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

Cicero

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

EDUC 672:001
Human Development and Learning: Secondary Education
Fall 2005
7:20-10:00 p.m./Monday
Robinson A, Room 109

PROFESSOR(S)
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Office Phone: (202) 806-8503
Office Hours: Monday (6:20–7:20 p.m.), and by appointment
Email Address: jbutty@gmu.edu

COURSE DESCRIPTION:

This course explores developmental issues associated with middle and high school students as well as theories that provide a basis for understanding the learning process. This course also addresses implications for the design of instruction and curriculum. Field experience in public schools is required.

In addition, this course investigates the processes that influence the intellectual, social, emotional, and physical development of middle and high school students. Within that context, the course 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 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.

NATURE OF COURSE DELIVERY:

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.
STUDENT OUTCOMES:

This course is designed to enable students to

- 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.

- 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.

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

- 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.

- 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.

- 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.

- 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.

PROFESSIONAL STANDARDS:

The program goals are consistent with the following learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.

Principle 1: The Nature of Learning Process
Principle 2: Goals of the Learning Process
Principle 3: Construction of Knowledge
Principle 4: Strategic thinking
Principle 5: Thinking about Thinking
Principle 6: Context of Learning
Principle 7: Motivational and Emotional Influences on Learning
Principle 8: Intrinsic Motivation to Learn
Principle 9: Effects of Motivation on Effect
Principle 10: Developmental Influences on Learning
Principle 11: Social Influences on Learning
Principle 12: Individual Differences in Learning
Principle 13: Learning and Diversity
Principle 14: Standards and Assessment

Please see:

REQUIRED TEXTS:


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 Textbooks


COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

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

### RUBRIC FOR ATTENDANCE AND PARTICIPATION

<table>
<thead>
<tr>
<th>Element</th>
<th>Emerging (C or lower)</th>
<th>Proficient (B)</th>
<th>Exemplary (A)</th>
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<tbody>
<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>
<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>
<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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### EVALUATION

The grading system for this course is based on the successful completion of all the following tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Fieldwork Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Test</td>
<td>10</td>
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<tr>
<td>Final Examination</td>
<td>20</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100 points</strong></td>
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Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
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</tbody>
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Note About Student Performance:

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 a psychological theory and its application to the classroom using PowerPoint slides.
6. Complete all instructional technology assignments.
7. Take a midterm test and final examination in class

Please Note

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).

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 Syllabus Subject to Change: The course syllabus may be subject to change pending class progress in meeting objectives. If changes are made, students will be given advanced notice and ample time to adjust their schedules.
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF 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 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 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 or call 703-993-2474 to access the DRC.
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Course Schedule and Assignments  
(**Assignments for the next week are in parentheses**)  

PART I: UNDERSTANDING STUDENT DEVELOPMENT AND DIVERSITY  

Aug. 29  
**Course Overview**  
Introduction to Case Studies (Laura Conway)  
(Read Chapters 1 and 2/Middle School Article)  

Sept. 5  
**Labor Day - University Closed**  

Sept. 12  
**Cognitive and Linguistic Development**  
APA Format  
Form Collaborative Groups  
(Read Chapter 3/Complete Fieldwork Assignment #1)  

Sept. 19  
**Development of Self, Social Skills, and Morality**  
Due: Fieldwork Assignment #1  
(Read Chapter 4/Read Joyce Davidson Case Study/ Locate one research article—write a one-paragraph summary--one per student)  

Sept. 26  
**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 October 17/Prepare Group Abstract)  

Oct. 3  
**Individual Differences and Special Educational Needs**  
Guest Expert Speaker  
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  

Oct. 11  
**Midterm Test**  
Behaviorist Views of Learning/Motivation and Affect  
Due: Post gender issue questions online—one posting/two responses  
(Read Chapters 10 and 12)
Oct 17  NO CLASS—Group Work  
(Prepare 3-5 pages of well-organized notes with a minimum of five references for your PowerPoint presentation by October 24)

Oct 24  SOCIAL COGNITIVE VIEWS OF LEARNING/COGNITIVE FACTORS IN MOTIVATION  
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)

Oct 31  LEARNING AND COGNITIVE PROCESSES/KNOWLEDGE CONSTRUCTION  
Due: Fieldwork Assignment #2  
(Read Chapter 13)

PART III: UNDERSTANDING INSTRUCTIONAL PROCESSES

Nov 7  INSTRUCTIONAL STRATEGIES  
Case Study: Marie DuPont  
(Read Chapter 14/Prepare for Case Analysis)

Nov 14  ON-LINE CLASS  
As a group, analyze the Marie DuPont Case Study  
(Hand in a hard copy of your discussion/problem and solution.)

Nov 21  CLASSROOM MANAGEMENT  
(Read Chapter 15/Complete Fieldwork Assignment #3)

Nov 28  CLASSROOM ASSESSMENT STRATEGIES  
Due: Fieldwork Assignment #3  
(Read Chapter 16/Download your section of the Child Abuse Law)

Dec 5  Course Wrap Up & Child Abuse Seminar

Dec 12  In-Class Final Examination

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.