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

EDUC 302.B01 Human Growth and Development
3 Credits, Summer 2023, Asynchronous Online
5/30/2023-7/29/2023

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
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 May 30, 2023.

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 to download *Respondus Lockdown Browser*, a custom web browser that locks down the testing environment within Blackboard/Courses so you will not be able to go to other sites/windows while completing quizzes.
  - All quizzes will require the use of *Respondus Lockdown Browser*
  - How to download *Respondus Lockdown Browser*: https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/
- 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
Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Virginia Professional Studies Endorsement Competencies

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.). 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).

Assignments	Due Dates	Points
Attendance & Participation		**Total Pts 25**
Online Activities and Discussions (see class schedule)	Ongoing	
Attendance and Participation Summary	7/29	
Quizzes (5 quizzes - 8 points each)		**Total Pts 40**
• Quiz 1 (Chapters 1-3)	6/12	8

Assignments	Due Dates	Points
• Quiz 2 (Chapters 4-6)	6/21	8
• Quiz 3 (Chapters 7-10)	7/3	8
• Quiz 4 (Chapters 11-14)	7/12	8
• Quiz 5 (Chapters 15-19)	7/24	8
Article Share		**Total Pts 15**
• Infancy and toddlerhood	6/13	
• Early childhood: Physical and cognitive development	6/17	
• Early childhood: Emotional and social development	6/22	
• Middle childhood	6/26	
• Adolescence	6/30	
• Early adulthood	7/3	
• Middle adulthood	7/9	
• Late adulthood	7/13	
• Death, dying, and bereavement	7/17	
Brief Research Report (BRR)		**Total Pts 20**
• Submit topic and 3 scholarly articles for approval	6/8	4
• Outline: One-page bullet points summarizing ideas	6/25	1
• Report	7/8	15
TOTAL		**100**
A minimum of 5% may be deducted for late submissions. Total deduction based on how late the assignment is submitted. Late submissions more than one week beyond the original due date must be approved by the Instructor.		

Assignments and/or Examinations

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 need to post comments at least 3 times during a module week. Every student must post their own response to the discussion prompt by 11:59 p.m. on the first day of the module week. Then, each student must post a meaningful response to at least **TWO** colleagues' post by 11:59pm on the last day of the module week. Students will not receive full credit if they do not post **and** respond to at least 2 classmates each module week.

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. All quizzes will be posted to Blackboard on the first day of the module week and are due by 11:59pm the last day of the module week. All quizzes are administered through Respondus Lockdown Browser.
https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/

Article Share (15 points)
Students will identify a peer-reviewed journal article (not a news article) related to an assigned human growth and development topic. This activity will take place during predetermined modules (see course schedule). Presenters will lead a discussion of their article during the module period, and participants will submit a reflection on the article during the period. Throughout the semester, each student will serve as the Presenter for one module and the Participant for eight modules.

Presenter's Responsibilities (7 points)
- By 11:59 p.m. on day 1 of the assigned module period, presenters will post on Blackboard a one-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 week, 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 a short reflection (4 or more full lines of text) that includes at least 1 meaningful question/comment about one of the article explanations being presented (1 point). Reflections should be uploaded to Blackboard by 11:59 pm on day 3 of the module period. 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 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 an <u>introduction</u>, <u>literature review</u> and a <u>synthesis</u>. It should also include a <u>reflection</u> 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 <u>plus</u> title and reference pages.** The paper should follow APA format.

- **Other Requirements**

Attendance and Participation (25 points)
Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:
- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. 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.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an attendance and participation self-evaluation.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> 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 C or better in all undergraduate 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

Modules	Topic	Assignments & Readings Due
Module 1		
May 30- June 1	Introductions, Course Overview History, Theory, & Research Strategies	Chapter 1 **Due to Bb 5/30 & 6/1: Discussion Board posts**
Module 2		
June 2- June 4	Genetic & Environmental Foundations	Chapter 2 **Due to Bb 6/2 & 6/4: Discussion Board posts**
Module 3		
June 5- June 8	Prenatal Development, Birth & the Newborn Baby	Chapter 3 **Due to Bb by 6/8: BRR topic & 3 journal articles** **Due to Bb 6/5 & 6/8: Discussion Board posts**
Module 4		

Modules	Topic	Assignments & Readings Due
June 9- June 12	Physical Development in Infancy & Toddlerhood	Chapter 4 **Due on Bb by 6/12: Quiz 1 (Ch. 1-3)** **Due to Bb 6/9 & 6/12: Discussion Board posts**
Module 5		
June 13- June 16	Cognitive Development in Infancy & Toddlerhood Emotional & Social Development in Infancy & Toddlerhood	Chapters 5 & 6 **Article share:** • **Presenter** posts article/summary to Bb by 6/13 & leads discussion by 6/16 • **Participants** post reflection to Bb by 6/15 **Due to Bb 6/13 & 6/16: Discussion Board posts**
Module 6		
June 17- June 21 University Closed Monday, June 19th	Physical & Cognitive Development in Early Childhood	Chapter 7 **Due on Bb by 6/21: Quiz 2 (Ch. 4-6)** **Article Share:** • **Presenter** posts article/summary to Bb by 6/17 & leads discussion by 6/21 • **Participants** post reflection to Bb by 6/20 **Due to Bb 6/17 & 6/21: Discussion Board posts**
Module 7		

Modules	Topic	Assignments & Readings Due
June 22- June 25	Social & Emotional Development in Early Childhood	Chapter 8 **Article share:** • **Presenter** posts article/summary to Bb by 6/22 & leads discussion by 6/25 • **Participants** post reflection to Bb by 6/24 **Due to Bb 6/22 & 6/25: Discussion Board posts** **Due to Bb by 6/25: BRR outline**
Module 8		
June 26-June 29	Physical & Cognitive Development in Middle Childhood Social & Emotional Development in Middle Childhood	Chapters 9 & 10 **Article share:** • **Presenter** posts article to Bb by 6/26 & leads discussion by 6/29 • **Participants** post reflection to Bb by 6/25 **Due to Bb 6/26 & 6/29: Discussion Board posts**
Module 9		
June 30- July 3 University Closed Tuesday, July 4th	Physical & Cognitive Development in Adolescence Emotional & Social Development in Adolescence	Chapters 11 & 12 **Due on Bb by 7/3: Quiz 3 (Ch. 7-10)** **Article Share:** • **Presenter** posts article to Bb by 6/30 & leads discussion by 7/3 • **Participants** post reflection to Bb by 7/2 **Due to Bb 6/30 & 7/3: Discussion Board posts**
Module 10		

Modules	Topic	Assignments & Readings Due
July 5- July 8	Physical & Cognitive Development in Early Adulthood Emotional & Social Development in Early Adulthood	Chapters 13 & 14 **Article Share:** • **Presenter** posts article to Bb by 7/5 & leads discussion by 7/8 • **Participants** post reflection to Bb by 7/7 **Due to Bb 7/5 & 7/8: Discussion Board posts** **Due to Bb by 7/8: BRR paper**
Module 11		
July 9- July 12	Physical & Cognitive Development in Middle Adulthood Emotional & Social Development in Middle Adulthood	Chapters 15 & 16 **Due on Bb by 7/12: Quiz 4 (Ch. 11-14)** **Article Share:** • **Presenter** posts article to Bb by 7/9 & leads discussion by 7/12 • **Participants** post reflection to Bb by 7/11 **Due to Bb 7/9 & 7/12: Discussion Board posts**
Module 12		
July 13- July 16	Physical & Cognitive Development in Late Adulthood Emotional & Social Development in Late Adulthood	Chapters 17 & 18 **Article Share:** • **Presenter** posts article to Bb by 7/13 & leads discussion by 7/16 • **Participants** post reflection to Bb by 7/15 **Due to Bb 7/13 & 7/16: Discussion Board posts**
Module 13		

Modules	Topic	Assignments & Readings Due
July 17- July 20	Death, Dying, & Bereavement	Chapter 19 **Article Share:** • **Presenter** posts article to Bb by **7/17 & leads discussion by 7/20** • **Participants** post reflection to Bb by **7/19** **Due to Bb 7/17 & 7/20: Discussion Board posts**
Module 14		
July 21- July 24	Children of Military Families	Military Module **Due on Bb by 7/24: Quiz 5 (Ch. 15-19)** **Due to Bb 7/21 & 7/24: Discussion Board posts**
July 27- July 29	Finals	**Due to Bb by 7/29: Attendance and Participation Summary**

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 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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee" and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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**.**