George Mason University  
Graduate School of Education

EDUC 302 - B01 Human Growth and Development

Summer 2004 Mon. / Wed., 7:20 pm – 10:00 pm Room 135 Innovation Hall

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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 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.

Point System:

<table>
<thead>
<tr>
<th></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>100</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>150</td>
<td>351-400 = C</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>500</td>
<td>0-350 = F</td>
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</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>476-500</td>
<td>A</td>
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<tr>
<td>451-475</td>
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<tr>
<td>433-450</td>
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<td>B</td>
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<tr>
<td>351-400</td>
<td>C</td>
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<tr>
<td>0-350</td>
<td>F</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: 7/19/04

- **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.
  - Description of the methods and materials used to meet the stated objective(s).
  - Citing the way(s) learning was evaluated. (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, emotional, social, and intellectual needs of the students you observed. Identify some of the ways that teachers addressed those needs. (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: 6/16/04

Guidelines for the Group Chapter Presentation

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

• 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 45 minutes; include engaging questions that will provide a basis for class discussion.

• Each group will be assigned a date to present the chapter. 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 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 cannot attend class.**

EDUC 302 - GROUP PRESENTATION INFORMATION

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

Group Members Information

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

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

C)……………………………………………………………Contact…………………………………

Educ 302 - B01 Course Outline and Topics
<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>CLASS TOPICS</th>
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</thead>
</table>
| 1     | 6/9   | • Introductions  
|       |       | • Course Overview  
|       |       | • Field Experience Overview |
| 2     | 6/16  | • Marvelous Me! |
| 3     | 6/21  | • Theories of Human Development  
|       |       | (Craig, Chpts.1,2,3 pgs.) |
| 4     | 6/23  | • Prenatal Development, Childbirth/Infancy  
|       |       | (Craig, Chpts.4,5)  
|       |       | • Video: Journey To Birth  
|       |       | !!!! Dr.Prifti’s Birthday !!! |
| 5     | 6/28  | • 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     | 6/30  | • Early Childhood: Personality/Social Development  
|       |       | (Craig, Chapt.8 pgs.276-312)  
|       |       | • Middle Childhood: Physical/Cognitive/Language  
|       |       | (Craig, Chpt.9 pgs. 316-348) |
| 8     | 7/5   | • Middle Childhood: Personality/Socialization  
|       |       | (Craig, Chpt.10 pgs.352-376) |
| 9     | 7/7   | • Adolescence: Physical & Cognitive Development  
|       |       | (Craig, Chpt.11 pgs. 276-302) |
| 11    | 7/12  | • Adolescence: Social & Personality Development  
|       |       | (Craig, Chpt.12 pgs.316-348) |
| 12    | 7/14  | • Young Adults: Physical, Cognitive Development.  
<p>|       |       | (Craig, Chpt.13 pgs. 438-467) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Pages</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>7/19</td>
<td>• Young Adults: Personality, Sociocultural Development. (Craig, Chpt.14 pgs. 472-503)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Due: Field Experience Due Today</td>
</tr>
<tr>
<td>14</td>
<td>7/21</td>
<td>• Middle Adults: Physical, Cognitive Development (Craig, Chpt.15 pgs. 508-533)</td>
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<tr>
<td>15</td>
<td>7/26</td>
<td>• Middle Adulthood: Personality Development, Socialization. (Craig, Chpt.16 pgs. 538-565)</td>
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<tr>
<td>16</td>
<td>7/28</td>
<td>• Late Adulthood: Status Changes/Reflection Time (Craig, Chpt.17&amp;18). Video on reflection Evaluations</td>
</tr>
</tbody>
</table>
Name: ..........................................................................................................

Date: ___/___/....

Work Sheet for: Marvelous Me!

A collage of who I am
Due: 1/28/04

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 from the below list of 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.**
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 Graduate School of Education (GSE) 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](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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.