I. Course Description

In this course, students will study how cultures and communities create frameworks for understanding and interpreting child development. Students will examine the interrelationship of children, families, schools, communities, and cultures. The course will highlight the critical roles of families in schooling and the importance of collaboration between schools and with families to support the development of the child. The study of children’s developing abilities in physical, social, emotional, and cognitive domains will be linked to curriculum planning. Field observation is required.

II. Nature of Course Delivery

Students in this course will participate in a learning environment that will model various teaching strategies appropriate for diverse learners and information to be learned. This course integrates a fieldwork observation and the use of technology.

III. Learning Outcomes

Students completing EDUC 543 will be able to:

1. Describe the stages of typical human development in the domains of cognition, language, social/emotional and physical in children ages 4-12.
2. Demonstrate an understanding of the interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children’s growth and learning.
3. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in elementary schools.
4. Observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
5. Develop competency in observing and assessing development and learning in classroom settings using performance-based methods that are sensitive to students’ unique cultural/ethnic backgrounds.
6. Demonstrate the teacher’s role in working with families in culturally diverse communities and fostering their involvement in their children’s education.

IV. Standards

INTASC Standards

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student’s learning and well-being.

ISTE National Education Technology Standards

I. Teachers demonstrate a sound understanding of technology operations and concepts.

V. Teachers use technology to enhance their productivity and professional practice and lifelong learning.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>INTASC</th>
<th>ISTE NET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>10</td>
<td>I, V</td>
</tr>
<tr>
<td>3.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>3, 10</td>
<td>I, V</td>
</tr>
<tr>
<td>5.</td>
<td>3, 8</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>10</td>
<td>I, V</td>
</tr>
</tbody>
</table>

V. Required Texts


VI. Assignments

Class participation: Students are expected to participate in class discussions and activities, including weekly journaling. Personal viewpoints and observations are very important to enhancing everyone’s learning. (10 pts)

Field Observation: Fifteen hours of field observation is required for this course. The students will conduct observations of two types (2 ethnographic records and 8 anecdotal observations/Reflections) in an assigned school and relate what they have seen to topics discussed in class. Students will conduct an interview with their cooperating teacher. Field observations and the teacher interview will be kept in an observation binder.

Ethnographic Records (2) (5 pts each/10 pts total)

Teacher Interview (3 pts) Students will interview their cooperating teacher to determine which students would make good candidates for the case study assignment. Students will type up their interview questions and the teacher responses.

Anecdotal Observations (8) (4 pts each/32 pts total)

Collaborative Community Project (10 pts) Students will conduct a collaborative investigation of the community surrounding their school and compare their school community with those of other schools. Results of the investigation will be presented in class. See attached guidelines.

Comparative Case Study (10 pts) Students will conduct a detailed comparative analysis of their case study students. The comparative case study will be done using a software program called Inspiration.

Case Study (30 pts) Students will write a detailed case study of a child with a different cultural background from their own in the classroom in which they are observing. See attached guidelines. Case studies will be entered into a course data-base.

Blackboard Discussion (5 pts) Students will participate in electronic discussions related to professional goals and expectations through the use of CEHD’s conferencing system, Blackboard. You can access this electronic bulletin board at http://blackboard.gmu.edu.

Evaluation: High quality work is expected on all assignments and in class. Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. All assignments will be graded according to the attached assignment guidelines. Late assignments will not be accepted without the prior consent of the instructor. Assignments may be revised for a higher grade after consulting with instructor. No grade discussions can occur until at least 48 hours after a student receives a
grade. All field observations must be completed satisfactorily, attendance and demeanor, in order to pass this course.

Grading Scale:

A = 102-110;  A- = 99-101;  B+ = 96-98;  B = 89-95  
*Remember:* A course grade less than B requires that you retake the course.

VII. Electronic Requirements

Students must have access to email and the internet, either at home, work or GMU campus. GMU provides students with free email accounts, which must be accessed for information sent from the university or the Graduate School of Education. Go to [Http://mason.gmu.edu/](http://mason.gmu.edu/) for information on accessing email.

After introductory training (during class meeting 2 or 3), students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents. Blackboard can be accessed by going to [http://blackboard.gmu.edu](http://blackboard.gmu.edu).

VIII. COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS/UNIVERSITY POLICIES

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](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](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.

Approved March 2004
### Course Calendar

This calendar is subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>Introductory Session</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Who are we, what will be presented to be learned</td>
<td>What are our “dominant intelligences for today”</td>
</tr>
<tr>
<td>September 6</td>
<td>Child Development</td>
<td>Reading Assignment Due: <em>McDevitt &amp; Ormrod, Chapter 1</em></td>
</tr>
<tr>
<td>Week 2</td>
<td>What is Intelligence</td>
<td>Reading Assignment Due: <em>McDevitt &amp; Ormrod, Chapter 6</em></td>
</tr>
<tr>
<td>September 13</td>
<td>Cognitive Development</td>
<td>Reading Assignment Due: <em>McDevitt &amp; Ormrod, Chapter 4</em></td>
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<tr>
<td>Week 3</td>
<td></td>
<td>Online Introductions Due by 9/16</td>
</tr>
<tr>
<td>September 20</td>
<td>Cognitive Development</td>
<td>Reading Assignment Due: <em>McDevitt &amp; Ormrod, Chapter 5</em></td>
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<tr>
<td>Week 4</td>
<td></td>
<td>Observation and reflection</td>
</tr>
<tr>
<td>September 27</td>
<td>Language and Literacy</td>
<td>Reading Assignment Due: <em>McDevitt &amp; Ormrod, Chapters 7 &amp; 8</em></td>
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<tr>
<td>Week 5</td>
<td></td>
<td>Ethnographic Record 1 Due</td>
</tr>
<tr>
<td>October 4</td>
<td>Personal and Emotional Development</td>
<td>Reading Assignment Due: <em>McDevitt &amp; Ormrod, Chapter 9</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>Physical Development</td>
<td>Reading Assignment Due: <em>McDevitt &amp; Ormrod, Chapter 3</em></td>
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<tr>
<td></td>
<td></td>
<td>Online Discussion Due 10/7</td>
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<tr>
<td></td>
<td></td>
<td>Teacher Interview Due</td>
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<tr>
<td>October 11</td>
<td>No class</td>
<td></td>
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<tr>
<td>Week 7</td>
<td></td>
<td></td>
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<tr>
<td>October 18</td>
<td>Social Development and Moral Development</td>
<td>Reading Assignment Due: <em>McDevitt &amp; Ormrod, Chapter 10, 11, 13</em></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 25</td>
<td>Development and Culture</td>
<td></td>
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<tr>
<td>Week 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Assignment Due: McDevitt & Ormrod, Chapter 12, Diversity

Reading Assignment due: Darling-Hammond, et.al, Introduction, Parts 1 and 2

*Anecdotal Observations Due (1-4)

November 1
Week 10
Collaborative Community Presentations

Collaborative Community Projects Due

Online Discussion Due 11/4

November 8
Week 11
Comparing Cases Working Session (same age)

November 22
Week 12
Diversity

Reading Assignment Due: Darling-Hammond, et.al, Parts 3 & 4

Ethnographic Record 2 Due

November 29
Week 13
Comparing Cases Working Session (different age)

*Anecdotal Observations Due (5-8)

December 6
Week 14
Comparative case studies presentations

Comparative Case Study Due

December 13
Week 15
Case Study Due
Detailed Assignment Descriptions

1. Class participation
Contributing to class discussion and activities is vital. Each person brings a unique perspective based on personal experiences and family and community culture. In order to reflect on learning, experiences, comments and/or questions that occur during the semester, please bring a notebook to class in which to write. It will be handed in each week in order for the instructor to review and perhaps comment.

2. Field Observations
Each student is assigned to an elementary school classroom and is expected to conduct a series of targeted observations. You are expected to observe for a total of 30 hours for EDUC 542 and EDUC 543. For this course you will hand in two ethnographic records and eight anecdotal observations based on field notes.

All ethnographic records and anecdotal observations should begin with the following information:

Observer:
Date and Time of Observation:
Length of Observation:
School:
Grade Level:
Subjects/Activities:

Focus of Observation:

Each observation should begin with a focus paragraph that briefly explains the focus of the observation and references the assigned theorists. Focus paragraphs can be up to a half a page in length.

Each observation should conclude with a summary paragraph in which you 1) interpret what you have observed by relating it to the assigned theory, 2) suggest implications for development in terms of the assigned theory, and 3) raise questions about what you have observed as it relates to the assigned theory 4) identify diverse circumstances that may impact instruction and/or learning.

Each observation should be double-spaced in 12-point font. Be sure to proofread and spell-check your work.

List of Required Observations

At the beginning of the semester we will use readings and discussions to define these terms together in class so that you know what you are looking for. As the semester progresses, you will be expected to use the readings to define the focus for your observations.
**Ethnographic Records of Classroom Culture** (About 3-5 pages each)
1. Classroom Culture: The teacher, rules and expectations (Week 5)
2. Classroom Culture: Diversity in the Classroom (Week 12)

**Anecdotal Observations of Case Study Student** (About 3-5 pages each)
1. Intelligence
2. Cognitive Development: Piaget and Vygotsky
4. Reading and Writing Development: Chall
5. Personal and Emotional Development: Erikson
6. Social Development and Peer interactions: Selman
7. Moral Development: Kohlberg and Gilligan
8. Implications for instruction

Scoring guides are attached

**Teacher Interview**
Students will interview their cooperating teacher to determine
1. which students would make good candidates for the case study assignment
2. if and how the teacher uses addresses various developmental information
3. if and how the teacher addresses various differentiation/diversity information
Students will type up their interview questions and the teacher responses.

**3. Collaborative Community Project**

The purpose of the Group Community Project is to learn about the school and the community surrounding it and to use the information to understand and interpret the developmental learning experiences of the children in the school.

The project will be conducted collaboratively by the cohort assigned to each school. The work can be divided up, but students should always work in pairs, at the minimum. One final product will be created by each school group. Your project should focus on the community surrounding the school within 1) a 1-mile radius OR 2) the radius within which the majority of students live.

**Part I: Scavenger Hunt: Gaining Information and Experiencing the Community**

Choose some or all of the following. Be sure to collect sufficient demographic information and be sure to experience aspects of the community as a resident would.

- Go to the community town hall or visitor center for maps and demographic information.
- Find out what the community is famous for and go there.
- Go to a local restaurant and have coffee or a meal.
- Visit the local library, fire station, police station, YMCA or community center, a grocery store, etc. Talk with or interview someone there, either a worker or a patron.
• Collect family and community demographics: How many residents? What languages do they speak? Where do they work? What are the socio-economic demographics?
• Find out what percentage of children walk to school. Ride the bus. Are driven by their parents.
• Find a teacher who lives in the community and interview them.
• Walk to the school from a block away and record your impressions.
• Do some non-classroom shadowing in the school. (For example, sit in the office for an hour at the beginning or end of school, shadow the vice-principal, nurse, or special teacher.) Get permission first.
• Find out how many churches, mosques, and synagogues are in the community.
• Do/see something particularly related to your case study children: drive by their houses, visit their local playgrounds, visit their after school activities, etc.
• Other information and experiences of your own devising.

II. Creating a Product That Describes the School and Its Community

Choose two of the following. YOU MUST INCLUDE TECHNOLOGY in some way. Be sure to be informative, creative and organized in depicting the community.

Dear Mom Packet (“Dear Mom, I just moved here and this is what it’s like . . .”). Include objects, materials, or artifacts.
Video
3-dimensional map
Model
Mural
Charts and graphs
PowerPoint presentation
Posters
Photomontage
Other products of your own devising; check ideas with instructor.

Part III Comparing Diverse Communities

Each group will present its work to the class. As a whole we will discuss the similarities and differences of these communities and implications this has for teaching.

Evaluation for this project will include teamwork evaluation.

A scoring guide will be disseminated in a timely manner.

4. Comparative Case Study (Collaborative Assignment)

The comparative case study is an analysis of the case study of the child you have observed in your field placement and a case study of a child written by two or more of your classmates. The purpose is to help you to understand the influences of development and socio-cultural context on children’s growth. This analysis will help you to construct classrooms that are welcoming to children of various backgrounds and abilities. With assigned partners you will use Inspiration, a software program, to create a series of webs to display this information.
Each comparative case study should be done using the program Inspiration to include the following:

1. physical descriptions of the children
2. a comparison of their socio-cultural contexts (family, school, community, ethnicity)
3. a comparison of the children’s capabilities in the developmental areas (physical, cognitive, linguistic, social, emotional, moral)
4. a comparison of the children’s strengths, areas of need, and special interests
5. a discussion of the teaching implications for the children

Your ethnographic records, anecdotal observations, teacher interviews, and collaborative community projects constitute the data for your comparative case study. Your knowledge of course material (child development theory and theory on cultural influences on development) should be woven throughout. **Support your conclusions with theory and examples from the data.**

In addition to the webs, the paper should contain an introduction and a conclusion in narrative form, single-sided, double-spaced, of about two pages each pages in length. Use APA format.

Evaluation of this project will include a teamwork section. A scoring guide will be disseminated in a timely manner.

**5. Case Study**

The case study is a rich portrait of the development of the child of a different cultural background from your own that you observed in the school context. It is based on your written observations and includes descriptive information about family, community, and cultural context. The purpose is to help you learn how to observe children and collect data systematically so that you gain insight into development. These skills will enable you to assess students and plan developmentally and culturally appropriate learning experiences for them.

Each case study should include the following:

1. a physical description of the child
2. a summary of the child’s socio-cultural context (family, school, community, ethnicity)
3. a summary of the child’s capability in the developmental areas (physical, cognitive, linguistic, social, emotional, moral) supported by specific examples from your observations
4. a description of the teaching implications for the child
5. a reflection about how culture, both the child’s, the teacher’s, the classroom’s, school’s and your own, has affected your observations of and conclusions about the child.

Your observations and other notes constitute the data for your case study. Your knowledge of course material (child development theory and research, the influence of family, community, culture and school on development) should be woven throughout.
Support your conclusions with theory and examples from your observations.

The paper should be written in narrative form, single-sided, double-spaced, and between 12 to 15 pages in length. Use APA format. Attach your ethnographic records and anecdotal observations as an appendix. A scoring guide will be disseminated in a timely manner.

Assignment Rubric
Ethnographic Records and Anecdotal Observations

Your observations will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>Accomplished understanding</th>
<th>Developing understanding</th>
<th>Beginning understanding</th>
<th>No evidence of understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>clear, convincing substantial evidence</td>
<td>clear adequate evidence</td>
<td>vague limited evidence</td>
<td>1</td>
</tr>
<tr>
<td>Description of child, teacher and/or classroom</td>
<td>vivid, packed with details that give reader picture &amp; feeling for subject as if it had been experienced</td>
<td>sufficient details to have a general picture and feeling for subject</td>
<td>few details that give a glimpse of a picture and feeling for the subject</td>
<td>insufficient details to give any picture or feeling for the subject</td>
</tr>
<tr>
<td>Assigned topic of the paper as focus</td>
<td>Specific references to readings and class discussions</td>
<td>Specific references to readings OR class discussions related to theory or topic</td>
<td>Some references to readings and/or class discussions related to theory or topic</td>
<td>Few references to readings and/or class discussions related to theory or topic</td>
</tr>
<tr>
<td>What type(s) of differentiation/diversity is observed that may affect teaching and/or learning</td>
<td>vivid, packed with details that give reader picture &amp; feeling for subject as if it had been experienced</td>
<td>sufficient details to have a general picture and feeling for subject</td>
<td>few details that give a glimpse of a picture and feeling for the subject</td>
<td>insufficient details to give any picture or feeling for the subject</td>
</tr>
<tr>
<td>Professionally written paper</td>
<td>a) Focus of paper described, b) narrative is organized and coherent, c) summary creates complete picture of what was observed relating to assignment, d) grammatical correctness and proofreading evident</td>
<td>75% of original criteria evident</td>
<td>50% of original criteria evident</td>
<td>less than 50% of original criteria evident</td>
</tr>
</tbody>
</table>

Total points from rubric _______________ total points for assignment (determined by average of points for this rubric. If a total points for rubric are 16, that score is divided by 4 (there are 4 categories) to equal assignment score of 4)
Assignment score ___/4
# Assignment Rubric

## Teacher Interview

Student interviews will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>Accomplished understanding clear, convincing substantial evidence</th>
<th>Developing understanding clear adequate evidence</th>
<th>Beginning understanding vague limited evidence</th>
<th>No evidence of understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>decision of student for case study</td>
<td>many and clearly defined reasons particular student chosen</td>
<td>many OR clearly define reasons particular student chosen</td>
<td>some vaguely defined reasons particular student chosen</td>
<td>few vaguely defined reasons particular student chosen</td>
</tr>
<tr>
<td>teacher’s view on differentiation/diversity</td>
<td>explicit explanation of teacher’s views</td>
<td>fairly clear explanation of teacher’s views</td>
<td>vague explanation of teacher’s views</td>
<td>unclear explanation of teacher’s views</td>
</tr>
<tr>
<td>teacher’s view on developmental theories</td>
<td>explicit explanation of teacher’s views</td>
<td>fairly clear explanation of teacher’s views</td>
<td>vague explanation of teacher’s views</td>
<td>unclear explanation of teacher’s views</td>
</tr>
</tbody>
</table>

Total possible rubric score is 12. Student’s score is _______

rubric score of 12 = 3 points,
rubric score of 9-12 = 2 points,
rubric score of 6-9 points = 1 point
rubric score less than 6 = 0 points

Possible points for teacher interview are 3. Student’s score is _______/3