GEORGE MASON UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

EDUC 539 - 631
HUMAN DEVELOPMENT AND LEARNING PK-12
SPRING 2005
WEDNESDAY, 4:30 – 7:20 PM
MANASSAS CITY SCHOOLS

MARIAN R. SANDERS, M.ED.

Telephone: 703-988-9324
email: msander6@gmu.edu
Office Hours: by appointment but generally available
30 minutes before class start time

COURSE DESCRIPTION:

EDUC 539 explores the processes that influence the intellectual, social, emotional, moral, ethical, and physical development of students PK – 12. Within that context, the course further examines the research and theories that provide a basis for understanding the learning process and its implications for teaching. Particular attention is given to constructivist theories and practices of learning, and the facilitation of critical thinking and problem solving. Research, theories, and principles of development and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment, and how technology supports teaching and learning.

Field experience in public schools will be required. (5 Hours)

NATURE OF COURSE DELIVERY:

The course is structured around readings, case analyses, reflections on readings, conceptual analyses of theories, an examination of development and learning theories, expert group projects, a review and synthesis of the research, and technology activities. EDUC 539 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone.

Your GMU email address is required for communication with the course instructor and for using the course website. Access to the Internet to search for resources, research and theories.

There will be up to four quizzes/exams including a take home exam. Five 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.
Objectives:
Upon completion of the course, students should be able to:

• Students will demonstrate an understanding of stages and processes relating to students’ social, emotional, cognitive, moral/ethical, and physical development.

• Students will develop and reinforce their critical thinking, problem solving, literacy, and oral presentation skills by participating in a collaborative project that researches and presents various aspects of theory/research related to child development and learning.

• Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management and instruction.

• Students will examine and explain the contributions of heredity, environment, and child rearing practices to the total development of the child and how it could affect learning.

• Students will demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.

• Students will develop an understanding of how learners differ in their approaches to learning and how to create instructional opportunities that are adapted to learners with exceptionalities.

• Students will accept responsibility as a mandated reporter for VA Child abuse and neglect, recognition, reporting, and responding, and demonstrate their understanding through case analysis.

Evaluation: During this course, grades will be based on the following: Participation, an introductory assignment, content checks, take-home exam, article review presentation, participation in group chapter presentations, and a field experience report, which is developed from the 5 hours of field experience that is required for this course.

Point System:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation *</td>
<td>100</td>
<td>A 575-600</td>
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<tr>
<td>Content Checks</td>
<td>100</td>
<td>A- 550-574</td>
</tr>
<tr>
<td>Quizzes/Assignments</td>
<td>100</td>
<td>B+ 525-549</td>
</tr>
<tr>
<td>Take-home Exam</td>
<td>100</td>
<td>B 500-524</td>
</tr>
<tr>
<td>Chapter Presentations</td>
<td>100</td>
<td>C 450-499</td>
</tr>
<tr>
<td>Field Experience Report</td>
<td>100</td>
<td>F 0 - 449</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
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* Introductory assignment, article/website review, reflections, discussions, other assignments.

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. Make up work will not be given except in unusual circumstances.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>CLASS TOPICS</th>
</tr>
</thead>
</table>
| 1     | 2/9   | • Introductions  
      |       | • Course Overview  
      |       | • Field Experience Overview |
| 2     | 2/16  | • Introductions Activity  
      |       | • Perspectives and Research Methods  
      |       | • Approaches to Understanding Human  
      |       | (Craig, Chpts. 1 & 2) |
| 3     | 2/23  | • Heredity and Environment  
      |       | (Craig, Chpt. 3)  
      |       | Article review and reflection  
      |       | • Group Presentation 1 |
| 4     | 3/2   | • Prenatal Development and Childbirth  
      |       | (Craig, Chpt. 4)  
      |       | Article review and reflection  
      |       | • Group Presentation 2 |
| 5     | 3/9   | • Infancy and Toddlerhood:  
      |       | Physical, Cognitive, and Language Development  
      |       | (Craig, Chpt. 5)  
      |       | Article review and reflection  
      |       | • Group Presentation 3 |
| 6     | 3/16  | • Infants and Toddlers: Personality and  
      |       | Sociocultural Development  
      |       | Development (Craig, Chpt. 6)  
      |       | Article review and reflection  
      |       | • Group Presentation 4 |
| 7     | 3/23  | • Early Childhood: Physical, Cognitive  
      |       | and Language Development  
      |       | (Craig, Chpt. 7)  
      |       | Article review and reflection  
<pre><code>  |       | • Group Presentation 5 |
</code></pre>
<p>|       | No Class 3/30 |
| 8     | 4/6   | • Early Childhood: Personality and |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4/13</td>
<td>Sociocultural Development (Craig, Chpt. 8) Article review and reflection *Group Presentation 6</td>
</tr>
<tr>
<td>10</td>
<td>4/20</td>
<td>Middle Childhood: Physical and Cognitive Development (Craig, Chpt. 9) Article review and reflection *Group Presentation 7</td>
</tr>
<tr>
<td>11</td>
<td>4/27</td>
<td>Take Home Exam – receive by email, return a hard copy on 5/4 (No class meeting/or makeup)</td>
</tr>
<tr>
<td>12</td>
<td>5/4</td>
<td>Adolescence: Physical &amp; Cognitive Development (Craig, Chpt.11) Article review and reflection *Group Presentation 9</td>
</tr>
<tr>
<td>13</td>
<td>5/11</td>
<td>Adolescence: Social and Personality Development (Craig, Chpt.12) Article review and reflection *Group Presentation 10 Due: Field Experience Reports</td>
</tr>
<tr>
<td>14</td>
<td>5/18</td>
<td>Young Adulthood (Craig, Chpt.13 &amp; 14) Assignment: Myers Briggs Assessment humanmetrics.com/cgi-win/Jtypes2.asp</td>
</tr>
<tr>
<td>15</td>
<td>5/25</td>
<td>Explanation of Types (Bring “Type” page from website) Evaluation of course for GMU</td>
</tr>
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</table>
Guidelines for the Group Chapter Presentation

- Each group will prepare a presentation based on an assigned chapter. Depending on the size of the class a group may be two or three members. Every member will present twice.

- Outline and speak on a specific topic in the chapter that is of interest to your group. It does not need to be the entire chapter. The class should have read the chapter before the lesson.

- 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.

- Class participation and use of technology are required.

- Prepare a “10 point content check” for the chapter to administer to the class. Graded papers are to be given to the professor.

- A Schedule will be established during the first class.

Guidelines for Group Article Review and Reflection

- Each student will choose an article that is directly related to the chapter being discussed the night of presentation.

- This activity will take place during the class sessions. All class members should be given a copy of the article. You will present the article to the class as a whole. The class will divide into discussion groups.

- The small groups will discuss the article and complete a written reflection representative of the whole group. Each member of the group will earn the same number of points.

- Please furnish the instructor with a copy of the article and a copy of your written review sheet. It should be typed (12 point) and doubled spaced.

- A sign-up sheet will be made available at the first class for you to choose your night for presentation.
Chapter Presentation Rubric

EDUC 539                                                                                       Grade:  50 /……...

___________________________________ / ________________________________________
presenter             presenter

Date ______________ Chapter Title ______________________________________________

1. Used a variety of instructional strategies and/or teaching aids to present material.   _____
2. Engaged the class in Participation. ___________
3. Prepared a ten-point instrument as a content check for the chapter. _______
4. Demonstrated enthusiasm. _______
5. Added additional material to enrich the presentation. _______
6. Utilized at least 2 forms of technology. _______
7. Provided the class with learning materials/handouts. _______
8. Uses appropriate terms and phrases in correct context with appropriate grammar and syntax.
    _______
9. Established a clear lesson objective. _______
10. Provided an appropriate “10 point content check” for chapter, administered and graded _______

Total Points ___________________  (50)
EDUC  539
Article Review Form     ( please attach a copy of the article )

(Typed 12 pt font)

NAME ________________________________

TITLE and AUTHOR ________________________________

Briefly state the main idea of the article:

What research was used (if any) and what makes the author qualified to write on the topic?

List any important facts that the author uses to support the main idea:

Briefly explain why you agree or disagree with the authors point of view:

Briefly explain how this reading did assist / not assist your understanding of the subject.

Possible 20 points for presenter.

Members of discussion groups can earn a possible 8 points.
Guidelines For The Field Experience Report

- **Field Experience Report Cover Sheet** listing all 5 observations.

  *Items listed below should be completed for each hour of observation. (Each report should be approximately 1 ½ to 2 pages in length.) Three hours done at an age level different from the one you teach. Two hours done at your level but in a different field/grade level.*

- **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.

- **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.

- **Reflection:** Using your knowledge of Human Development, how did the instructor meet the students needs or how might you change or modify the instruction you observed in order to better meet the needs of the students. (Be specific about the theoretical approach you are using.)

  **Note:** *The Field Experience Report is to be typed in a clear (12 or 14 point, doubled spaced) and concise manner.*
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 developmentally. *(Development refers to the changes over time in body and in behavior due both to biology and to experience.)* See Craig page 6.

**Choices:**
- Collage
- Paper Bag
- Original Poem or song
- Etc.

**Please limit your presentation to approximately 3-5 minutes.**

**Project Requirements:**

- **2 or more examples of your cultural characteristics** (4pts.)
  
  *How your family/culture has determined who you are.*

- **2 or more examples of your physical characteristics** (4pts.)
  
  *When you matured, growth rate, size and how it determined who you are.*

- **2 or more examples of your social/emotional characteristics** (4pts.)
  
  *How were you enculturated and developed emotionally and how this has helped determine who you are.*

- **2 or more examples of your cognitive characteristics** (4pts.)
  
  *Ways you were taught, how you learned and how it has determined who you are.*

- **Creativity/Effort/Presentation Style** (4 pts.)

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**Total: 20 pts.**
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 Member Information for you to record

Name…………………………………………………………………………

Contact……………………………………………………………
Phone/email/ect.

Date for Article presentation _________________

Chapter Title ____________________________________________
Name __________________________________________

EDUC 302 - GROUP PRESENTATION INFORMATION

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

Date…………

Group Members Information for professor

Co-presenter
Name_______________________________________________

Date for Article presentation ________________

Chapter Title__________________________________________________