“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

EDUC 672:001 Human Development and Learning: Secondary Education
(3 Credits)
Spring Semester, 2004

Instructor: Dr. Candace A. Strawn
Date and Time: Jan. 26-May 10 (Monday—7:20-10:00 pm)
Class Location: Robinson A, Room 243
Telephone: 703-993-4240
E-mail: cstrawn@gmu.edu
Office: Robinson A, Room A103
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 style manual by writing a 10-20 page research paper.
Course Requirements

It is expected that each of you will:

1. Read all assigned materials for the course.
2. Attend every class session.
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. Write a collaborative research paper.
7. Complete all instructional technology assignments.
8. 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 teaching. 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. Research Paper and 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, write a 10-20 page research paper (depending on the number of people in the group), 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 30-45 minutes. Research papers must be handed in on time and adhere to the most recent APA guidelines. (The basic APA style will be reviewed in class after the Midterm.)

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. If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are 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. 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). Please read the following GMU Honor Code:

**Honor Code:** To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, refer to the University Catalog or Website: http://mason.gmu.edu/~montecin/plagiarism.htm

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

**Grading Policy**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Fieldwork Assignments</td>
<td>25</td>
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<tr>
<td>Research Paper</td>
<td>25</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>15</td>
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<tr>
<td>Midterm Test</td>
<td>15</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**

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

If you need course adaptations or accommodations because of a disability or a special circumstance, please inform your instructor as soon as possible. A documented learning disability must be disclosed on the first day of class.

Tentative Course Calendar  (Assignments for the next week are in parentheses.)

PART I: UNDERSTANDING STUDENT DEVELOPMENT AND DIVERSITY

Jan. 26       Course Overview
               Introduction to Case Studies (Laura Conway)
               (Read Chapters 1 and 2/Middle School Article)

Feb. 2       Cognitive and Linguistic Development
               Jig Saw Exercise
               Form Collaborative Groups
               (Read Chapter 3/Complete Fieldwork Assignment #1)

Feb. 9       Personal, Social, and Moral Development
               Due: Fieldwork Assignment #1
               (Read Chapter 4/Read Joyce Davidson Case
               Analysis/Locate One Research Article)

Feb. 16      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/Prepare Group Abstract)

Feb. 23      Students with Special Educational Needs
               Guest Expert Speaker: Dean Mark Goor
               Due: A preliminary group abstract and a distribution
               of job assignments/Gender Issue Questions Online)
               (Read Chapter 6—only pp. 187-194—and Chapter 9)

PART II: UNDERSTANDING HOW STUDENTS LEARN

March 1       Behaviorist Views of Learning
               Jig Saw—Expert Groups
               (Read Chapter 10)

March 8       Spring Break (No Class)
March 15    Social Cognitive Views of Learning
            (Read Chapter 11—only pp. 368-383)

March 22    Cognition
            **MIDTERM TEST**
            (Read Chapter 12/Complete Fieldwork Assignment #2)

March 29    Application of Developmental and Learning Theories
            Due: Fieldwork Assignment #2
            (Read Chapter 13)

**PART III: UNDERSTANDING INSTRUCTIONAL PROCESSES**

April 5     Instructional Strategies
            (Read Chapter 14/Prepare for Case Analysis)

April 12    Classroom Management
            **Case Analysis: Marie DuPont (Small Group Work—Online!!!)**
            (Read Chapter 15)

April 19    Basic Concepts and Issues in Assessment
            (Read Chapter 16/Complete Fieldwork Assignment #3)

April 26    Child Abuse Seminar
            Due: Fieldwork Assignment #3
            (Complete the research papers.)

May 3       Review and Wrap up
            Final Day to hand in Research Papers

May 10     **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, Research Paper, 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.