



College of Education and Human Development

Early Childhood Education Program
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EDUC 302: Human Growth and Development (3:3:0) Fall 2012

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Phone:

Office hours: by appointment

Class meeting: Thursdays, 7:20-10:00 pm, Thompson Hall L019

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.

Nature of Course Delivery

This course utilizes a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student learning include instructor presentations, videos, student team presentations, collaborative small-group student work, assigned readings, and projects leading to written products. Students engage in timely critical reflection and class discussion related to the learning activities.

Learner Outcomes

This course is designed to enable students to do the following:

1. Discuss the developmental stages of human development in terms of the cognitive, affective, and psychomotor domains and understand the key theories.
2. Examine and explain the contributions of heredity, environment, and child rearing practices to the total development of the child.
3. Explain how people learn: 1) through active exploration, 2) multiple interactions with materials, 3) interaction with other people, including peers and adults in their environment.
4. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, adolescent, and adult education.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Berk, L. (2009). *Development Through the Lifespan* (5th ed.). Boston, MA: Allyn & Bacon.

Supplemental materials will be placed on the course Blackboard website.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

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.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class and on-line.
2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency,

students will not be in class, they must send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a deduction in the participation grade.
5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, check the APA manual. Portions of the APA

manual appear at the Style Manuals link on the Mason library web guide at <http://infoguides.gmu.edu/style>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 93 – 100	A- = 90 – 92	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	D = 60 – 69	F = < 60

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Article Critiques (2 @ 5 points each)	Sept. 27, Oct. 18	10
Journal Entries (4 @ 2.5 points each)	Sept. 6, Oct. 4, Oct. 11, Nov. 8	10
Brief Research Paper	<i>Draft:</i> November 1 <i>Final:</i> November 15	20
Field Experience Report and Presentation	December 6	25
Final Exam	December 13	20
TOTAL		100

Attendance and Participation (15 points)

Student participation is imperative to student learning and a successful class. Please refer to the rubric to see how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation:

1. Be punctual, present (in mind and body), and well prepared for class.
2. Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
3. Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
4. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Article Critiques (10 points)

The purpose of these assignments is to give students an opportunity to analyze and criticize published work in terms of the contribution the work makes to the knowledge base. Each article is related to the theory we are studying and has been selected from recent, top-quality journals. Students should include three elements in the critique: (1) a brief summary of what the authors did/reported, (2) a critique / evaluation of what the authors did, and (3) support for that critique/evaluation (e.g., reasons, rationale, evidence, etc.). To facilitate article critiques, students will first work in groups in class, carefully reading and then discussing the articles with an eye toward understanding the article's purpose and contribution the work makes to the knowledge base. Students will work with their group in class to write a critique draft of the article in terms of its usefulness to educators and/or caregivers--include a discussion of the value of the research question(s) addressed and the reasonableness of the claims made regarding the conclusions. They will be sure to begin the critique with a **clear thesis**. The assignment should be no more than 5 double-spaced pages. A draft of the first article critique will be due on Blackboard (September 20) so each student can receive professor feedback to ensure they are on the right track.

Journal Entries (10 points)

To facilitate deeper thinking on the class material and class discussion, students are expected to write journal entries in which they write their thoughts. Some weeks will have a specific journal assignment, others should involve making sense of the week's readings in whatever way makes sense to the writer. Journals will be graded for being consistently and thoughtfully kept—four journal entries total. The journals should be 1-2 double-spaced pages. The evaluation criteria will be for depth of thinking and insights. It is fine for it to read more like notes than a polished paper.

Brief Research Report: Research and Practice in Human Growth & Development (20 points)

This assignment allows students to pursue a topic of their choice and conduct some basic research on the topic. This topic can be anything they are interested in that relates to the content of the course. Using the research skills demonstrated by the library

session with Anne Driscoll (adrisco2@gmu.edu) and further discussion with the instructor, students are to find at least 3 scholarly, peer-reviewed articles that cover their topic of interest that have been published in the past decade. They can (and should) incorporate additional references, including older references, non-peer reviewed sources, or additional peer-reviewed sources. The paper should include a literature review, synthesis, and reflection guided by the following questions: How is this information helpful for practitioners? Are there gaps in the knowledge? How could one use this information in the future? Students will use 12-point font, double-spaced and will not exceed 6 pages. They will be sure to cite references according to APA style, 6th edition (will discuss this in class).

DRAFT DUE: November 1

FINAL DRAFT DUE: November 15

Field Experience Report (20 points)

Students will write a *Field Experience Report* based on a 10-hour field observation in a school/educational setting. Students should work through CEHD's field experience coordinator can help find a site: fieldexp@gmu.edu. **They should email her by September 6.** If this is a concern, please see the instructor immediately. A rubric for the assignment will be provided. Students will submit their location and a paragraph summary of what they plan to do for the observation by **September 27.**

The final report should be one document that includes four sections:

- (1) a description of what was observed (lessons, activities, etc.), a description of the methods and materials used to meet the objectives of the lesson, and a description of how learning was assessed;
- (2) a description of the student needs (physical, emotional, social, intellectual) and how they were supported in the lesson, citing and integrating the theories/concepts of development discussed in the course;
- (3) a reflection of the field experience;
- (4) a completed field experience log signed by the teacher/supervisor (appended).

The full report should be submitted as one document in 12-point font, double-spaced. There is a 5-page limit. **(DUE: December 6)**

Field Experience Presentation (5 points)

Students will spend a significant portion of the semester observing and reflecting on their field experience. Since everyone's experience will be different, students can all learn from each other. Students will present their Field Experience to the class. Students may use PowerPoint or other materials to convey their presentation. This will be due and presented on **December 6.** The exact time allotted per student for their presentation is TBD and will be based on the amount of students enrolled in the course.

Students may also submit **a draft of their report** a week early for feedback from me. It is highly suggested that students take advantage of this, but it is not required.

Final Examination (20 points)

A comprehensive final exam will be on December 13. The exam will cover readings and class discussion notes. The goal of this is for students to provide evidence of critical thinking about the content and integrate theories and concepts of human development in the context of educational settings.

Submission Protocol

The standard submission, unless told otherwise, is via the Assignments section of Blackboard. There will be an assignment for each submission request made throughout the course. If there are any issues with this process, please email the instructor with the assignment.

DATE	TOPIC	ASSIGNED READING	WORK DUE
Aug 30	Review syllabus Introduction and Overview History, Theory, and Research Strategies	Chapter 1	
Sept 6	<u>Biological & Environmental Foundations</u> <u>Prenatal, Birth, and Newborn</u>	Chapter 2 Chapter 3	1 st Journal entry due
Sept 13	<u>Infant & Toddler Physical Development</u> <u>Infant & Toddler Cognitive Development</u> Article critique group work	Chapter 4 Chapter 5	
Sept 20	<u>Infant & Toddler Emotional & Social Development</u> <i>Library Research Session</i>	Chapter 6	Article critique draft due Come to class with at least one topic you might be interested in researching for your research report
Sept 27	<u>Early Childhood Physical & Cognitive Development</u>	Chapter 7	Article critique due Post Field Experience Location and Paragraph on Blackboard
Oct 4	<u>Early Childhood Social & Emotional Development</u>	Chapter 8	2 nd Journal entry due
Oct 11	<u>Middle Childhood Physical & Cognitive Development</u> Article critique group work	Chapter 9	3 rd Journal entry due

Oct 18	<u>Middle Childhood Emotional & Social Development</u> In-class Assignment: Compare and contrast different theoretical perspectives of cognitive development	Chapter 10	Article critique due
Oct 25	<u>Adolescent Physical & Cognitive Development</u> <u>Adolescent Emotional & Social Development</u>	Chapter 11 Chapter 12	
Nov 1	<u>Early Adult Physical & Cognitive Development</u> <u>Early Adult Emotional & Social Development</u>	Chapter 13 Chapter 14	Draft Research Paper Due on Blackboard & Bring Hard Copy for Peer Review
Nov 8	<u>Middle Adult Physical & Cognitive Development</u> <u>Middle Adult Emotional & Social Development</u>	Chapter 15 Chapter 16	4 th Journal entry due
Nov 15	<u>Late Adult Physical and Cognitive Development</u> <u>Late Adult Emotional & Social Development</u>	Chapter 17 Chapter 18	Final Research Paper Due on Blackboard
Nov 22	No class—Thanksgiving holiday		
Nov 29	<u>Death, Dying, & Bereavement</u> <u>Field Experience Presentations</u>	Chapter 19	Draft of Field Experience Report emailed to professor
Dec 6	<u>Wrap-up remaining presentations, if necessary</u>		Field Experience Report due on Blackboard

	<u>Review</u>		
Dec 13	Final Exam Due by Midnight on Blackboard		

Participation Rubric

ELEMENT	Distinguished (14-15 pts.)	Proficient (12-13 pts.)	Basic (11 pts.)	Unsatisfactory (10 or less pts.)
Attendance & Participation	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and the members of the class.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.