



EDUC 302 - 001 Dr. Stephan Prifti sprifti@gmu.edu

College of Education and Human Development
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EDUC 302 - 001

Spring 2011 Wednesday 7:30 pm – 10:00 pm Room: 121 East Building

Office Hours: by appointment.

Course Description:

This course examines human development throughout the life span with special emphasis on the cognitive, social, emotional, and physical development of children. Contemporary theories of human development and their relevance to educational practices will be emphasized. **THIS CLASS IS DESIGNED TO EMPHASIZE THE INPUT OF ACTIVE LEARNERS. BE PREPARED TO PARTICIPATE.**

Textbook:

1. Human Development by: Diane Papalia, Sally Wendkos, Ruth Feldman (11th Ed.) McGraw Hill, 2007
2. Student- selected, course related readings to be found in magazines, journals, books and pre-approved internet readings.

Objectives:

Upon completion of the course, students should be able to:

1. Discuss the developmental stages of human development in terms of the cognitive, affective, and psychomotor domains.
2. Examine and explain the contributions of heredity, environment, and child rearing practices to the total development of the child.
3. Understand the development, and or, the application of theories as they apply to the instruction of young children.
4. Explain how children learn through active exploration and multiple interactions with materials, other children, and the adults in their environment.
5. Demonstrate a knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.

Guidelines For The Field Experience Report

Each student will write a *Field Experience Report* based on their field experience of **10 hours** in a school. Include the following sections in your report: **100 points** **DUE: 5/4**

The Evaluation for Field Experience Performance

- Completed and signed by the field experience supervising teacher. (1page: See example) **10 points**

Overall Reports Content, Appearance, and Format. 15 points

A Field Experience Observation Report to Include:

- Brief description of a lesson(s) observed and/or participated in. (10)
- Description of the methods and materials used to meet the stated objective(s). (10)
- Citing the way(s) learning was evaluated. (10) (1-2 pages) **30 points**

A Summary of the Benefits Derived From Your Field Experience (1 page) 15 points

A Description of Students’ Needs at the Grade Level Observed

- Describe the physical (5), emotional (5), social (5), and intellectual needs (5) of the students you observed.
- Identify two of the ways that teachers addressed those needs (5/5). (1 page) **30 points**

Note: The Field Experience Report is to be typed in a clear (12 point, doubled spaced) and concise manner. Previous experience indicates that the Field Experience Report should be 4-5 pages in length.

Evaluation: During this course, grades will be based on the following: a **Marvelous Me Presentation**, four **in-class exams/activities**, a set of **Class Journals** (4 entries) a **Field Experience Report**, which is developed from the **10 hours of field experience** that is required for this course, and a **Final Examination**.

<u>Point System:</u>		<u>Grading Scale:</u>	<u>Your Points</u>
Class Activities	100 points	450-440 = A/...../...../.....
Marvelous Me	50 “	439-429 = A-
Class Journals (4)	100 “	428-419 = B+/...../...../.....
Field Experience Report	100 “	418-407 = B
Final Examination	100 “	406-390 = C
		389-0 = F	
Total:	450 points		

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Guidelines for the “Marvelous Me” Presentation (50 points)

- Follow the directions on the work sheet.
- Be extremely creative. **Give us your very BEST !**
- Use the example of your instructor as a suggestion to the method of presentation.
- Please limit yourself to approximately 3 minutes. **You will be timed.**
- Remember there are no small parts, just small actors !

DUE: 2/9

Guidelines for Class Journal (100 pts. total)

Each person in this class is responsible for writing four (4) journal entries. **Each entry is worth 25 pts.** and should be no more than one (1) page doubled spaced in length. You may choose any topic that has been discussed/covered in class, as well as the text. Please reflect and include your personal perspective when writing your entries. **Please turn in all of your journals on the syllabus due dates.**

DUE: 2/16, 3/9, 4/6, 4/27

Guidelines for Class Attendance

- Each class may be an opportunity to earn **25 points** for an in class quiz or activity, and therefore only by being in class can you learn and earn points for your efforts.
- Interaction in both lectures and activities can only occur if you are present.
- Any and all class activities / test grades or credit will be based on class attendance.
- If you are serious about the grade you receive become pro-active in the process through your attendance. Please plan to attend class. **Contact me in advance if you can not attend class.**

A loss of 15 pts. for assignments turned in 1 day late. Plus an additional 5 pts. per day.

Please note that I will not accept any assignments after 2 calendar days past that due date.

Educ 302 - 001 Course Outline and Topics

<u>CLASS</u>	<u>DATE</u>	<u>CLASS TOPICS</u>
1	1/26	Introductions Course Overview Field Experience Overview
2	2/2	The Study of Human Development Chpts.1,2
3	2/9	<u>Marvelous Me !</u>
4	2/16	Forming a New Life / The first three years: Physical Development Chpts. 3,4, <u>Due: Journal #1</u>
5	2/23	The first three years: Psychosocial Development The first three years: Cognitive Development Chpts. 5,6
7	3/2	Early Childhood: Physical/Cognitive Development Early Childhood: Psychosocial Development Chpt.7,8
8	3/9	Middle Childhood: Physical/Cognitive Development Middle Childhood: Psychosocial Development Chpt. 9,10 <u>Due: Journal #2</u>
.....GMU Spring Break.....		
9	3/23	Adolescence: Physical & Cognitive Development Chpt. 11
10	3/30	Adolescence: Psychosocial Development Chpt. 12

11	4/6	Young Adults: Physical, Cognitive Development. Chpt.13 <u>Due: Class Journal #3</u>
13	4/13	Young Adults: Psychosocial Development. Chpt.14
14	4/20	Middle Adults: Physical, Cognitive Development Chpt.15
15	4/27	Middle Adults: Psychosocial Development Chpt.16 <u>Due: Class Journal #4</u>
16	5/4	Late Adulthood and the End of Life Chpt.17-18-19. <u>Due: Field Experience Report</u>
	5/11	<u>Final Examination</u> / Class Evaluations

If you will **not be able to attend class** please **RSVP** in advance !!!

Once Again:

- ❖ A loss of 15 pts. for assignments turned in 1 day late. Plus an additional 5 pts. per day.
- ❖ Please note that **I will not accept** any assignments after **2** calendar days past the due date.

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CLASS CANCELLATIONS WILL BE ANNOUNCED
THROUGH YOUR GMU e mail,
So Please check it often during inclement weather days.
If road/driving conditions are not safe class will be cancelled.

George Mason University

College of Education and Human Development

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Field Experience Report Cover Sheet

<u>School</u>	<u>Teacher</u>	<u>Date</u>	<u>Hours</u>
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Name: (Your Name).....

Date: .../...../.....

DUE: 5/4

Work Sheet for : Marvelous Me!

A collage of who I am

Due: 2/10

Take a good look at yourself. Identify some of your physical, cultural, social, emotional, and intellectual characteristics using a collage. On a piece of hard board, approximately (24''x 24'') arrange around your name, a collection of magazine pictures, photos, text, or anything else that will help you show us who you are. Be as creative as you wish, and present this with a great deal of enthusiasm, after all, you are talking about a marvelous person..... you!

Please limit your presentation to approximately 3 minutes.

Project Requirements:

2 examples of your cultural characteristics	(4pts.)	2	2
2 examples of your physical characteristics	(4pts.)	2	2
2 examples of your social characteristics	(4pts.)	2	2
2 examples of your emotional characteristics	(4pts.)	2	2
Appearance of Project	(14 pts.)	5 general	5 effort 4 clarity
Presentation Style	(20 pts.)	5 poise	10 time 5 focus
Total: 50 pts.			

Select any “*special features*” of yourself, find an example, and use it. These are elements that add balance to your life. They are also the things that tell us what you value, reflect upon, look forward to, and are passionate about. While some of these are things that you must do.....they may not necessarily be who you *really* are; however they may, in fact, be exactly who your really are. So, since we are all so much more than what meets the eye, please choose things that may help define you as a person. **Remember since we will all be presenting that night 3 minutes will be the time limit to all MM’s.**

Name.....

Please make a copy of this sheet, print your full name, and give it to me as you go up to present, and SMILE ☺

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

GSE faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

RHT faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

Just For You

This part of the syllabus is a management tool to assist the learner in keeping track of all points and assignments as they are returned. Please use this to ease the stress of what is to be turned in and what has been returned to you. This will also assist both the professor and the student if a discrepancy in an assignment or a grade should arise. Please remember that the University Honor Code is in effect when recording your points.

Class Activities	100 points	450-440 = A/...../...../.....
Marvelous Me	50 “	439-429 = A-
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Field Experience Report	100 “	418-407 = B
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THE END

This page marks the end of the documentplease check to make sure you have all 9 pages, including this one.

Dr.Prifti