (Grant & Ray, 2013, Chapter 10)
		
		Watch/Do:
		• Additional learning/tasks as assigned on Blackboard
		• Work on Social/Emotional Child

Monday, October 3 **1:30-4:10pm** **In-Person** **Class 6**	**Physical Development** • What factors influence physical development and learning?	<mark>**DUE: Submit Social/Emotional Child Development Observation Log on Blackboard**</mark> **Read:** ● Blackboard readings as assigned **Watch/Do:** ● Work on Physical Child Development Observation Log
Tuesday, October 11 **1:30-4:10** **In-Person** **Class 7**	**Cognitive Development** • What theories of cognitive development influence how we teach elementary students? • What informs students' cognitive functioning in the classroom? How do language and speech develop? • PBA Overview Workshop	<mark>**DUE: Submit Physical Child Development Observation Log on Blackboard**</mark> **Read:** ● Slavin, Chapter 6 ● Slavin, Chapter 2 (pp. 22-36 only) ● Blackboard readings as assigned **Watch/Do:** ● Work on Cognitive Child Development Observation Log<mark>.</mark>
Monday, October 17 **1:30-4:10pm** **In-Person** **Class 8**	**Building Intellective Capacity** • How Do We Build Intellective Capacity? • Self-Directed Learning: PBA Part 1: Action Plan	<mark>**DUE: Submit Cognitive Child Development Observation Log on Blackboard**</mark> **Read:** ● Part III, Chapter 8, Hammond ● Part III, Chapter 9, Hammond ● Blackboard readings as assigned ● Scenarios **Watch/Do:**
Monday, October 24 **1:30-4:10pm** **In-Person** **Class 9**	**Action Plan Workshop**	**Read:** ● Slavin, Chapter 10 ● Slavin, Chapter 11 **Watch/Do:** • Work on PBA Part 1: Action Plan

Monday, October 31 **1:30-4:10pm** In-Person **Class 10**	**Motivation** • In what ways can you support the developmental and cultural influences of student learning within your classroom environment? • How will you motivate your students? **Student Mental Health** • What do elementary teachers need to know about supporting students' mental health?	==DUE: PBA Part 1: Understanding Diverse Learners Action Plan on Blackboard== **Read:** • Blackboard readings as assigned, which may include: o Fostering Resilient Learners: Names, Labels, and the Need for Control (Souers & Hall 2016, Chapter 9) • **Watch/Do:** • Additional work as assigned on Blackboard
Monday, November 7 **1:30-4:10pm** In-Person **Class 11**	**Developmental and Ecological Considerations** • Reflecting on developmental and ecological considerations **Community Mapping Project** • Group Planning Community Mapping Presentation	**Read:** • Slavin, Chapter 12 **Watch/Do:** • Work on PBA Part 2: Community Mapping Presentation • Additional work as assigned on Blackboard
Monday, November 14 **1:30-4:10pm** Asynchronous **Class 12**	**Community Mapping Project** • Group Planning Community Mapping Presentation	==DUE: Revisions to PBA Part 1: Understanding Diverse Learners Action Plan== **Read:** • Blackboard readings as assigned **Watch/Do:** • Work on PBA Part 2: Community Mapping Activity
Monday, November 21 **1:30-4:10pm** In-Person **Class 13**	**Community Mapping Presentations and Celebrations**	==DUE: PBA Part 2 Community Mapping Due (Each student uploads after group presentation)== **Read:** ● N/A **Watch/Do:**

Monday, November 28 **1:30-4:10pm** Asynchronous **Class 14**	**Student Conferences** **Course Evaluations**	**Read:** ● N/A **Watch/Do:** ● Prepare for student conferences ● Complete course evaluations
Monday, December 5	**Asynchronous Class**	**Read:** ● N/A **Watch/Do:** • N/A