



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

EDUC 302.001: Human Growth and Development (3:3:0)

Fall 2013

August 27, 2013-December 10, 2013

Tuesday 7:20 – 10:00 pm

Robinson Hall, room B103

Instructor: Nicole Jones, M.A.T

Email address: nmorgan2@gmu.edu

Phone:

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.

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. 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

Berk, L. (2010). *Exploring lifespan development* (2nd 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://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/policies/responsible-use-of-computing/>].
- 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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If changes are made, you will be notified of the changes in class or by your university e-mail address.

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.

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

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.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete

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online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe 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:

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 and live online 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 significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. 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 formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all

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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://library.gmu.edu/resources/edu/>. 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 = 95 – 100	A- = 90 – 94	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
Group Article Critiques (2 @ 5 points each)	9/24 and 10/22	10
Journal Entries (2 @ 5 points each)	10/1 and 11/5	10
Midterm Exam	10/8	10
Research Paper	11/12	15
Field Experience Presentation	11/19	5
Field Experience Report	12/3	15
Final Exam	12/10	20
TOTAL		100

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Attendance and Participation (15 points)

Student participation is imperative to student learning and a successful class. Regular attendance is also critical as students cannot earn participation grades if they are not present. 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 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 human development knowledge. The article critique will be a group presentation. Students will work with their group in class to write a critique poster 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**.

Journal Entries (10 points)

To facilitate deeper thinking on the class material and class discussion, students are expected to write two journal entries in which they write their thoughts. The journals should be approximately two double-spaced pages.

Midterm Exam (10 points)

The exam will cover readings and class discussion notes. The goal of this is for students to provide evidence of human development content knowledge.

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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 since 2000. 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 8 pages (excluding the title and reference pages). They will be sure to cite references according to APA style, 6th edition (will discuss this in class). Students may consult the GMU Writing Center for additional, free writing support—appointments can be made at <http://writingcenter.gmu.edu/>.

DRAFT DUE: October 29

FINAL DRAFT DUE: November 12

Field Experience Report (15 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 placement specialist at <http://cehd.gmu.edu/endorse/ferf> to register for placement. If there are additional questions that the students have they may the Field Placement Specialist at fieldexp@gmu.edu. If there is a concern, please see the instructor immediately.

Students should register by September 3. 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 **October 1**.

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

- (1) description of what was observed (lessons, activities, etc.), the methods and materials used to meet the objectives of the lesson, how learning was assessed, and how various student needs (English Language Learners and students with IEPs) were recognized and addressed.
- (2) description of how human development (physical, cognitive, socioemotional) was supported in the classroom, citing and integrating the theories/concepts of development discussed in the course;
- (3) reflection of the field experience;

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(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 6-page limit. (**DUE: December 3**)

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 **November 19**. 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 10**. The exam will cover readings and class discussion notes. The goal of this is for students to provide evidence of human development content knowledge.

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.

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COURSE SCHEDULE

DATE	TOPIC	ASSIGNED READING	WORK DUE
8/27 Class 1	Review syllabus Introduction and Overview History, Theory, and Research Strategies	Chapter 1	
9/3 Class 2	<u>Biological & Environmental Foundations</u> <u>Prenatal, Birth, and Newborn</u>	Chapter 2 Chapter 3	
9/10 Class 3	<u>Infant & Toddler Physical Development</u> <u>Infant & Toddler Cognitive Development</u>	Chapter 4 Chapter 5	
9/17 Class 4	<u>Infant & Toddler Emotional & Social Development</u>	Chapter 6	
9/24 Class 5	<u>Early Childhood Physical & Cognitive Development</u>	Chapter 7	Group Article Critique #1 presentations—come prepared with article critique layout sheet completed.
10/1 Class 6	<u>Early Childhood Social & Emotional Development</u> <i>Library Research Session</i> (come prepared with at least one topic you might	Chapter 8	Journal entry #1 due: Write a description of how your personality (taking into account the 5 OCEAN factors from the survey) has affected your development. Post Field Experience Location and

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	be interested in researching for your research report)		Paragraph on Blackboard
10/8 Class 7	<u>Middle Childhood Physical & Cognitive Development</u>	Chapter 9	Midterm Exam on chapters 1-8 and class meetings 1-6—BRING SCANTRON
10/15	No class this week for Columbus Day holiday (Monday classes meet Tuesday instead)		
10/22 Class 8	<u>Middle Childhood Emotional & Social Development</u> Group article critique: discussions and presentations	Chapter 10	Group Article Critique #2 presentations —come prepared with article critique layout sheet completed.
10/29 Class 9	<u>Adolescent Physical & Cognitive Development</u>	Chapter 11	Draft Research Paper Due on Blackboard & Bring Hard Copy for Peer Review
11/5 Class 10	<u>Adolescent Emotional & Social Development</u> Guest lecture: gender roles and identity	Chapter 12	Journal entry #2 due: Describe factors that may have influenced your identity development in 1-2 important domains (for example, close relationships, sexuality, vocation, religion, ethnic, and political). Does your identity status vary across different domains? (pp. 315–317 in text cover this topic)
11/12 Class 11	<u>Early Adult Physical & Cognitive Development</u> <u>Early Adult Emotional & Social Development</u> <u>Middle</u>	Chapter 13 Chapter 14	Final Research Paper Due on Blackboard
11/19 Class 12	<u>Middle Adult Physical & Cognitive Development</u>	Chapter 15	Field Experience Presentations

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	<u>Middle Adult Emotional & Social Development</u>	Chapter 16	
11/26 Class 13	<u>Late Adult Physical and Cognitive Development</u> <u>Late Adult Emotional & Social Development</u> <u>Death, Dying, & Bereavement</u> <u>Field Experience Presentations</u>	Chapter 17 Chapter 18 Chapter 19	Field Experience Presentations
12/3 Class 14	<u>Wrap-up remaining presentations, if necessary</u> <u>Review</u>		Field Experience Report and Documentation form due on Blackboard
12/10	Final Exam at 7:30		

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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.

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References

- Anderson, C. A., & Bushman, B. J. (2001). Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and prosocial behavior: A meta-analytic review of the scientific literature. *Psychological Science, 12* (5), 353-359.
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- Brennan, P. A., Pargas, R., Walker, E. F., Green, P., Newport, D. J., & Stowe, Z. (2008). Maternal depression and infant cortisol: Influences of timing, comorbidity, and treatment. *The Journal of Child Psychology and Psychiatry, 49* (10), 1099-1107.
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- Coplan, R. J., Arbeau, K. A., & Armer, M. (2011). Don't fret, be supportive! Maternal characteristics linking child shyness to psychosocial and school adjustment in Kindergarten. In M. Killen & R.J. Coplan (Eds.), *Social development in childhood and adolescence: A contemporary reader* (pp. 317-332). Malden, MA: Blackwell Publishing, Ltd.
- Hamilton, M. C., Anderson, D., Broaddus, M., & Young, K. (2006) Gender stereotyping and under-representation of female characters in 200 popular children's picture books: A twenty-first century update. *Sex Roles, 55*, 757-765.
- Nigg, J. T., & Breslau, N. (2007). Prenatal smoking exposure, low birth weight, and disruptive behavior disorders. *Journal of the American Academy of Child and Adolescent Psychiatry, 46* (3), 362-369.
- Pearson, R. M., Heron, J., Melotti, R., Joinson, C., Stein., A., Ramchandani, P. G., & Evans, J. (2011). The association between observed non-verbal maternal responses at 12 months and later infant development at 18 months and IQ at 4 years: A longitudinal study. *Infant Behavior and Development, 34*, 525-533.
- Pope, A. W., & Bierman, K. L. (1999). Predicting Adolescent peer problems and antisocial activities: The relative roles of aggression and dysregulation. *Developmental Psychology, 35* (2), 335-346.
- Schmidt, M., Demulder, E., & Denham, S. (2010). Kindergarten social-emotional competence: Developmental predictors and psychosocial implications. *Early Child Development and Care, 172* (5), 451-462.
- Waters, E., Merrick, S., Treboux, D., Crowell, J., & Albershiem, L. (2011). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. In M. Killen & R.J. Coplan (Eds.), *Social development in childhood and adolescence: A contemporary reader* (pp. 86-91). Malden, MA: Blackwell Publishing, Ltd.
- Whitehouse, A. J., Robinson, M., & Zubrick, S. R. (2011). Late talking and the risk for psychosocial problems during childhood and adolescence. *Pediatrics 128* (2), e1-e7.

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