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 course is intended as an introduction to educational issues and is not applicable to Mason’s graduate-level teacher education programs. Field experience in public schools will be required. (10 Hours)

Nature of Course Delivery:
This class will include some lecture, but primarily requires a high level of student participation both individually and as a whole group.

This course is structured around readings, reflections on readings and video presentation, content checks, case studies, conceptional analysis of theories, and examination of development and learning theories, expert group projects and creative demonstrations of knowledge.

There will be up to four quizzes/exams including a take home exam. Access to the Internet to search for resources and articles is required. Ten hours of school-based field experience is required, followed by a report.

Textbook/Materials:
   Companion website: www.prenhall.com/craig
2. Student-selected, course related readings to be found in magazines, journals, books and on the Internet.
3. Some additional resources may be made available on the Blackboard website.

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. Observe and reflect upon students in a contemporary classroom, commenting on how instruction is delivered and modified to meet their developmental needs.

4. Explain how children learn through active exploration and multiple interactions with materials, other children, and the adults 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.

6. Convey knowledge and understanding of the characteristics of individuals in middle and late adulthood, including personality and aging, retirement and other aspects.

**Evaluation:** During this course, grades will be based on the following: Participation, an introductory assignment, content checks, take-home exam, article/website review presentation, participation in a 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>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation *</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>Content Checks</td>
<td>100</td>
<td>A-</td>
</tr>
<tr>
<td>Take-home Exam</td>
<td>100</td>
<td>B+</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td>Field Experience Report</td>
<td>200</td>
<td>C</td>
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<tr>
<td>Total:</td>
<td>600</td>
<td>F</td>
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</tbody>
</table>

* Introductory assignment, article/website review, reflections, discussions, other assignments.

**Grading Scale:**

- A 575-600
- A- 550-574
- B+ 525-549
- B 480-524
- C 420-479
- F 0 - 419
Guidelines for the Group Chapter Presentation

- Each group will prepare a presentation based on an assigned chapter.
- Outline and speak on a **specific topic** in the chapter that is of interest to your group.
- Prepare the presentation (with a class set of handouts) and anything else that you may feel necessary to help you make your lesson successful. Creativity is encouraged.
- Limit your presentation to **45 minutes**.
- Activities that include class participation are encouraged.
- If using technology in your presentation, the instructor needs to be notified a week in advance.
- A **Schedule** will appear in the syllabus.

Guidelines for Group Article/Website Review and Reflection

- Each student will choose a reading/website that is related to human growth and development. (excluding newspaper articles)
- This activity will take place during the beginning of eight of our class sessions. Three or four students will be responsible for presenting information and facilitating a reflective discussion in their small group.
- On your assigned night, you must bring 5 copies of the review sheet that you produce to share in a small group. You will present your information to a small group, and they will respond by discussing and completing a written reflection representative of the whole group. (One sheet per group; each member of the group earns the same number of points.)
- Please furnish the instructor with a copy of the article or the website information including a copy of home page of the website and a copy of the review sheet. It should be typed (12 point) and double spaced.
- A sign-up sheet will be made available for you to choose your night for presentation.

Guidelines for Class Attendance

- Attendance is expected. Contact me in advance if you cannot attend class or you will be late to class for a reason other than traffic. Attendance is included in the Participation grade and may effect other assignments as well.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>CLASS TOPICS</th>
</tr>
</thead>
</table>
| 1     | 9/1   | • Introductions  
|       |       | • Course Overview  
|       |       | • Field Experience Overview  |
| 2     | 9/8   | • Introductions Activity  
|       |       | • Theories of Human Development  
|       |       | (Craig, Chpts.1&2 pgs. 4-83)  |
| 3     | 9/15  | • Prenatal Development, Childbirth/Infancy  
|       |       | (Craig, Chpts.3,4,5 )  
|       |       | Article/website review and reflection  
|       |       | • Video: Journey To Birth  |
| 4     | 9/22  | • Infants/Toddlers Sociocultural Development  
|       |       | (Craig, Chpt.6 pgs 205-237)  
|       |       | Article/website review and reflection  
|       |       | • Video: The First Years Last Forever  |
| 5     | 9/29  | Early Childhood: Physical/Cognitive/Language  
|       |       | (Craig, Chpt.7 pgs.240-273)  
|       |       | Article/website review and reflection  
|       |       | • Group Presentation 1  |
| 6     | 10/6  | • Early Childhood: Personality/Social Development  
|       |       | (Craig, Chapt.8 pgs.276-312)  
|       |       | Article/website review and reflection  
|       |       | • Group Presentation 2  |
| 7     | 10/13 | • Middle Childhood: Physical/Cognitive/Language  
|       |       | (Craig, Chpt.9 pgs. 316-348)  
|       |       | Article/website review and reflection  
|       |       | • Group Presentation 3  |
| 8     | 10/20 | • Middle Childhood: Personality/Socialization  
|       |       | (Craig, Chpt.10 pgs.352-376)  
|       |       | Article/website review and reflection  
|       |       | • Group Presentation 4  
<p>|       |       | (Take Home Exam)  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 9    | 10/27 | *Adolescence: Physical & Cognitive Development*  
(Craig, Chpt.11 pgs. 276-302)  
**Article/website review and reflection**  
**Group Presentation 5** |
| 10   | 11/3  | *Adolescence: Social & Personality Development*  
(Craig, Chpt.12 pgs.316-348)  
**Article/website review and reflection**  
**Group Presentation 6** |
| 11   | 11/10 | *Young Adults: Physical, Cognitive Development.*  
(Craig, Chpt.13 pgs. 438-467)  
**Group Presentation 7**  
*Young Adults: Personality, Sociocultural Development.*  
(Craig, Chpt.14 pgs. 472-503)  
**Group Presentation 8** |
| 12   | 11/17 | *Middle Adults: Physical, Cognitive Development*  
(Craig, Chpt.15 pgs. 508-533)  
(No Class 11/24)  
**Group Presentation 9**  
**Due: Field Experience Reports** |
| 13   | 12/1  | *Middle Adulthood: Personality Development, Socialization.*  
(Craig, Chpt.16 pgs. 538-565)  
Assignment: Myers Briggs Assessment  
humanmetrics.com/cgi-win/Jtypes2.asp web site  
**Group Presentation 10** |
| 14   | 12/8  | *Late Adulthood: Status Changes/Reflection Time*  
(Craig, Chpt.17-18).  
Explanation of Types  
Evaluations |
EDUC 302
ArticleWebsite Review Form  (please attach a copy of the reading/website)
Form May be Revised
(Typed 12 pt font)

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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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: 12/01/04**

- **The Evaluation for Field Experience Performance** completed and signed by the field experience supervising teacher. (1 page: See example)  
  - 100 points

- **A Field Experience Observation Report to Include:**
  - Brief description of a lesson(s) observed and/or participated in.
  - Include any hand-outs or souvenirs you may be offered by the teacher with whom you visit (not required). These will be returned to you.
  - Description of the methods and materials used to meet the stated objective(s).
  - Citing the way(s) learning was evaluated. (1-2 pages)  
  - 25 points

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

- **A Description of Students’ Needs at the Grade Level Observed**
  - Describe the physical, emotional, social, and intellectual needs of the students you observed.
  - Information could be generalized or focused on one student, in the case that a student with special needs is observed (use a fictitious name). Identify some of the ways that teachers addressed those needs. (1 page)  
  - 35 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.*
Education 302  Fall  2004

Field Experience Report Cover Sheet

Name of Student _________________________________  School/Grade________________________
Supervising Teacher _____________________________________
Hours Observed ________________________________________
Teacher Comments:

Name of Student _________________________________  School/Grade________________________
Supervising Teacher _____________________________________
Hours Observed ________________________________________  Date ______________________
Teacher Comments:

Name of Student _________________________________  School/Grade________________________
Supervising Teacher _____________________________________
Hours Observed ________________________________________  Date _______________
Teacher Comments:

Name of Student _________________________________  School/Grade________________________
Supervising Teacher _____________________________________
Hours Observed ________________________________________  Date _______________________
Teacher Comments:
Teacher Comments:
Take a good look at yourself. Identify some of your physical, cultural, social, emotional, and intellectual characteristics. Using a method of your choice to present an introduction to the class that will help show us who you really are.

Choices: Collage
Paper Bag
Original Poem or song
Etc.

Please limit your presentation to approximately 3 minutes.

Project Requirements:

1 or more examples of your cultural characteristics (3pts.)

1 or more examples of your physical characteristics (3pts.)

1 or more examples of your social/emotional characteristics (3pts.)

1 or more examples of your intellectual characteristics (3pts.)

Creativity/Effort (6 pts.)
Presentation Style (7 pts.) 2 speech 3 focus 2 time

Total: 25 pts. ............
Chapter Presentation Rubric

EDUC 302

Date……………… Chapter……….

**The Lesson Content**

a) establishes a clear aim or beginning point .....  
b) contains a central idea or thesis.....  
c) remains focused and stays 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: 50 /……..

**The Presentation / Delivery**

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 appropriate terms and phrases in correct context.....  

Total: 50 / …….

Total Points ___________________
GSE Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- 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.
- 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.

Attendance Policies

Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and 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 non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Absence for Religious Observances

It is the policy of George Mason University to make every reasonable effort to allow members of the university community to observe their religious holidays without academic penalty. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided a reasonable alternative opportunity to complete their academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of major religious holidays on which they will be absent. Faculty should take religious observances into consideration when constructing class schedules and syllabi.

Interstate New teacher Assessment and Support Consortium

Standard 1
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2
The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3
The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4
The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

Standard 5
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6
The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 7
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

Standard 9
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10
A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being.

EDUC 302 - GROUP PRESENTATION INFORMATION

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

Date............

Group Members Information

A).................................................................

Contact..............................................

B).................................................................

Contact..............................................

C).................................................................

Contact..............................................

Date for Article/Website presentation ________________