George Mason University
Graduate School of Education
Spring, 2006

Course Number and Title: Instructor: Location and Class Meeting Time
EDUC 539: 5L1 Human Development and Learning
Dr. Stephan Prifti
Innovation Hall Room: 209 DAY: Thursday TIME: 7:30 – 10:00 pm
Office Hours - by appointment.
E-mail sprifti@gmu.edu (24/7) priftisj@pwcs.edu (M-F until 2pm)
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.

Course Attendance
It is strongly recommended that you attend each class. If you can not do so, please
notify me in advance.

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 2/2/06

Assignment #2 Group 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; it helps 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.

100 pts. DUE………

Assignment #3 Field Experience Report
Refer to FER Sheet 150 pts. DUE 4/6/06

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 4/27/06

Late work will be penalized by 15 pts. per assignment /day.
<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Values</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ 490 – 500</td>
<td>Assignment # 1 Marvelous Me</td>
<td>50 pts</td>
</tr>
<tr>
<td>A  489 - 479</td>
<td>Assignment # 2 Group Presentation</td>
<td>100 pts</td>
</tr>
<tr>
<td>A- 478 – 468</td>
<td>Assignment # 3 Journal Entries</td>
<td>100 pts</td>
</tr>
<tr>
<td>B+ 467 – 457</td>
<td>Assignment # 4 Class Participation</td>
<td>100 pts</td>
</tr>
<tr>
<td>B  456 – 446</td>
<td>Assignment # 5 Field Exper .Report</td>
<td>150 pts</td>
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<tr>
<td>B- 445 – 435</td>
<td></td>
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<tr>
<td>C  434 - 424</td>
<td>TOTAL 500 pts.</td>
<td></td>
</tr>
<tr>
<td>F  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 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.

**GROUP PRESENTATION INFORMATION**

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

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

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

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

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EDUC 539
Schedule of Classes and Topics

1/26
1. Introduction, Marvelous Me..(Dr.Prifti), The challenge of teaching and learning.

2/2

2/9   Chpt. 2. Pgs. 32-74
3. Development of Cognition and Language
   Chpt.3   pgs 78-114.
   Personal/Social and Emotional Development.

2/16   Chpt. 4  pgs. 117-154
4. Learner Differences

5. 2/23  Chpt. 5  pgs. 160-189
      Learners with Exceptionalities

3/2   Chpt. 6  pgs. 194-231

3/9   Chpt. 7 / 8  pgs. 234-307

3/23  Chpt. 9  pgs. 310-344

3/30  Chpt. 10  pgs. 348-383
9. Theories of Motivation.

4/6   Chpt. 11  pgs. 386-420
10. Motivation in the Classroom.  Due: Field Experience Report

4/20  Chpt. 12  pgs. 424-487

4/27  Chpt. 13  pgs. 555-584
12. Creating PLE : Principals of Instruction.  Due: Last Journal

5/4   Chpt. 14  pgs. 492-517

5/11  Chpt. 15 pgs. 540-567

Please RSVP if you will not be in class.
Work Sheet For:

Marvelous Me!

A collage of who I am

Due: 2/2/06

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….. yourself !!

Please limit your presentation to approximately 3 minutes. (You will be timed)

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

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

EDUC 539

Date……………Chapter…………

The Lesson Content
( 5 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: 35 /…….

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…..

h) uses appropriate terms and phrases in correct context…..

Total: 40 /…….

Team Effort

Total: 25 /…….
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: 4/6/06

• The Cover Sheet Field Experience Log - 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. (15pts)
  • Description of the methods and materials used to meet the stated objective(s). (15pts)
  • Citing the way(s) learning was evaluated. (15pts) (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

Total: 150 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.
**EXAMPLE**

George Mason University  
Graduate School of Education  

Education 539  Spring, 2006

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>Prof. Dent</td>
<td>4/3/06</td>
<td>3</td>
</tr>
<tr>
<td>XYZ Middle School</td>
<td>Mrs. Summerset</td>
<td>2/16/06</td>
<td>2</td>
</tr>
<tr>
<td>Valley Stream HS</td>
<td>Capt. Nash</td>
<td>3/4/06</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total :** 6

**Name:** yours.................................................................

**Date:** .../..../....
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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