"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
Secondary Education Program

EDUC 372:002 Human Development and Learning: Secondary Education (11434)
(3 Credits)
Spring Semester, 2010

Instructor: Dr. Candace A. Strawn
Date and Time: January 25 – May 10 (Mondays—7:20-10:00 pm)
Class Location: Innovation Hall, Room 103
Telephone: 703-993-4240
E-mail: cstrawn@gmu.edu
Office: 2100 West Building
Office Hours: Mondays (6:00-7:00 p.m.), Thursday (3:00-4:00), and by appointment

Required Textbooks

Woolfolk, A. (2010). *Educational psychology* (11th ed.). Upper Saddle River, NJ: Pearson.

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 (6th ed.).
 or
Hacker, D. (2009). A pocket style manual (5th ed.). Boston: Bedford/St. Martin's.

Course Description

Education 372 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 372 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 an eight-page paper on adolescents and motivation.

- 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 in a ten-page paper.

- Students will be able to use the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) or a similar style manual.

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. Complete all instructional technology assignments.
6. 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: **HTTPS://gmu.blackboard.com**

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), motivation, and case studies for teacher problem solving.

2. 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 **<u>before class</u>**. 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 25% 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), 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.]

3. 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 or will have a their grades dropped 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). Refer to the GMU Honor Code for further information.

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

The College of Education and Human Development (CEHD) expects that all students abide by the following:

A. CEHD Core Values—collaboration, ethical leadership, innovation, research-based practice, and social justice

B. 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

C. 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.*

 D. 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.

E. 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.

F. George Mason is concerned about your safety and security and encourages you to visit their
website (https://alert.gmu.edu). You may sign up for this free service, which provides
emergency information of various sorts. An emergency poster exists in each classroom
explaining what to do in the event of crises and further information about emergency procedures
exists on http://www.gmu.edu/service/cert

Grading Policy

Fieldwork Assignments:	45
Attendance and Participation:	25
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+ = 78-79%
C = 73-77%
C- = 70-72%
D = 60-69%
F   = Below 60%

Rubric for Attendance and Participation

Element	Level of Performance		
	Emerging (C or lower)	Proficient (B)	Exemplary (A)
Attendance & Participation	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.	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.	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.

Tentative Course Calendar

No class on March 8 (Spring Break).

Class Date	Class Topic	Assignment for next week
PART I: Students		
January 25	**Course Overview** Middle School article: See the URL at the end of this schedule.	• *Read Chapter 1(Skim) and Chapter 2 (stop at p. 52)* • *Middle School Article ("Young Adolescents' Developmental Characteristics")*
Feb. 1	**Cognitive Development APA format** Form Collaborative Groups	• *Read Chapter 3* • *Case Study example*
Feb. 8	**Personal, Social, and Moral Development** Jigsaw	• *Read Chapter 4 (stop at p. 121; 124-129; 482; and 138-139)* • *Complete Fieldwork Assignment #1*
Feb. 15	**Learner Differences and Learning Needs** Due: Fieldwork Assignment #1	• *Read Chapter 5* • *Answer Gender Issue questions online-one posting and two responses by March 15*
Feb. 22	**Culture and Diversity** Special Education guest speaker	• *Read Chapter 11* • *Study for the Midterm Test*

Class Date	Class Topic	Assignment for next week
PART II: LEARNING AND MOTIVATION		
March 1	**Motivation in Learning and Teaching** **MIDTERM TEST**	• *Read Chapter 6 (stop at p. 220)* • *Case Study: Joyce Davidson (online)*
March 15	**Behavioral Views of Learning** Due: One posting and two responses to the online Gender Issue questions	• *Read Chapter 7 (stop at p. 259 and Chapter 8 (stop at p. 277)*
March 22	**Cognition**	• *Read Chapter 9 (stop at p. 316) and Chapter 10 (plus pp. 220-222)* • *Complete Fieldwork #2*
March 29	**Social Cognitive and Constructivist Views of Learning** Due: Fieldwork #2	• *Read Chapter 13*

Class Date	Class Topic	Assignment for next week
PART III: Teaching and Assessing		
April 5	Group Presentation **Teaching/ Instructional Strategies**	• *Read Chapter 9 (316-340)* • *Case Study: Frank Oakley (online)*
April 12	Group Presentation **Engaged Learning: Cooperation** Small Group: Case Study	• *Read Chapter12*
April 19	Group Presentation **Creating Learning Environments**	• *Read Chapter 14* • *Complete Fieldwork Assignment #3 (Melissa Reid Case Study-online)*
April 26	Group Presentation **Classroom Assessment, Grading, and Standardized Testing** Due: Fieldwork Assignment #3	
May 3	Group Presentation **Review for the Final Exam.**	• *Prepare for the final exam*
May 10	Group Presentation **In-Class Final Examination (7:30-10:15 pm)**	

Case Study site:
http://highered.mcgraw-hill.com/sites/dl/free/.../120222/educational.pdf.

National Middle School article:
http://www.google.com/url?sa=t&source=web&ct=res&cd=3&ved=0CBMQFjAC&url=http%3A%2F%2Fwww.nmsa.org%2Fportals%2F0%2Fpdf%2Fresearch%2FResearch_Summaries%2FDevelopmental_Characteristics.pdf&ei=aChVS_SVFIP8Nc7R0OYI&usg=AFQjCNFW3qybee5tMzx-M6fgtM54zxbp5A&sig2=7s4PoLehf78-OPoh28h4Mg

"Education is not a preparation for life; education is life itself."   John Dewey