

EDUC 302 - 002 Human Growth and Development

Fall 2011 Thursday 7:20 pm – 10:00 pm Room: A 349 Robinson Hall

Office Hours: by appointment.

Course Description:

Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines human development through life span with special emphasis on cognitive, language, physical, social, and emotional development of children. Emphasizes contemporary theories of human development and their relevance to educational practice.

Notes: Requires school-based field experience during course.

THIS CLASS IS DESIGNED TO EMPHASIZE THE IMPUT 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: 12/8**

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**.

Point System:

Class Activities	100 points
Marvelous Me	50 “
Class Journals (4)	100 “
Field Experience Report	100 “
Final Examination	100 “

Total:

450 point

Grading Scale:

450-445 = A+
444-439 = A
438-434 = A-
433-428 = B+
427-422 = B
421-412 = B-
411- 40 = C+
400-390 = C
389-369 = C-
368-355 = D
354-0 = F

Your 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 minuets. **You will be timed.**
- Remember there are no small parts, just small actors !

DUE: 9/15

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 according to the syllabus due dates.**

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 3 calendar days past that due date.**

Educ 302 - 002 Course Outline and Topics

<u>CLASS</u>	<u>DATE</u>	<u>CLASS TOPICS</u>
1	9/1	Introductions/ Course Overview Field Experience Overview
2	9/8	The Study of Human Development Chpts.1,2
3	9/15	Marvelous Me !
4	9/23	Forming a New Life / The first three years: Physical Development Chpts. 3,4 Due: Journal #1
5	9/29	The first three years: Psychosocial Development The first three years: Cognitive Development Chpts. 5,6
7	10/6	Early Childhood: Physical/Cognitive Development Early Childhood: Psychosocial Development Chpt.7,8
8	10/13	Middle Childhood: Physical/Cognitive Development Middle Childhood: Psychosocial Development Chpt. 9,10 Due: Journal #2
9	10/20	Adolescence: Physical & Cognitive Development Chpt. 11
10	10/27	Adolescence: Psychosocial Development Chpt. 12
11	11/3	Young Adults: Physical, Cognitive Development.

		Chpt.13 DUE: Class Journal #3
12	11/10	Young Adults: Psychosocial Development. Chpt.14
13	11/17	Middle Adults: Physical, Cognitive Development Chpt.15
14	12/1	Middle Adults: Psychosocial Development Chpt.16 Due: Class Journal #4
15	12/8	Late Adulthood and the End of Life Chpt. 17-19 Due: FIELD EXPERIENCE REPORT
	12/15	Final Examination/ 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 3 calendar days past the due date.

George Mason University

College of Education and Human Development

EDUC 302

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: 12/8

Work Sheet for : Marvelous Me!

A collage of who I am

Due: 9/15

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 😊

Statements of Expectations

The College of Education and Human Development (CEHD) and all students enrolled in EDUC 302 are expected to 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.

EXTENDED STUDENT SERVICES

University Policy Website <http://universitypolicy.gmu.edu>

Counseling and Psychological Services (<http://caps.gmu.edu/>), Counseling and Psychological Services (CAPS) provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance.

CAPS Hours

8:30am - 5:00pm, Monday through Friday

By Appointment only, open 5 to 7pm on Mondays, Tuesdays and Wednesdays spring and fall semesters when class is in session.

Same day personal consultation appointments are available at 12, 1pm, 2 and 3pm; call at 8:30am in the morning to schedule.

If You are in Crisis

During University office hours (8:30am-5pm):

If you are in a crisis and need assistance to deal with the psychological impact of this crisis, please contact **Counseling and Psychological Services at 703-993-2380** or come to **our new office location: SUB 1 Room 3129**. A counselor will meet with you to assess your situation and to identify options for dealing with the crisis.

When University offices are closed:

If you are experiencing a crisis at times when university offices are not open, you may contact university personnel. In housing, contact the on-call **housing staff** for assistance. Other students may contact the **University Police at (703) 993-2810**. The police will work with you to contact the Counseling and Psychological Services when this would be helpful to you.

***For life threatening emergencies, call 911 immediately.**

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

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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.

<u>Point System:</u>		<u>Grading Scale:</u>	<u>Your Points</u>
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THE END

This page marks the end of the documentplease check to make sure you have all **10** pages, including this one. Dr. Prifti