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 education/learning practices will be emphasized. THIS CLASS IS DESIGNED TO EMPHASIZE THE IMPUT OF ACTIVE LEARNERS. BE PREPARED TO PARTICIPATE.

Textbook:
2. Student- selected, course related readings to be found in magazines, journals, books and pre-approved internet readings.

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.
Evaluation: During this course, grades will be based on the following: a Marvelous Me Presentation, four in-class exams, a Class Journal (4 entries) participation in a Chapter / Group Presentation and a Field Experience Report, which is developed from the 10 hours of field experience that is required for this course.

<table>
<thead>
<tr>
<th>Point System:</th>
<th>Grading Scale:</th>
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</thead>
<tbody>
<tr>
<td>Examinations (4)</td>
<td>100 points</td>
</tr>
<tr>
<td>Marvelous Me</td>
<td>50 “</td>
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<tr>
<td>Chapter Presentation</td>
<td>100 “</td>
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<tr>
<td>Class Journals (4)</td>
<td>100 “</td>
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<tr>
<td>Field Experience Report</td>
<td>150 “</td>
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<tr>
<td>Total:</td>
<td>500 points</td>
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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: 11/3

- The Evaluation for Field Experience Performance completed and signed by the field experience supervising teacher. (1 page: See example) 15 points
- A Field Experience Observation Report to Include:
  - Brief description of a lesson(s) observed and/or participated in. (15)
  - Description of the methods and materials used to meet the stated objective(s). (15)
  - Citing the way(s) learning was evaluated. (15) (1-2 pages) 45 points
- A Summary of the Benefits Derived From Your Field Experience (1 page) 45 points
- A Description of Students’ Needs at the Grade Level Observed
  - Describe the physical (8), emotional (8), social (8), and intellectual needs (8) of the students you observed. Identify some of the ways that teachers addressed those needs (13). (1 page) 45 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: 9/15**

Guidelines for the Group Chapter Presentation

• Each group will prepare a presentation based on an assigned chapter.

• Each group will be assigned a date to present the chapter. It will be a performance-based evaluation.

• Read and briefly explain the chapter overview, choosing a specific topic within the 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 information) and anything else that you may feel necessary to help you make your lesson successful.

• Limit your presentation to approximately **35 minutes**; include engaging questions, activities, video clips, or anything that will enhance the chapter information.

• 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 Journal

Each person in this class is responsible for writing four (4) journal entries. Each entry is worth 25 pts. and should be no more than one (1) page doubled spaced in length. You may choose any topic that has been discussed/covered in class, as well as the text. Please reflect and include your personal perspective when writing your entries. **Please do not hand in all of your journals at once.**

100 pts. DUE by 11/10

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. **Contact me in advance if you can not attend class.**

  ❖ A loss of 25 pts. on assignments turned in 1 day late. Plus an additional 5 pts. per day.

  ❖ Please note that I will not accept any assignments 5 calendar days past that due date.

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     | 9/1   | * Introductions  
|       |       | * Course Overview  
|       |       | * Field Experience Overview  
|       |       | * Theories of Human Development  
|       |       | (Craig, Chpts.1,2,3 pgs. 6-110) |
| 2     | 9/8   | Assigned Reading/Marvelous Me |
| 3     | 9/15  | * Marvelous Me ! |
| 4     | 9/22  | * Prenatal Development, Childbirth/Infancy  
|       |       | (Craig, Chpts.4,5 pgs. 116-188 )  
|       |       | * Video: *Journey To Birth* |
| 5     | 9/29  | * Infants/Toddlers Sociocultural Development  
|       |       | (Craig, Chpt.6 pgs 205-237)  
|       |       | * Early Childhood: Physical/Cognitive/Language  
|       |       | (Craig, Chpt.7 pgs.240-273)  
|       |       | * Video: *The First Years Last Forever* |
| 7     | 10/6  | * Early Childhood: Personality/Social Development  
|       |       | (Craig, Chapt.8 pgs.276-312)  
|       |       | * Middle Childhood: Physical/Cognitive/Language  
|       |       | (Craig, Chpt.9 pgs. 316-348) |
| 8     | 10/13 | * Middle Childhood: Personality/Socialization  
|       |       | (Craig, Chpt.10 pgs.352-376) |
| 9     | 10/20 | * Adolescence: Physical & Cognitive Development  
|       |       | (Craig, Chpt.11 pgs. 276-302) |
11  10/27  *Adolescence: Social & Personality Development
(Craig, Chpt.12 pgs.316-348)

12  11/3  *Young Adults: Physical, Cognitive Development.
(Craig, Chpt.13 pgs. 438-467)
*Due: Field Experience Report

13  11/10  *Young Adults: Personality, Sociocultural Development.
(Craig, Chpt.14 pgs. 472-503)
*Due: Class Last Journal

14  11/17  *Middle Adults: Physical, Cognitive Development
(Craig, Chpt.15 pgs. 508-533)

15  12/1  *Middle Adulthood: Personality Development, Socialization.
(Craig, Chpt.16 pgs. 538-565)

16  12/8  *Late Adulthood: Status Changes/Reflection Time
(Craig, Chpt.17&18). Video on reflection Evaluations

If you will not be in class please RSVP in advance.

- A loss of 25 pts. on assignments turned in 1 day late. Plus an additional 5 pts. per day.
- Please note that I will not accept any assignments 5 calendar days past that due date.
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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<tr>
<th>School</th>
<th>Teacher</th>
<th>Date</th>
<th>Hours</th>
</tr>
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</table>

Name: Your Name...........................................
Date: ........../...../...
Work Sheet for : Marvelous Me!

A collage of who I am

Due: 9/15

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 your “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. On the other hand they may be exactly who you are. We are all so much more then what meets the eye. Choose examples of features that will 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.

Please make a copy of this sheet, print your name, and give it to me as you go up to present, and SMILE ☺️
Chapter Presentation Rubric

EDUC 302

Grade: 100 /……..

Date…………… Chapter………

The Lesson Content (7 pts. each)

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 (5 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: 40 /………

Team Effort Total: 10 /……..
Statements of Expectations

The College of Education and Human Development and all students enrolled in EDUC 302 are expected to abide by the following:

Students are expected to exhibit professional behavior and dispositions. See 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 at the bottom of the screen.

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.

This part of the syllabus is a management tool to assist the learner in keeping track of all points and assignments as they are returned. Please use this to ease the stress of what is to be turned in and what has been returned to you. Consequently, this will assist both the professor and the student if a discrepancy in an assignment or a grade should arise. Please remember that the Honor Code is in effect when recording your points.

Grading Scale:
476-500 = A
451-475 = A-
433-450 = B+
401-432 = B
351-400 = C
0-350 = F

Point System:

<table>
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