“What greater or better gift can we offer the Republic than to teach and instruct our youth?”

Cicero

George Mason University’s Graduate School of Education and Human Development

EDUC 672:001 Human Development and Learning: Secondary Education
(3 Credits)
Spring Semester, 2005

Instructor: Dr. Candace A. Strawn
Date and Time: Jan. 24-May 16 (Monday—7:20-10:00 pm)
Class Location: Robinson A, Room A105
Telephone: 703-993-4240
E-mail: cstrawn@gmu.edu
Office: Robinson B, Room 103
Office Hours: Monday (6:00-7:00 p.m.), Thursday (3:00-4:00 p.m.), and by appointment

Required Textbook
(http://www.mhhe.com/primis/online/)


Other articles/handouts will be distributed in class or posted on-line at the course website. (Your GMU email address is required for communication with the course instructor and for using Blackboard!)

Optional Textbook

Publication Manual of the American Psychological Association (5th ed.).
or

Course Description

Education 672 explores the processes that influence the intellectual, social, emotional, and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing 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.
Course Methodology

The course is structured around readings, case analyses, reflections on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current research, and technology activities. EDUC 672 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.

Course Objectives

- Students will demonstrate an understanding of stages and processes relating to adolescents’ social, emotional, moral, cognitive, and physical development by writing a five-page paper on adolescent behavior.

- Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by attending in-class lectures given by experts in these fields and by working on individual case studies.

- Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by passing midterm and final examinations.

- Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing a five-ten page paper on adolescents and motivation.

- Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.

- Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.

- Students will be able to use the writing style described in the Fifth Edition of the Publication Manual of the American Psychological Association (APA) or a similar manual on all written papers.
Course Requirements

It is expected that each of you will:
1. Read all assigned materials for the course.
2. Attend every class session and be on time to class.
3. Participate fully in all small/large group activities and online assignments that reflect critical reading of the materials.
4. Complete three fieldwork assignments.
5. Research and orally present, using PowerPoint slides, a psychological theory and its application to the classroom.
6. Complete all instructional technology assignments.
7. Take a midterm test and final examination in class

Out-of-Class Sessions

One or more of our class sessions may be held out-of-class (online). This class (or classes) is to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session. The out-of-class hours include research, use of professional websites, online discussions, readings, analyses of case studies, writing the research project, preparing the PowerPoint presentation, and other assignments. Formal online discussions will take place at: http://blackboard.gmu.edu

Course Evaluation

1. Fieldwork Assignments: Students will complete three writing assignments about teenagers and educational psychology. The assignments will deal with adolescent levels of development (e.g., physical, social, and cognitive), adolescent motivation, and case studies for teacher problem solving. (The paper on the case study must demonstrate mastery at the level of 80% or higher.)

2. PowerPoint Presentation: Students will be assigned to groups of two to four people. Each small group will be asked to analyze readings and research in a specific psychological area, and present it to the class. All research must draw upon social scientific work on adolescent development, citing a minimum of ten scholarly references. The oral presentation, utilizing PowerPoint, will last approximately 20-40 minutes.

3. Classroom Participation and Attendance Policy: Due to the importance of lecture and classroom discussion to your total learning experience, I encourage you to both attend and participate in class regularly. Readings must be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance); however, you are still responsible for completing all assignments and readings for the next class. You are also responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]
4. **Written Assignments:** All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. If you are absent, send your assignment to the instructor as a Word attachment. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA).

5. **Examinations:** There are two multiple-choice/essay, in-class examinations, a midterm and a final.

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

A. **Dispositions**

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

*Commitment to the profession*
- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

*Commitment to honoring professional ethical standards*
- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

*Commitment to key elements of professional practice*
- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practice
Respect for diverse talents, abilities, and perspectives
Authentic and relevant learning

Commitment to being a member of a learning community
Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

Commitment to democratic values and social justice
Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

B. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Honor Code
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

C. 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 at the bottom of the screen.

D. 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.
Grading Policy

Fieldwork Assignments: 30
Attendance and Participation 10
Oral Presentation: 30
Midterm Test: 10
Final Examination: 20

TOTAL: 100 points

Grading Scale

A+ = 98-100%
A   = 93-97%
A-  = 90-92%
B+  = 88-89%
B   = 83-87%
B-  = 80-82%
C   = 70-79%
F   = Below 70%

Rubric for Attendance and Participation

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td></td>
<td>Emerging ( C or lower )</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>The aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does not actively participate in discussions.</td>
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<tr>
<td></td>
<td>Proficient ( B )</td>
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<tr>
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<td>Aspiring teacher is on time, prepared for class, and participates in group and class discussions. Aspiring teacher attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.</td>
</tr>
<tr>
<td></td>
<td>Exemplary ( A )</td>
</tr>
<tr>
<td></td>
<td>In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to the learning group and class.</td>
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PART I: UNDERSTANDING STUDENT DEVELOPMENT AND DIVERSITY

Jan. 24  Course Overview  
Introduction to Case Studies (Laura Conway)  
(Read Chapters 1 and 2/Middle School Article)

Jan. 31  Cognitive and Linguistic Development  
APA Format  
Form Collaborative Groups  
(Read Chapter 3/Complete Fieldwork Assignment #1)

Feb. 7  Personal, Social, and Moral Development  
Due: Fieldwork Assignment #1  
(Read Chapter 4/Read Joyce Davidson Case Study/ Locate one research article—write a one-paragraph summary—one per student)

Feb. 14  Individual and Group Differences  
Case Analysis: Joyce Davidson  
Due: one empirical article per student and a paragraph explaining how your article relates to your research topic.  
(Read Chapter 5/Answer Gender Issue Questions Online by March 14/Prepare Group Abstract)

Feb. 21  Students with Special Educational Needs  
Guest Expert Speaker: Dean Mark Goor  
Due: A preliminary group abstract and a distribution of job assignments)  
(Read Chapters 9 and 11/Study for the Midterm Test)

PART II: UNDERSTANDING HOW STUDENTS LEARN

Feb. 28  MIDTERM TEST  
Motivation/Behaviorist Views of Learning  
Due: Post gender issue questions online—one posting/two responses  
(Read Chapters 10 and 12)

March 7  NO CLASS—Group Work  
(Prepare 3-5 pages of well-organized notes with a minimum of five references for your PowerPoint presentation by March 21)
March 14  
**SPRING BREAK**

March 21  
Social Cognitive Views of Learning  
Due: 3-5 pages of well-organized notes with a minimum of five references for your PowerPoint presentation  
(Read Chapters 6 and 7/Complete Fieldwork Assignment #2)

March 28  
Cognition  
Due: Fieldwork Assignment #2  
(Read Chapter 13)

**PART III: UNDERSTANDING INSTRUCTIONAL PROCESSES**

April 4  
Instructional Strategies  
Case Study: Marie DuPont  
(Read Chapter 14/Prepare for Case Analysis)

April 11  
**ON-LINE CLASS**  
As a group, analyze the Marie DuPont Case Study (Hand in a hard copy of your discussion/problem and solution.)

April 18  
Classroom Management  
(Read Chapter 15/Complete Fieldwork Assignment #3)

April 25  
Basic Concepts and Issues in Assessment  
Due: Fieldwork Assignment #3  
(Read Chapter 16)

May 2  
Course Wrap Up  
(Download your section of the Child Abuse Law)

May 9  
Child Abuse Seminar

May 16  
**In-Class Final Examination** (7:30-10:15 p.m.)

**Postscript:** It is recommended that you retain copies of all course products to document your progress through the Secondary Education Program. Products from this class (the PowerPoint presentation, and Case Analyses) should be included in your exit portfolio for the M.Ed. program and can also become part of your professional portfolio used for job placement.