EDUC 302 - 001 Human Growth and Development

Spring 2006 Wednesday, 7:20 pm – 10:00 pm Room 135 Innovation Hall

Dr. Stephan Prifti

Telephone: 703-580-4094 (7:30 am -12:30 pm)
Fax: 703-580-4299
Email: priftisj@pwcs.edu (M-F) sprifti@gmu.edu
Office Hours: by appointment.

Course Description:
This course examines human development throughout the life span with special emphasis on the cognitive, social, emotional, and physical development of children. Contemporary theories of human development and their relevance to educational practices will be emphasized. **THIS CLASS IS DESIGNED TO EMPHASIZE THE IMPORT OF ACTIVE LEARNERS. BE PREPARED TO PARTICIPATE.**

Textbook:
2. Student- selected, course related readings to be found in magazines, journals, books and on the Internet.

Objectives:
Upon completion of the course, students should be able to:

1. Discuss the developmental stages of human development in terms of the cognitive, affective, and psychomotor domains.
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 young children.
4. Explain how children learn through active exploration and multiple interactions with materials, other children, and the adults in their environment.
5. Demonstrate a knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.
Course Grading Policy and Assignment Expectations

**Evaluation:** During this course, grades will be based on the following: a Marvelous Me Presentation, four in-class exams, participation in a Group Presentations of: one group Chapter Presentation, and a Field Experience Report, which is developed from the 10 hours of field experience that is required for this course.

**Point System:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations (4)</td>
<td>100</td>
<td>476-500 = A</td>
</tr>
<tr>
<td>Marvelous Me</td>
<td>50</td>
<td>451-475 = A-</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>50</td>
<td>433-450 = B+</td>
</tr>
<tr>
<td>Class Journals (4)</td>
<td>100</td>
<td>401-432 = B</td>
</tr>
<tr>
<td>Field Experience Report</td>
<td>100</td>
<td>351-400 = C</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td>0-350 = F</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>500</strong></td>
<td></td>
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</tbody>
</table>

**Guidelines For The Field Experience Report**

Each student will write a Field Experience Report based on their field experience in a school. Include the following sections in your report: **DUE: 4/5/06**

- **The Cover Sheet Field Experience Log** - completed and signed by the field experience supervising teacher. (1 page: See example) 10 points

- **A Field Experience Observation Report to Include:**
  - Brief description of a lesson(s) observed and/or participated in. (10pts)
  - Description of the methods and materials used to meet the stated objective(s). (10pts)
  - Citing the way(s) learning was evaluated. (10pts) (1-2 pages) 30 points

- **A Summary of the Benefits Derived From Your Field Experience** (1 page) 30 points

- **A Description of Students’ Needs at the Grade Level Observed**
  - Describe the physical needs of the students you observed. (10pts.)
  - Describe the emotional/social needs of the students you observed. (10pts.)
  - Describe the intellectual needs of the students you observed. Identify in all of the above the ways that teachers addressed those needs. (10pts.) (1 page) 30 points

**Note:** The Field Experience Report is to be typed in a clear (12 point, doubled spaced) and concise manner. Previous experience indicates that the Field Experience Report should be 4-5 pages in length.
**Guidelines for the “Marvelous Me” Presentation**

- Follow the directions on the work sheet.
- Be extremely creative. Give us your very BEST!
- Use the example of your instructor as a suggestion to the method of presentation.
- Please limit yourself to approximately 3 minutes. You will be timed.
- Remember there are no small parts, just small actors!

*DUE: 2/1/06*

**Guidelines for the Group Chapter Presentation**

- Each group (3) will prepare a presentation based on a topic found in the chapters covered in class.
- Read and explain the article and how relates to the chapter.
- Outline and speak on a specific reading that relates to a topic within the chapter that will enhance the chapter material; your choice should be based on the impact the topic has on the chapter, as well as the interest it is to your group.
- Prepare the presentation (with a class set of information) and anything else that you may feel necessary to help you make your lesson successful.
- Limit your presentation to 30 minutes; (10 min. each), include a Power Point presentation, an activity, or engaging questions that will provide a basis for class learning and discussion.
- Each group will be assigned a date to present the reading based on the chapter chosen. It will be a performance-based evaluation.
- A copy of your lesson in its full entirety will be given to the instructor for evaluation.
- Power Point is urged, and if you choose to present in this manner, please provide the instructor with a copy of the disk.
- A Schedule will be prepared for the class specifying topics, speakers, and time increments, of each group.

*DUE: …/…../…..*

**Guidelines for Class Journals**
• Write four (4) separate entries of no more then one page, and not less then a half page in length. Please do not turn them in all at once.

• Topics can include any and all material covered in class or a personal experience that relates to the content of the course.

• Relate this information in a personal perspective or a reflective manner, as it pertains to the class.

DUE: 4/19/06

Guidelines for Class Attendance

• Each group will be presenting course assignments on their assigned dates, their perspective is unique, and therefore only by being in class can you learn from their effort.

• Interaction in both lectures and presentations can only occur if you are present.

• Any and all class activities / tests grades or credit will be based on class attendance.

• If you are serious about the grade you receive become pro-active in the process through your attendance. Please plan to attend class regularly. Please contact me in advance if you can not attend class.

EDUC 302 - GROUP PRESENTATION INFORMATION

Group #……. Chapter #………………………………………………… Date…………..

Group Members Information

A)…………………………………………………………….Contact……………………………

B)…………………………………………………………….Contact……………………………

C)…………………………………………………………….Contact……………………………
<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>CLASS TOPICS</th>
</tr>
</thead>
</table>
| 1     | 1/25  | • Introductions  
|       |       |   • Course Overview  
|       |       |   • Field Experience Overview  
|       |       |   • Theories of Human Development  
|       |       |   (Craig, Chpts.1&2 pgs. 4-83)  |
| 2     | 2/1   | • Marvelous Me !  |
| 3     | 2/8   | • Prenatal Development, Childbirth/Infancy  
|       |       |   (Craig, Chpts.3,4,5 )  
|       |       |   • Video: Birth  |
| 4     | 2/15  | • Infants/Toddlers Sociocultural Development  
|       |       |   (Craig, Chpt.6 pgs 205-237)  
|       |       |   • Video: The First Years  |
| 5     | 2/22  | Early Childhood: Physical/Cognitive/Language  
|       |       |   (Craig, Chpt.7 pgs.240-273)  
|       |       |   • Early Childhood: Personality/Social Development  
|       |       |   (Craig, Chapt.8 pgs.276-312)  
|       |       |   • Group Presentation  |
| 6     | 3/1   | • Middle Childhood: Physical/Cognitive/Language  
|       |       |   (Craig, Chpt.9 pgs. 316-348)  
|       |       |   • Group Presentation  |
| 7     | 3/8   | • Middle Childhood: Personality/Socialization  
|       |       |   (Craig, Chpt.10 pgs.352-376)  
|       |       |   • Group Presentation  |
| 8     | 3/22  | • Adolescence: Physical & Cognitive Development  
|       |       |   (Craig, Chpt.11 pgs. 276-302)  
|       |       |   • Group Presentation  |
| 9     | 3/29  | • Adolescence: Social & Personality Development  
|       |       |   (Craig, Chpt.12 pgs.316-348)  |
• Group Presentation

10 4/5

• Young Adults: Physical, Cognitive Development.
  (Craig, Chpt.13 pgs. 438-467)

• Group Presentation
  DUE: Field Experience Reports

11 4/19

• Young Adults: Personality, Sociocultural Development.
  (Craig, Chpt.14 pgs. 472-503)

• Group Presentation
  DUE: Last Journal

12 4/26

• Middle Adults: Physical, Cognitive Development
  (Craig, Chpt.15 pgs. 508-533)

• Group Presentation

13 5/3

• Middle Adulthood: Personality Development, Socialization.
  (Craig, Chpt.16 pgs. 538-565)

• Group Presentation

14 5/10

• Late Adulthood: Status Changes/Reflection Time
  (Craig, Chpt.17-18). Video on reflection

• Final Examination / Evaluations

E-mail/Phone – All students in EDUC 302 should have a GMU e-mail address and should check regularly to see if postings from other students or the instructor have been sent. Please pay particular attention to weather related emails.

Scholarship - All work that is either handed in to the instructor or distributed to fellow students must be typed and reflect a high level of scholarship. Please take time to proof all work and remember that this effort is a direct reflection on your grade. Late assignments will be reduced by 15 points for each day that they are overdue. Finally, please remember that the GMU Honor Code is in effect at all times.

Presentations - As each group prepares to present their topics please remember that you will be the focus of the class. A high level of professionalism is expected in terms of execution of the topic as well as a suitable and appropriate appearance. I will make every effort to assist any and all groups in the way of meeting time and support material that will enhance your efforts as well as your presentation.

George Mason University
College of Education and Human Development
### Field Experience Report Cover Sheet

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>Date</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ Middle School</td>
<td>Ms. Summset</td>
<td>4/14/05</td>
<td>4</td>
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<tr>
<td>ABC Elementry School</td>
<td>Capt. Nash</td>
<td>2/21/05</td>
<td>4</td>
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<tr>
<td>Valle y Stream HS</td>
<td>Prof. Dent</td>
<td>3/7/05</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 10

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**Name:** Your Name.......... not mine 😊 !!

**Date:** …/...../.... (completed)

*Work Sheet for : Marvelous Me!*

*A collage of who I am*
Due: 2/1/06

Take a good look at yourself. Identify some of your physical, cultural, social, emotional, and intellectual characteristics using a collage. On a piece of hard board, approximately (24”x 24”) arrange around your name, a collection of magazine pictures, photos, text, or anything else that will help you show us who you are. Be as creative as you wish, and present this with a great deal of enthusiasm, after all, you are talking about a marvelous person….. you!

**Please limit your presentation to approximately 3 minutes.**

**Project Requirements:**

- 2 examples of your cultural characteristics (4pts.) 2 2
- 2 examples of your physical characteristics (4pts.) 2 2
- 2 examples of your social characteristics (4pts.) 2 2
- 2 examples of your emotional characteristics (4pts.) 2 2

**Appearance of Project** (14 pts.) 5 general 5 effort 4 clarity

**Presentation Style** (20 pts.) 5 speech 10 focus 5 time

**Total:** 50 pts. ...........

Select any of the following “special features”, find an example, and use it. These are elements that add balance to your life. They are also the things that tell us what you value, reflect upon, look forward to, and are passionate about. While some of these are things that you must do…..they may not necessarily be who you **really** are. We are all so much more then what meets the eye. Choose things that may help define you as a person. **Remember since we will all be presenting that night 3 minutes will be the time limit to all MM’s.**

Name........................................................................................................................................
Chapter Presentation Rubric

EDUC 302                                                                                                                     Grade: 50 /……...

Date……………… Chapter........

**The Lesson Content**  (4 pts. each)

a) establishes a clear goal, aim or beginning point .....  
b) contains a central idea or thesis.....  
c) remains focused on the topic.....  
d) supports main ideas with details and elaboration.....  
e) ideas move smoothly and in logical patterns.....  
f) has a clear beginning, middle, and end.....  
g) provides class with learning materials.....  

Total: 28 /……...  

**The Presentation / Delivery**  (2 pts. each)

a) enthusiasm. .....  
b) professionalism .....  
c) motivates (encourages) learners .....  
d) creates detailed visual picture of ideas.....  
e) use of teaching aids to enhance ideas.....  
f) varies tone and voice to engage listeners.....  
g) uses a consistent point of view that is not confusing.....  
h) uses appropriate terms and phrases in correct context.....  

Total: 16 / .......

**Team Effort**  

Total: 6 /......
NAME……………………………………………………………………………………

TITLE and AUTHOR…………………………………………………………………………

Briefly state the main idea of the article:
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List any important facts that the author uses to support the main idea:
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Briefly explain why you agree or disagree with the authors point of view:
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Briefly explain how this reading did assist / not assist your understanding of the subject.
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