“What greater or better gift can we offer the Republic than to teach and instruct our youth?”

Cicero

George Mason University
College of Education and Human Development
Secondary Education Program

EDUC 372:002 Human Development and Learning: Secondary Education (11434)
(3 Credits)
Spring Semester, 2010

Instructor: Dr. Candace A. Strawn
Date and Time: January 25 – May 10 (Mondays—7:20-10:00 pm)
Class Location: Innovation Hall, Room 103
Telephone: 703-993-4240
E-mail: cstrawn@gmu.edu
Office: 2100 West Building
Office Hours: Mondays (6:00-7:00 p.m.), Thursday (3:00-4:00), and by appointment

Required Textbooks


Other articles/handouts will be distributed in class or posted on-line at the course website. (Your GMU email address is required for communication with the course instructor and for using Blackboard!)

Optional Textbook

*Publication Manual of the American Psychological Association* (6th ed.).
or

Course Description

Education 372 explores the processes that influence the intellectual, social, emotional, and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment, and how technology supports teaching and learning.
Course Methodology

The course is structured around readings, case analyses, reflections on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current research, and technology activities. EDUC 372 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone.

Course Objectives

- Students will demonstrate an understanding of stages and processes relating to adolescents’ social, emotional, moral, cognitive, and physical development by writing a five-page paper on adolescent behavior.

- Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by attending in-class lectures given by experts in these fields and by working on individual case studies.

- Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by passing midterm and final examinations.

- Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing an eight-page paper on adolescents and motivation.

- Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study in a ten-page paper.

- Students will be able to use the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) or a similar style manual.

Course Requirements

It is expected that each of you will:

1. Read all assigned materials for the course.
2. Attend every class session.
3. Participate fully in all small/large group activities and online assignments that reflect critical reading of the materials.
4. Complete three fieldwork assignments.
5. Complete all instructional technology assignments.
6. Take a midterm test and final examination in class.
Out-of-Class Sessions

One or more of our class sessions may be held out-of-class (online). This class (or classes) is to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session. The out-of-class hours include research, use of professional websites, online discussions, readings, analyses of case studies, writing the research project, preparing the PowerPoint presentation, and other assignments. Formal online discussions will take place at: HTTPS://gmu.blackboard.com

Course Evaluation

1. Fieldwork Assignments: Students will complete three writing assignments about teenagers and teaching. The assignments will deal with adolescent levels of development (e.g., physical, social, and cognitive), motivation, and case studies for teacher problem solving.

2. Classroom Participation and Attendance Policy: Due to the importance of lecture and classroom discussion to your total learning experience, I encourage you to both attend and participate in class regularly. Readings must be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 25% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]

3. Written Assignments: All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. If you are absent, send your assignment to the instructor as a Word attachment. Late assignments will not be accepted or will have a their grades dropped without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA). Refer to the GMU Honor Code for further information.

5. Examinations: There are two multiple-choice in-class examinations: a midterm and a final.
The College of Education and Human Development (CEHD) expects that all students abide by the following:

A. CEHD Core Values—collaboration, ethical leadership, innovation, research-based practice, and social justice

B. Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

Commitment to the profession
  Promoting exemplary practice
  Excellence in teaching and learning
  Advancing the profession
  Engagement in partnerships

Commitment to honoring professional ethical standards
  Fairness
  Honesty
  Integrity
  Trustworthiness
  Confidentiality
  Respect for colleagues and students

Commitment to key elements of professional practice
  Belief that all individuals have the potential for growth and learning
  Persistence in helping individuals succeed
  High standards
  Safe and supportive learning environments
  Systematic planning
  Intrinsic motivation
  Reciprocal, active learning
  Continuous, integrated assessment
  Critical thinking
  Thoughtful, responsive listening
  Active, supportive interactions
  Technology-supported learning
  Research-based practice
  Respect for diverse talents, abilities, and perspectives
  Authentic and relevant learning

Commitment to being a member of a learning community
  Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

Commitment to democratic values and social justice
  Understanding systemic issues that prevent full participation
  Awareness of practices that sustain unequal treatment or unequal voice
  Advocate for practices that promote equity and access
  Respects the opinion and dignity of others
  Sensitive to community and cultural norms
  Appreciates and integrates multiple perspectives

C. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Honor Code
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

D. Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

E. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

F. George Mason is concerned about your safety and security and encourages you to visit their website (https://alert.gmu.edu). You may sign up for this free service, which provides emergency information of various sorts. An emergency poster exists in each classroom explaining what to do in the event of crises and further information about emergency procedures exists on http://www.gmu.edu/service/cert
Grading Policy

Fieldwork Assignments: 45
Attendance and Participation: 25
Midterm Test: 10
Final Examination: 20

TOTAL: 100 points

Grading Scale
A+ = 98-100%
A = 93-97%
A- = 90-92%
B+ = 88-89%
B = 83-87%
B- = 80-82%
C+ = 78-79%
C = 73-77%
C- = 70-72%
D = 60-69%
F = Below 60%

Rubric for Attendance and Participation

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Emerging (C or lower)</td>
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<tr>
<td></td>
<td>Aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does not actively participate in discussions.</td>
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<tr>
<td></td>
<td>Proficient (B)</td>
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<tr>
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<td>Aspiring teacher is on time, prepared for class, and participates in group and class discussions. Aspiring teacher attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.</td>
</tr>
<tr>
<td></td>
<td>Exemplary (A)</td>
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<td>In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to the learning group and class.</td>
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Tentative Course Calendar
No class on March 8 (Spring Break).

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Topic</th>
<th>Assignment for next week</th>
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<tbody>
<tr>
<td>PART I: Students</td>
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<tr>
<td>January 25</td>
<td>Course Overview</td>
<td>• Read Chapter 1 (Skim) and Chapter 2 (stop at p. 52)</td>
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<td>Middle School article: See the URL at the end of this schedule.</td>
<td>• Middle School Article (“Young Adolescents’ Developmental Characteristics”)</td>
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<tr>
<td>Feb. 1</td>
<td>Cognitive Development</td>
<td>• Read Chapter 3</td>
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<td>APA format</td>
<td>• Case Study example</td>
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<td></td>
<td>Form Collaborative Groups</td>
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<tr>
<td>Feb. 8</td>
<td>Personal, Social, and Moral Development</td>
<td>• Read Chapter 4 (stop at p. 121; 124-129; 482; and 138-139)</td>
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<tr>
<td></td>
<td>Jigsaw</td>
<td>• Complete Fieldwork Assignment #1</td>
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<tr>
<td>Feb. 15</td>
<td>Learner Differences and Learning Needs</td>
<td>• Read Chapter 5</td>
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<tr>
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<td>Due: Fieldwork Assignment #1</td>
<td>• Answer Gender Issue questions online-one posting and two responses by March 15</td>
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<tr>
<td>Feb. 22</td>
<td>Culture and Diversity</td>
<td>• Read Chapter 11</td>
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<td>Special Education guest speaker</td>
<td>• Study for the Midterm Test</td>
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<tr>
<td>Class Date</td>
<td>Class Topic</td>
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| March 1    | Motivation in Learning and Teaching | • Read Chapter 6 (stop at p. 220)  
• Case Study: Joyce Davidson (online) |
| March 15   | Behavioral Views of Learning  
Due: One posting and two responses to the online Gender Issue questions | • Read Chapter 7 (stop at p. 259) and Chapter 8 (stop at p. 277) |
| March 22   | Cognition | • Read Chapter 9 (stop at p. 316) and Chapter 10 (plus pp. 220-222)  
• Complete Fieldwork #2 |
| March 29   | Social Cognitive and Constructivist Views of Learning  
Due: Fieldwork #2 | • Read Chapter 13 |

PART II: LEARNING AND MOTIVATION
### PART III: Teaching and Assessing

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<tr>
<th>Class Date</th>
<th>Class Topic</th>
<th>Assignment for next week</th>
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| **April 5** | Group Presentation  
Teaching/ Instructional Strategies | • Read Chapter 9 (316-340)  
• Case Study: Frank Oakley (online) |
| **April 12** | Group Presentation  
Engaged Learning: Cooperation  
Small Group: Case Study | • Read Chapter12 |
| **April 19** | Group Presentation  
Creating Learning Environments | • Read Chapter 14  
• Complete Fieldwork Assignment #3 (Melissa Reid Case Study-online) |
| **April 26** | Group Presentation  
Classroom Assessment, Grading, and Standardized Testing  
Due: Fieldwork Assignment #3 |  |
| **May 3** | Group Presentation  
Review for the Final Exam. | • Prepare for the final exam |
| **May 10** | Group Presentation  
In-Class Final Examination (7:30-10:15 pm) |  |

Case Study site:  

National Middle School article:  

“Education is not a preparation for life; education is life itself.” — John Dewey