



College of Education and Human Development

Early Childhood Education Program
4400 University Drive, MS 4C2, Fairfax, Virginia 22030
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<https://gse.gmu.edu/programs/earlychildhood/>

EDUC 302: Human Growth and Development
Summer 2012, Session B
June 3, 2013 – July 25, 2013
MW 4:30-7:10pm
GMU Robinson Hall A352 and Blackboard

Instructor: Lauren Serpati, M.Ed.

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Office hours: by appointment

Course Description

Introduction to educational issues not applicable in graduate-level teacher education programs. Examines human development through the 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.

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 achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in on-line discussion groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and 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. Understand the development, and/or, the application of theories as they apply to the instruction of children and adults.
4. Explain how people learn through active exploration and multiple interactions with materials, other people, and the adults or leaders in their environment.
5. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent 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

Exploring Lifespan Development by Laura Berk (2nd Ed.) Allyn & Bacon.

Supplemental materials on 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:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].
- 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/>].

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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 online.
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 call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

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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, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their 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, they should 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.)

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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 Assignments (see course schedule)	15
Brief Research Report	<i>Draft:</i> June 26 <i>Final:</i> July 12	25
Field Experience Presentation	July 17	15
Field Experience Report	July 22	25
Take-Home Exam	July 24	20
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.

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- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) not using laptops and other electronic devices during class time except as approved to support learning within the current class activity, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates on-line and face-to face.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

Research and Practice in Human Growth & Development: Brief Research Report (25 points)

This assignment allows students to pursue a topic of their choice and conduct some basic research on the topic. This assignment aligns with the core values of CEHD (Research Based Practice) & the university-wide initiative, Students as Scholars (<http://oscar.gmu.edu/>).

The 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 5 scholarly, peer reviewed articles that cover their topic of interest that have been published in the past decade. They can (and should) incorporate older references, non-peer reviewed sources, or additional peer reviewed sources. The paper should include a literature review, synthesis, and reflection. More details will be provided on Blackboard. Students will use 12-point font, double-spaced and will not exceed 8 pages. They will be sure to cite references according to APA style, 6th edition (will discuss this in class further).

Field Experience Report (25 points)

Students will write a *Field Experience Report* based on a 10-hour field observation in a school or alternative educational setting. Students should work through CEHD's field experience coordinator (fieldexp@gmu.edu) to find a site and/or register their site in the database <http://cehd.gmu.edu/endorse/ferf>. **They should coordinate with fieldexp@gmu.edu by June 5.** If this is a concern, please see the instructor immediately. Students will submit a paragraph summary of what they plan to do for the observation by **June 10.**

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

- (1) a description of what was observed (lessons, activities, etc.), the methods and materials used to meet the objectives of the lesson, and 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 personal reflection of the field experience;

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(4) a completed field experience log signed by the teacher/supervisor (find on Blackboard).

The full report should be submitted as one document in 12-point font, double-spaced. There is a 5-page limit.

Field Experience Presentation (15 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 before the final paper is due. This is to help gather thoughts about the experience and make final touches to the paper based on feedback from the class. Students may use PowerPoint, Prezi, or other materials/technology necessary to convey their presentation. This will be due and presented on **July 17**. The exact time allotted per student for their presentation is TBD and will be based on the amount of students enrolled in the course (anticipate approximately 15 minutes).

Take-Home Examination (20 points)

A comprehensive final exam will be provided on July 22 and due **by midnight on July 24**, which is the exam day for the course. The exam will cover readings and class discussion notes. The exam should be typed in 12-point font and double-spaced.

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 attached and in the meantime you can resolve the Blackboard issue with their tech team.

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Course Schedule		
<u>Date</u>	<u>Class Topic & Associated Readings</u>	<u>Assignment Due</u>
Monday June 3	Introductions, course overview, using Blackboard. History, Theory, and Research Strategies Ch. 1	
Wednesday June 5	Biological & Environmental Foundations Ch. 2 & 3 Prenatal, Birth, Newborn, and Toddler Ch. 3 & 4	<i>Contact Field Experience Coordinator</i>
Monday June 10	Physical Development Child: Ch. 7 pp. 164-173 Ch 9 pp. 224-231 Adolescence: Ch. 11 pp. 282-300 Adulthood: Ch. 13: pp. 338-353 Ch. 15: pp. 396-408 Ch. 17: pp. 442-463	<i>Post Field Experience Location on Blackboard</i>
Wednesday June 12	<i>Library Research Session: Meet at Fenwick Library Instruction Room A214 @430pm</i>	<i>Post your Research Report Topic on Blackboard</i>
Monday June 17	Cognitive Development Piaget: Ch. 5: pp. 116-124 Ch. 7: pp. 173-179 Ch. 9: pp. 232-234 Ch. 11: pp. 300-312 Vygotsky: Ch. 5: pp. 128 Ch. 7: pp. 179-181 Memory & Info Processing: Ch. 5: pp. 124-128 Ch. 7: pp. 182-187 Ch. 9: pp. 235-239 Ch. 15: pp. 411-417 Ch. 17: pp. 463-472	
Wednesday June 19	Intelligence & Creativity Ch. 5: pp. 129-133 Ch. 7: pp. 187-191 Ch. 9: pp. 239-245; 248-255 Ch. 13: pp. 356-363 Ch. 15: pp. 408-411	<i>Check BB for online Discussion Post</i>

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Monday June 24	Language Ch. 5: pp. 134-139 Ch. 7: pp. 191-196 Ch. 9: pp. 246-248	
Wednesday June 26	Self & Emotional Development Ch. 6: pp. 140-146; 157-163 Ch. 8: pp. 197-201 Ch. 10: pp. 256-262 Ch. 12: pp. 311-315 Ch. 14: pp. 364-372 Ch. 16: pp. 418-426 Ch. 18: pp. 473-487	<i>Draft of Research Paper Due on Blackboard & Bring Hard Copy for Review</i>
Monday July 1	Temperament & Personality Ch. 6: pp. 146-150 Ch. 16: pp. 427 Identity Development Ch. 12: pp. 315-318	
Wednesday July 3	Moral Development & Reasoning Ch. 8: pp. 204-211 Ch. 10: pp. 262-264 Ch. 12: pp. 319-324	<i>Check BB for online Discussion Post</i>
Monday July 10	Gender Role and Sexuality <i>Guest Speaker</i> Ch. 8: pp. 211-215 Ch. 10: pp. 267-269 Ch. 12: pp. 324-325 Ch. 16: pp. 426	
Wednesday July 12	Writing, Reading, and/or Field Observation Day	<i>Final Research Paper Due on Blackboard</i>
Monday July 17	Family Influences Ch. 6: pp. 150-157 Ch. 8: pp. 201-204, 215-223 Ch. 10: pp. 264-267, 269-281 Ch. 12: pp. 325-337 Ch. 14: pp. 372-376, 377-395 Ch. 16: pp. 428-441 Ch. 18: pp. 487-501	
Wednesday July 19	Field Experience Presentations	<i>Field Experience Presentations (post to Blackboard)</i>
Monday July 22	Wrap-up (remaining presentations, if necessary) Review Final take-home exam will be handed out.	<i>Field Experience Report due on Blackboard</i>
Wednesday July 24	Final Exam Due by Midnight on Blackboard	

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