George Mason University  
Graduate School of Education  
Spring, 2005

Course Number and Title: Instructor: Location and Class Meeting Time  
EDUC 539: 5L1 Human Development and Learning  
Dr. Stephan Prifti  
Robinson Hall Room: A-243  
Office Hours - by appointment.  
E-mail: sprifti@gmu.edu (24/7)  
Phone: 703 580 4094  
Fax: 703 580 4299

Course Description  
This course is designed to provide practicing, provisionally licensed teachers, the foundations of psychological theory, research, and professional practice relating to development and learning in inclusive classroom settings: PK-12.

Textbook and Other Readings  
Educational Psychology: Windows on Classrooms. New Jersey: Prentice Hall.

Readings assigned by instructor; student-selected readings to be found in lay and professional journals/magazines, newspapers, books, and on the Internet.

Objectives  
Successful completion of this course requires the student to be able to actively demonstrate through classroom performance the knowledge and understanding of:  
1. the typical developmental characteristics of children and adolescents and the exceptions to those patterns;  
2. principles of learning theory and varied approaches to learning in teaching children and adolescents, including those with special needs;  
3. teaching and managing diverse children and adolescents in groups;  
4. the Individuals with Disabilities Education Act (IDEA) and implications for the teacher;  
5. consultation and collaboration with professionals, paraprofessionals and parents;  
6. planning and teaching collaboratively to facilitate interdisciplinary learning;  
7. use of differentiated instruction and flexible groupings to meet the needs of students at different stages of development and of differing ability and achievement;  
8. modifying and managing learning environments and experiences to meet the needs of students, including those with disabilities and limited proficiency in English; and lastly…  
9. using formal and informal assessments to diagnose needs, plan and modify instruction and record progress.
EDUC 539: Course Assignments

**Assignment #1 Marvelous Me**
Each class member will construct a name tag and will present a short biography on who they are and what you are all about. Please follow the instructors example along with the *Marvelous Me work sheet.*

50 pts. DUE..2/3/05

**Assignment #2 Article Review Presentation**
Within the chapter, **focus on a topic** that is of particular interest to your group, and tie it into the chapter’s content. Prepare and present to the class this reading as an enhancement to the chapters theme. Present the article chosen by incorporating a variety of media/technology applications appropriate to your lesson’s objective(s), displaying the use of a variety of learning strategies. Consider the subject and how you wish to present it. Please furnish each class member with an outline of your group’s work. In addition to that, the group will furnish the instructor with the *Article Review Sheet,* as well as the lesson plan that will note each member’s role and contribution to the presentation. Please understand that a Power Point presentation is not required, but it is strongly recommended. **Your presentation should last approximately 30 minutes. (See Presentation Rubric)**

The rational behind this assignment is three fold: one, it will require you to become an expert in that particular area, and thus actively engaging you in the learning process. Two, since everyone in class is an individual; they will keep the course content fresh and open by continually presenting subject material in a different and individual perspective. Three, the group concept of a presentation gives everyone positive peer support, and an opportunity to improve their presentation, and communication skills in a learner safe environment.

150 pts. DUE...........

**Assignment #3 Field Experience Report**
Refer to FER Sheet

100 pts. DUE...........

**Assignment #4 Tests**
Each class member is expected to attend class on a regular basis. The opportunity to complete and receive credit for tests during class will only be offered to those students who are present during these classes.

100 pts. ongoing

**Assignment #5 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 in length. You may choose any topic that has been discussed/covered in class, as well as in 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 4/21/05

Late work will be penalized by 15 pts. per assignment /meeting
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>490 – 500</td>
<td>Assignment # 1 Marvelous Me</td>
<td>50 pts.</td>
</tr>
<tr>
<td>A</td>
<td>489 - 479</td>
<td>Assignment # 2 Article Review</td>
<td>150 pts.</td>
</tr>
<tr>
<td>A-</td>
<td>478 – 468</td>
<td>Assignment # 3 Journal Entries</td>
<td>100 pts.</td>
</tr>
<tr>
<td>B+</td>
<td>467 – 457</td>
<td>Assignment # 4 Class Participation</td>
<td>100 pts.</td>
</tr>
<tr>
<td>B</td>
<td>456 – 446</td>
<td>Assignment # 5 Field Exper. Report</td>
<td>100 pts.</td>
</tr>
<tr>
<td>B-</td>
<td>445 – 435</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>434 - 424</td>
<td></td>
<td>TOTAL 500 pts.</td>
</tr>
<tr>
<td>F</td>
<td>423 - 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E-mail/Phone – All students in EDUC 539 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 meeting 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.

GROUP PRESENTATION INFORMATION

Chapter # ………. Date………. Article…………………………………………………………

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

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

C)…………………………………………………..Contact……………………………………
EDUC 539
Schedule of Classes and Topics

1/27
1. Introduction, Marvelous Me.. (Dr. Prifti), The challenge of teaching and learning.

2/3

2/10
3. Development of Cognition and Language
   Chpt. 3 pgs 78-114.
   Personal/Social and Emotional Development.

2/17
4. Learner Differences

2/24
5. Chpt. 5 pgs. 160-189
   Learners with Exceptionalities

3/3

3/10

3/31

4/7
9. Theories of Motivation.

4/14
10. Chpt. 11 pgs. 386-420
    Motivation in the Classroom.

4/21

4/28

5/5

5/12
**Work Sheet For:**

**Marvelous Me!**

*A collage of who I am*

**Due: 2/3/05**

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 5 4 (5 clarity, 5 attractive, 4 size)

**Presentation Style**

(20 pts.) 5 5 5 5 (5 appearance, 5 time, 5 enthusiasm, 5 clarity)

**Total: 50 pts. …………..**

Select “special features”, you may be blessed with, find examples of them and use them. 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 or, may not also be who you really are. We are all so much more then what meets the eye. Have fun, and please remember to limit yourself to approximately 3 minutes
Presentation Rubric

EDUC 539

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 (10 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: 80 / ......

Team Effort Total: 20 /.......
Guidelines For The Field Experience Report

Each student will write a *Field Experience Report* based on their field experience in a school of your choice. Please include the following sections in your report:

**DUE: 4/28/05**

**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) **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, emotional, social, and intellectual needs of the students you observed. Identify some of the ways that teachers addressed those needs. (1 page) **25 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.
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>ABC Elementary School</td>
<td>Mr. Bond</td>
<td>4/3/05</td>
<td>3</td>
</tr>
<tr>
<td>XYZ Middle School</td>
<td>Mr. Sommersby</td>
<td>2/16</td>
<td>2</td>
</tr>
<tr>
<td>Valley Stream HS</td>
<td>Capt. Nash</td>
<td>3/4</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 6

Name: ..............................................................

Date: .../...../....
Article Review Form (please attach a copy of the reading)

NAME .....(student)........................................................................................................

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/ did not assist in your understanding of the topic.
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