George Mason University
College of Education and Human Development
Secondary Education Program

EDUC 372 Human Development and Learning: Secondary Education
Fall Semester 2011

Instructor: Karen Banks, Ph.D
Day and Time: Tuesday and Thursday 4:30-7:10
Class Location: Robinson A 243
Telephone: 702 620-1297
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Office Hours: By appointment

Required Textbooks:
Woolfolk, A.E. (2010) *Educational psychology* (11th ed). Upper Saddle, NJ: Merrill.

Ormrod,, J.E. & McGuire, D.J. (2007) *Case studies: Applying educational psychology*.
        Upper Saddle River, NJ: Prentice Hall.

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 (Bb)! The site for our course is at http://mymasonportal.gmu.edu.
Use your GMU email login and password to access the site.)

Optional Textbook
Publication Manual of the American Psychological Association (6th ed.).

Course Description

EDUC 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. The class will involve large and small group work, and individualized work on the online discussion link on Bb. The online discussions are to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session.

Relationship Between Course Objectives and Conceptual Framework Core Values

Course Objectives	Conceptual Framework Core Values
1. Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by reading an adolescent novel and analyzing adolescent characteristics in a three to five-page research paper.	Research based practice Ethical Leadership
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 analyzing individual case studies.	Research based practice Social Justice Ethical Leadership

Course Objectives	Conceptual Framework Core Values
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies.	Research based practice Ethical Leadership Innovation Social Justice
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.	Research based practice Collaboration Ethical Leadership Innovation
Students will demonstrate an understanding of the process of creating a learning environment in which adolescents construct knowledge, access prior knowledge, engage in problem solving, and add information to social/environmental scaffolding through successfully analyzing case studies and analysis of peer-reviewed, data-based research shared with classmates on Bb.	Research based practice Ethical Leadership Collaboration Innovation Social Justice

Course Requirements

1. Classroom Participation and Attendance Policy: Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, attendance and participation are important. Readings must be completed <u>before class</u>.   Attendance and participation make up 10% of the grade. 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.] <u>The use of computers during class, unless it is for notetaking purposes, indicates a lack of classroom participation.</u>

2. Written Assignments: All written assignments must be completed on a word processor. 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). Refer to the GMU Honor Code for further information. 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 or resources on OWL Purdue.

3. Oral Group Presentation: Students will be assigned to groups of three students. Each group will be asked to analyze research and readings 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 five scholarly references. The oral presentation includes both a description of the theory and an interactive activity for the class that demonstrates application of the theory in classroom instruction. The presentation should last 20-40 minutes and should include use of power point to present information. (Please be mindful of your presentation time.) The power point should be sent to the instructor at least a day prior to the class meeting so it can be posted on Bb. References for the presentation should be included on the last slide of the power point. (20 points)

    Group Presentation Topics
    Cognitive/Individual Constructivism and Developmental Stages (Jean Piaget)
    Social Constructivism (Lev Vygotsky)
    Information Processing
    Moral Development (Lawrence Kohlberg) or character development
    Adolescent Gender Norms (Carol Gilligan)
    Learner Differences in Adolescent Achievement (this could focus on culture or on cognition)
    Special Education Needs (Ch. 5)
    Psychosocial Development (Erik Erickson) Ch. 3
    Social Cognitive Theory/Self-Efficacy (Albert Bandura)
    Humanistic Psychology (Abraham Maslow)
    Behaviorist Theory (B.F. Skinner)
    Attribution Theory (Bernard Weiner)
    Concept Formation (Jerome Bruner)
    Transfer (David Perkins)
    Assessment
    Classroom Management

4. Fieldwork Assignment #1 – Independent Analysis of Case Study
Students will be assigned one case study to analyze. The analysis will explore adolescent levels of development (e.g.—physical, social, or moral), adolescent motivation, and classroom strategies. In the case analysis you need to demonstrate understanding of the intersection of learning theory with instruction. You also need to explore multiple perspectives on problems students experience in school. You will want to examine the case study information to problem solve potential strategies for supporting adolescent engagement in the learning process, and application of classroom learning in the students' lives outside of school. Explore how special needs, interrupted educational experiences, language, racial, gender, ethnic or religious differences may impact student involvement

and learning. The case study analysis assigned should be at least three-five pages in length. (15 points)

Fieldwork Assignment #2- Analyze an Adolescent Novel

Students will choose an adolescent novel to read and analyze. Select from one of the following:

Muchacho, Thirteen Reasons Why, The Brothers Torres, Mockingjay, Wintergirls, The Secret Life of Sonia Rodriquez, Jericho, Marcelo in the Real World, Enrique's Journey, Sunrise over Fallujah, Artichoke's Heart, Right Behind You, Speak, Cut, Kissing Doorknobs, Of Beetles and Angels, Habibi, A Step from Heaven, Burned, Awaken.

Students will analyze issues of acceptance, self-concept development, peer relations, relationships with adults and/or personal values and goals. Students will explore how to engage adolescents in discussion and activities around these issues within the context of a content area class. Students can choose a content area context to focus the implementation of the discussion and activities. Students will write a five-page paper that describes the issues in the novel with relation to adolescent development, and a description of five activities that could be implemented in a content area context. (15 points)

5. Application Project
Students will create a case study of a typical adolescent that may be encountered in a general education classroom. Students will describe the physical, social/emotional and cognitive/language development of the adolescent. Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. Strategies for meeting the needs of the case study adolescent within a classroom will be described. Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described. Strategies will be supported by at least six different research references. (30 points)

6. Bb assignment
Students will participate in one Bb discussion (out-of-class) that will involve summarizing a peer-reviewed, data-based research article related to adolescent literacy development, risk-taking behavior, homelessness, career awareness, adolescent pregnancy, and/or self-destructive behaviors such as self-mutilation or gang-involvement. Students will explore, on Bb, suggested strategies for becoming aware of issues adolescents may be facing and how to relate to adolescents in a classroom setting. All students will read the discussion board posts and be prepared to discuss in class. (10 points)

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

The Graduate School of Education (GSE) expects that all students abide by the following:
A. 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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:
• Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.
• Students must follow the guidelines of the University Honor Code. See http://academicintegrity.gmu.edu/honorcode/ for the full honor code.
Please note that:
o "Plagiarism encompasses the following:
1. Presenting as one's own the words, the work, or the opinions of someone else
without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of
thought of someone else without proper acknowledgment."
(from Mason Honor Code online at
http://mason.gmu.edu/~montecin/plagiarism.htm)
o Paraphrasing involves taking someone else's ideas and putting them in your own words.When you paraphrase, you need to cite the source.
o When material is copied word for word from a source, it is a direct quotation. You must
use quotation marks (or block indent the text) and cite the source.
o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
o Plagiarism and other forms of academic misconduct are treated seriously and may result in
disciplinary actions.

• Students must agree to abide by the university policy for Responsible Use of Computing. See
http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html.
Click on responsible Use of Computing Policy at the bottom of the screen.

• Students with disabilities who seek accommodations in a course must be registered with the
GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to
access the ODS.

Grading Scale
A = 93-100%
A- = 90-92%
B+ = 88-89%
B = 80-87%
C = 70-79%
F = Below 70%

Point Distribution
Fieldwork Assignments:	30
Attendance and Participation:	10
Oral Presentation:	20
Application Project	30
Discussion on Bb	10
TOTAL:	100 points

Tentative Course Schedule

Date	Topic/Assignments
6/5	Introductions, Goals for the Semester Create a representation of an adolescent Research strategies used to study development Review texts and syllabus Assignment: Read Ch 1 and 2 AW and Case Study 40 O & M Plan groups and presentation schedule
6/7	Cognitive and Language Development English Language Learners Discussion of Case Study 40 O & M Finalize groups for presentations and schedule Assignment: Read Ch 3 and 11AW and Case Studies 48 and 24 O & M

6/12   Self, Social and Moral Development
          Learner Differences and Motivation in Learning
          Discussion of Ch 3 and 11 AW and Case Study 48
          Group Presentation
          Assignment: Read Case Study 37 O & M

6/14 **Meet at Fenwick** Library Orientation Fenwick Library Classroom
          Explore peer-reviewed articles for posting on Bb
          Assignment: Read Ch 4 AW and
            Case Study 24 & 37 O & M

6/19   Cultural Diversity and Impact on Instruction
          Discussion Ch 4 AW and Case Study 24 & 37
          Assignment: Ch 6 AW and Case Study 25 O & M
          Group presentation

6/21   Behaviorist Views of Learning
          Discussion of Ch 6 AW and Case Study 25
          Group Presentation
          Assignment: Read Ch 5 AW and Case Study 33 O & M

6/26   Diversity in the Classroom
          Discussion of Ch 5 AW and Case Study 33
          Group Presentation
          Assignment: Read Ch 7 & 8 AW, Case Study 12 O & M

6/28   Cognitive Processes
          Discussion of Ch 7 & 8 AW and Case Study 12
          Group Presentation
          Field Assignment #1 DUE
          Assignment Case Study 26

7/3   Social Cognitive Views of Learning
          Discussion of Case Study 26
          Group Presentation
          Assignment: Read Ch 9 AW and Case Study 41 O & M

7/5   **Out of Class Bb assignment**
          Assignment: Read Ch 10 AW and Case Study 26 O & M

7/10   Constructivism and Cooperative Learning
          Discussion of Ch 9 and 10 AW and Case Study 41 & 26
          Group Presentation

Discussion of Bb posting
Assignment: Read Ch 13 and 14 AW

7/12   Effective Assessment Strategies
              Group Presentation
              Assignment: Read Ch 12 AW and Case Study 47 O & M
              Field Assignment #2 DUE

7/17   INDIVIDUAL WORK ON PROJECTS

7/19   Guest Presenter

7/24   Creating Effective Learning Environments
              Discussion of Ch 12 AW and Case Study 47
              Group Presentation
              Application Project DUE
              Class Evaluations

7/26   Wrap Up
              Review of Goals for the Semester
              Last Class