

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, 2024

Mondays 1:30 – 4:10 Thompson L028

August 26 – December 18, 2024- Fairfax Campus

Faculty

Name: Dr. Erica Meadows
Office Hours: By Appointment
Office Location: Thompson Hall 1800
Office Phone: Provided in Blackboard
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Prerequisites/Corequisites

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. Note: Requires 15 hours of field work

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 field hours. Additional details will be provided in class.

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, 2024. 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. Course Week: Our course week will begin on the day that our in-person meetings take place as indicated on the Schedule of Classes.
2. 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 3 times per week. In addition, students are expected to attend all scheduled in-person class meetings.
3. 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.
4. 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.

5. **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.
6. **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.
7. **Instructor Support:** 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. **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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. **Accommodations:** Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Attendance Policy: In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After three absences, students will not be able to earn a passing grade and must retake the class. *Student and Faculty Names and Pronouns*

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her for myself and you may address me as Dr. Meadows, in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.

- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.

We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Learning Outcomes

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

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 \(The Interstate Teacher Assessment & Support Consortium\)](#)

This course addresses the following professional 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.

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. (2020). *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

Van Derrnott Lipsky, L. (2018). *The age of overwhelm: Strategies for the long haul*. Berrett-Koehler Publishers.

****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.

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. Attendance and Participation (29 points total)

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 include 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. Child Abuse Recognition and Intervention Training (CARI) (1 point)

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. Child Development Observation Logs (30 points total)

Using the template provided in class, you will complete two observation logs, 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 and draw connections to school-based support systems.

4. PBA Part 1 and Part 2: Understanding Diverse Learners and School Supports (40 points total)

Part 1 of the PBA will be completed individually:

PART 1. Based on your understanding of the influence of child development, families and communities, ecological and sociocultural factors, you will consider how schools support students' development. Using an ecological framework, you will identify school staff by role and specific individuals at your fieldwork site, conduct an individual interview, and write a reflection that highlights your knowledge of our coursework this semester and how these school supports contribute to your work as a classroom teacher.

Part 2 will be completed in groups. 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 (7-10 minutes) in any format you prefer that synthesizes your interviews and reflects on how

different school staff work in community to provide for students' various developmental needs at different levels of the ecological model. Your presentation should include:

- a. Staff interviewed at the school site
- b. Unique features, programs, and services at your school site
- c. Information about the school and community and relation to the ecological model
- d. Aspects of your school that make it unique
- e. Reflection on how this information would impact your work as a classroom teacher

Specific guidelines for this assignment will be distributed in class. This PBA, to include the interview, reflection, and community mapping group project 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

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5, 6	Attendance and Participation	29	ongoing
n/a	CARI Training	1	Sept. 16
1, 3	Child Development Observation Logs	30 (each log 15)	Various Sept-Oct
1, 2, 3, 4, 5, 6	*PBA: Part 1 Understanding Diverse Learners through	20	TBD

	Action Planning		
1, 2, 3, 4, 5, 6	*PBA: Part 2 Understanding Diverse Learners through Community Mapping	20	TBD

*Performance-based assessment (PBA)

GRADING POLICIES

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.**

Use of Generative AI

Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity

policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students. There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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.

Class Schedule (See Below)

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

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)
<p>Monday, August 26 1:30–4:10pm In-Person Class 1</p>	<p>Course Introduction</p> <ul style="list-style-type: none"> ● How does child development and 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? 	<p>Read:</p> <ul style="list-style-type: none"> ● Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Willing to Be Disturbed (Wheatley, 2002) <p>Watch/Do:</p> <ul style="list-style-type: none"> ● Syllabus Review ● Additional work as assigned on Blackboard, including: <ul style="list-style-type: none"> ○ Online Modules for APA & Honor Code
<p>Monday, September 2</p> <p>Labor Day Holiday - No Class</p>		
<p>Monday, September 9 1:30-4:10pm In-Person Class 2</p>	<p>Book Club #1 Overwhelm in our lives and profession</p> <p>Ecological Model of Development and Multi-Tiered Systems of Support</p> <ul style="list-style-type: none"> ● Why is the ecological model of development relevant for schools, teaching and student learning? ● How are multi-tiered system supports ecologically situated within elementary schools? ● How are those MTSS supports informing child development? 	<p>Read:</p> <ul style="list-style-type: none"> ● Slavin, Chapter 1 ● Slavin, (pp. 35-37: <i>Bronfenbrenner's Bioecological Theory</i>) ● Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Ecological Models of Human Development (Bronfenbrenner, 1994) ○ Ecological Model Handout ○ Understanding Children in Context ● Review Template for Child Development Observation Logs

<p>Monday September 16 1:30-4:10pm In-Person Class 3</p>	<p>Book Club #2 Overwhelm in our lives and profession</p> <p>Social-Emotional Learning and Development</p> <ul style="list-style-type: none"> • What role does adult SEL play in teaching and learning? • 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? 	<p>DUE: Child Abuse Recognition and Intervention Training (CARI)</p> <p>Read:</p> <ul style="list-style-type: none"> • Slavin, Chapter 3 • Hammond, Chapter 5 • Review PBA Part 1 Assignment <p>Watch/Do:</p> <ul style="list-style-type: none"> • Work on Child Development Observation Log #1
<p>Monday September 23 1:30-4:10pm ONLINE Asynchronous Class 4</p>	<p>Book Club #3 Overwhelm in our lives and profession</p> <p>Motivation</p> <ul style="list-style-type: none"> • In what ways can you support the developmental and cultural influences of student learning within your classroom environment? • How will you motivate your students? <p>Student Mental Health</p> <ul style="list-style-type: none"> • What do elementary teachers need to know about supporting students’ mental health? 	<p>Read:</p> <ul style="list-style-type: none"> • Slavin, Chapter 10 • Slavin, Chapter 11 • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Fostering Resilient Learners: Names, Labels, and the Need for Control (Souers & Hall 2016, Chapter 9) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Work on Child Development Observation Log #1 • Additional work as assigned on Blackboard
<p>Monday September 30 1:30 – 4:10 In Person Class 5</p>	<p>Book Club #4 Overwhelm in our lives and profession</p> <p>Family Engagement</p> <ul style="list-style-type: none"> • What does it mean to become a partner with families? <p>Self-Directed Learning: Child Development Observation Log #1</p>	<p>Read:</p> <ul style="list-style-type: none"> • van Dernoort Lipsky, Chapter 4 • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Family Engagement and the Responsive Educator (Grant & Ray, 2013, Chapter 1) ○ Teacher as Family Communication Facilitator (Grant & Ray, 2013, Chapter 10)
<p>Monday October 7 1:30-4:10pm In-Person Class 6</p>	<p>Book Club #5 Overwhelm in our lives and profession</p> <p>Family Engagement Continued</p> <ul style="list-style-type: none"> • How will you develop home-school partnerships? <p>Physical Development</p> <ul style="list-style-type: none"> • What factors influence physical 	<p>DUE: Submit Child Development Observation Log #1 on Blackboard</p> <p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned • Review PBA Assignment (Parts 1 and 2) <p>Watch/Do:</p>

	development and learning? PBA Overview	Work on Child Development Observation Log #2
Monday, October 14 Fall Break – No Class		
Monday October 21 1:30-4:10pm In-Person Class 7	Book Club #6 Overwhelm in our lives and profession Cognitive Development <ul style="list-style-type: none"> • 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 Part 1 Interview Workshop	Read: <ul style="list-style-type: none"> • Slavin, Chapter 6 • Slavin, Chapter 2 (pp. 22-36 only) • Blackboard readings as assigned Watch/Do: <ul style="list-style-type: none"> • Work on Child Development Observation Log #2 Work on PBA Part 1 Interview Questions
Monday October 28 1:30-4:10pm In-Person Class 8	Book Club #7 Overwhelm in our profession Culturally Responsive Teaching How do I prepare to be a culturally responsive educator?	Read: <ul style="list-style-type: none"> • Slavin, Chapter 4 • Hammond, Ch 2: What's Culture Got to Do With It? • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ 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) DUE: Submit Child Development Observation Log #2 on Blackboard
Monday, November 4 1:30-4:10pm In-person Class 9	Book Club #8 Overwhelm in our lives and profession PBA Part 1: Exploring School Supports	Read: <ul style="list-style-type: none"> • van der Lipsky, Chapter 7 Blackboard readings as assigned Watch/Do <ul style="list-style-type: none"> • Conduct PBA Part 1 Interview Write PBA Part 1 Reflection
Monday, November 11	Building Intellectual Capacity <ul style="list-style-type: none"> • How Do We Build Intellectual Capacity? 	Read: <ul style="list-style-type: none"> • Part III, Chapter 8, Hammond • Part III, Chapter 9, Hammond

<p>1:30-4:10pm In-Person</p> <p>Class 10</p>	<p>Self-Directed Learning: PBA Part 1</p>	<p>Blackboard readings as assigned</p> <p>Watch/Do</p> <ul style="list-style-type: none"> • Complete PBA Part 1 Reflection
<p>Monday, November 18</p> <p>1:30-4:10pm In-Person</p> <p>Class 11</p>	<p>Developmental and Ecological Considerations</p> <ul style="list-style-type: none"> • Reflecting on developmental and ecological considerations <p>Community Mapping Project</p> <ul style="list-style-type: none"> • Community Mapping Presentation Overview 	<p>Due: Submit PBA Part 1 Reflection and Interview on Blackboard</p> <p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned • Review PBA Part 2 <p>Watch/Do:</p> <ul style="list-style-type: none"> • Complete PBA Part 1 Reflection and Interview
<p>Monday November 25</p> <p>1:30-4:10pm In-Person</p> <p>Class 12</p>	<p>Community Mapping Project</p> <ul style="list-style-type: none"> • Group Planning Community Mapping Presentation 	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned <p>Watch/Do:</p> <p>Work on PBA Part 2: Community Mapping Activity</p>
<p>Monday December 2</p> <p>1:30-4:10pm Asynchronous</p> <p>Class 13</p>	<p>Community Mapping Group Work Time</p>	<p>Read:</p> <ul style="list-style-type: none"> • N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> • Complete Community Mapping Presentation
<p>Monday, December 9</p> <p>1:30-4:10pm In-person</p> <p>Class 14</p>	<p>Community Mapping Presentations and Celebrations Course Evaluations</p>	<p>DUE: PBA Part 2 Community Mapping Due (Each student uploads after group presentation)</p> <p>Read:</p> <ul style="list-style-type: none"> • N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> • Complete course evaluations



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.