



College of Education and Human Development

Early Childhood Education Program
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ECED 401.001 Developmental Pathways of Diverse Learners, Birth-Adolescence (3:3:0)
Spring 2014
Monday 7:20-10:00 PM
Thompson Hall, Room L028

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Course Description

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

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

- Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, and ability diverse children and their families.
- Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
- Examine typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
- Examine the demographic, historical, social, economic, immigration and political issues affecting linguistically and culturally diverse young children and families
- Observe and describe overall development in the social and emotional domains as well as physical and cognitive as it occurs in natural environments and through play.
- Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental risk and atypical development across the physical, cognitive,

social, and emotional domains.

- Discuss the etiology of major disabilities as well as giftedness.
- Develop culturally and linguistically appropriate resources to use with diverse families and their children.
- Examine culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
- Explain the effect of child abuse and neglect on development.

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

Lightfoot, C., Cole, M., & Cole, S. (2013). *The development of children* (7th ed.). New York, NY: Worth Publishers.

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.

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.

- 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 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.

- 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.
- 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.
- 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.
- 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 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/content.php?pid=39979>. 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.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, **Understanding and Integrating Developmental Pathways Case Studies Analysis**, to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Understanding and Integrating Developmental Pathways Case Studies Analysis (20 points)

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

401 Specific Course Assignments

| Assignments | Due Dates | Points |
|---|--|--------|
| I. Attendance and Participation | Ongoing | 15 |
| II. Journal Entries – 2 points each | <u>Monday</u> prior to class in Blackboard & bring copy to class Feb 3, 10 / March 3, 17, 24, 31 / April 7, 14, 21, 28 | 20 |
| III. Child Abuse and Neglect Training | February 17 Certificate due in Blackboard | 5 |
| IV. Developmental Theory Perspective Paper & Presentation | Feb 24: Paper in Blackboard Feb 24 & March 3: Presentations in class | 20 |
| V. Understanding and Integrating Developmental Pathways Case Studies Analysis | May 12 in TaskStream | 40 |
| TOTAL | | 100 |

I. 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.
- 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) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections. Go to mymason, <http://mymason.gmu.edu>, to login to Blackboard 9.1

II. Online Journal Entries (20 points)

Students will keep an electronic journal based on their reflections from the assigned weekly readings, post it on Blackboard by the designated deadlines (see schedule below), and bring that week's reflection to class. The purpose of the journal is to encourage critical reflection and the sharing of ideas and insights gained from the assigned readings, making connections to their own experience and to previous class presentations and discussion. Sometimes students will be provided with prompts for reflection and, at other times, students will determine the focus of the written reflection themselves. Students will come to each class prepared to share their journal reflection. **Journal entries should be a minimum of one page double-spaced.**

Due in Blackboard: Monday Prior to Class (and bring copy to class) - Feb 3, 10 / March 3, 17, 24, 31 / April 7, 14, 21, 28

III. Child Abuse and Neglect Online Training (5 points)

Students must complete an online mini course on Child Abuse and Neglect. Students will upload and submit a copy of the certificate of completion in Blackboard. Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program offers an online course that fulfills the requirement. This course is entitled "*Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators*" and is available, at no cost, at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html.

Certificate Date of Completion and submission in Blackboard: Feb 17

IV. Developmental Theory Perspective (20 points)

In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of three individual theories and associated theorists. Grand theories included in the text include Psychodynamic Theories, Social Learning Theories, Piaget's Constructive Theory, Vygotsky's Sociocultural Theory and modern theories include Evolutionary Theories, Information-Processing Theories, Systems Theories, and Critical Theories. Students will select three theoretical perspectives and write a 2-3 page, double-spaced summary on each theory that includes at least the following information:

1. Important theorists within the particular paradigm
2. Key tenets of the theory
3. How theory explains cultural differences that are apparent in development
4. How theory explains variation in development, including disabilities
5. The impact of the theory on Education
6. Weaknesses and Strengths of theory
7. Compare and contrast to at least two other perspectives

The main source of information will be course textbooks; however, other sources should be consulted and cited. Scoring guide will be based on key elements of assignment.

Paper due in Blackboard: Feb 24 (15 points)

Presentation in class: Feb 24 & March 3 (5 points)

V. Performance-Based Assessment: Understanding and Integrating Developmental Pathways Case Studies Analysis (40 points)

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Case Studies Analysis due in TaskStream by May 12

Course Topics and Schedule

| Date | Topic | Readings & Assignments Due |
|--------|--|---|
| Jan 27 | Introduction and review of syllabus; The study of human development | Review syllabus on Blackboard |
| Feb 3 | Theories of development Core concepts of early development | Have read Lightfoot et al. Chapter 1 Due in Blackboard & bring copy to class: Journal entry #1 |
| Feb 10 | Biocultural foundations | Have read Lightfoot et al. Chapter 2 Due in Blackboard & bring copy to class: Journal entry #2 |
| Feb 17 | Prenatal development and birth | Have read Lightfoot et al. Chapter 3 Due: Child Abuse and Neglect Training (Certificate posted in Blackboard) |
| Feb 24 | Infancy and brain development <i>Developmental Theory Presentations</i> | Have read Lightfoot et al. Chapter 4 Due: Developmental Theory Perspective Paper & Presentation |

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|-------------|--|---|
| March 3 | Infancy: Physical & cognitive development <i>Developmental Theory Presentations</i> | Have read Lightfoot et al. Chapter 5 Due in Blackboard & bring copy to class: Journal entry #3 |
| March 10 | No Class: Spring Break | |
| March 17 | Social and emotional development in infancy | Have read Lightfoot et al. Chapter 6 Due in Blackboard & bring copy to class: Journal entry #4 |
| Date | Topic | Readings & Assignments Due |
| March 24 | Early Childhood: Language acquisition; Physical and cognitive development | Have read Lightfoot et al. Chapters 7 & 8 Due in Blackboard & bring copy to class: Journal entry #5 |
| March 31 | Early Childhood: Social and emotional development | Have read Lightfoot et al. Chapter 9 Due in Blackboard & bring copy to class: Journal entry #6 |
| April 7 | Cultural contexts of development | Have read Lightfoot et al. Chapter 10 Due in Blackboard & bring copy to class: Journal entry #7 |
| April 14 | Middle Childhood: Physical & cognitive Development | Have read Lightfoot et al. Chapter 11 Due in Blackboard & bring copy to class: Journal entry #8 |
| April 21 | School as a Context for development | Have read Lightfoot et al. Chapter 12 Due in Blackboard & bring copy to class: Journal entry #9 |

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|----------|---|---|
| April 28 | Middle Childhood: Social & emotional development | Have read Lightfoot et al. Chapter 13 Due in Blackboard & bring copy to class: Journal entry #10 |
| May 5 | Adolescence: Physical, cognitive, social and emotional development Last Day of Class | Have read Lightfoot et al. Chapters 14 & 15 DUE May 12: Case Studies Analysis to TaskStream |

NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of the changes in class or by your university e-mail address.

Early Childhood Education PK-3 NCATE Assessment 2 Content Knowledge *Understanding and Integrating Developmental Pathways - Case Studies Analysis*

Early Childhood Education PK-3 NCATE Assessment 2 Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is in ECED 401/501 Developmental Pathways of Diverse Learners. This assessment shows evidence of meeting NAEYC Standard Elements 1a and 1b.

NAEYC Standard Elements Assessed

NAEYC 1a Knowing and understanding young children's characteristics and needs

NAEYC 1b Knowing and understanding the multiple influences on development and learning

Assessment Overview

In this assignment, candidates will focus on their knowledge of child development and learning and apply that knowledge to learners of focus across the age span of birth through age eight.

Candidates will do the following:

- View video recordings of children, birth through eight, from those provided via the internet.
- Choose three video recordings that address different age ranges, infant/toddler, preschool, and kindergarten through grade 3.
- Use course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings.
- Address the following areas of development: Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development.
- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, choosing at least three theories to address.
- Discuss how the theory/ theorist addresses the interactions between language and culture, choosing a focus child from the video and reflecting on the potential role of the child's community in terms of social, cultural, and economic impacts on development.
- Present all of this information in an organized and accurate paper on Understanding and Integrating Developmental Pathways.

Assessment Procedures

Candidates will gather information on *Steps One* through *Four* below and develop their paper, *Step Five*, on Understanding and Integrating Developmental Pathways.

Step One: Candidates will choose one video at each of the developmental age groups. They provide an explanation regarding why they chose the particular video to examine child development. Below are the video recordings grouped by developmental age group.¹

Infant/Toddler

Special Quest Christopher's Story

<http://www.youtube.com/watch?v=LEty6-c0cfQ>

Reading to Infants

<http://www.youtube.com/watch?v=wmWnlW2ujRM>

Early Childhood

Three-Year-Old Vanessa (Assistive Technology)

<http://www.youtube.com/watch?v=r0adFdlbYZE>

Kindergarten to Grade 3

Five-Year-Olds Pilot Their Own Project Learning

http://www.youtube.com/watch?v=_eyucHMifto

http://www.learner.org/vod/vod_window.html?pid=1773

There are two possible videos to use at this site

1. Making Bread Together (kindergarten)
2. Caring for the Community (grades 1-3)

Also, candidates can identify a video that they think meets the needs of this assignment. The video has to be available publically, fit in the needed age range, and include at least one focus child from a diverse economic, language, or cultural background or who has a disability.

Minimum length for a video is 5 minutes.

¹ We expect the offering of video recordings to increase as we use this PBA and identify more. Clips need to be at least 5 minutes long.

Step Two: Candidates will provide an explanation of the child's (children's) unique characteristics and needs for each of the video recordings (*NAEYC 1a*). Candidates will do the following:

- Address Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development.
- Specify relevant theories applicable to their description of development and briefly present the main assumptions of those theories using at least three theories of human development and learning.

Step Three: Candidates will elaborate on each of the theories presented in Step Two (*NAEYC 1a, 1b*). For each of the theories, candidates will do the following:

- Elaborate on the theories presented in Step Two by providing the following:
 - a. key tenets of the theory;
 - b. how the theory explains cultural differences that are apparent in development;
 - c. how the theory explains variation in development, including disabilities; and
 - d. weaknesses and strengths of the theory.
- Include class readings and specific examples of observations from the video recording that help to explain the theories.

Step Four: Candidates will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development (*NAEYC 1b*). Candidates will do the following:

- Explain how development manifests itself in young children from diverse backgrounds, including the multiple influences on young children's development and learning, including the following:
 - a. Family and community view of child/children's development, particularly their strengths;
 - b. the socio-cultural context (social, political, economic, historical, and personal family story) of the family and community; and
 - c. how children's exceptional abilities interact with (a) and (b).

Step Five: Candidates will write a comprehensive, accurate, well organized paper on *Understanding and Integrating Developmental Pathways* based on the information gathered in steps one through four. This paper combines the information in a framework of candidates' design. They will use APA style.

| ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards) | Assessment Measure Descriptions | | | |
|--|--|--|---|---|
| | Exceeds Criteria | Meets Criteria | Partially Meets Criteria | No Evidence |
| Early Childhood Education PK-3 NCATE ASSESSMENT 2 Content Knowledge Understanding and Integrating Developmental Pathways Case Studies Analysis ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence | | | | |
| NAEYC Standard 1: Promoting Child Development and Learning | | | | |
| 1a: Knowing and understanding young children's characteristics and needs | Included all the information needed to meet criteria and in addition displayed an understanding of the complexity of development and the interconnectedness between domains or areas of development AND Illustrated an understanding of how the additional theories explain development and the limitations/weaknesses of each AND Explained how theories attempt to respond to children's needs | Included all three age groups, infant/toddler, preschool, kindergarten to grade 3 and addressed Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development for each AND Described three theories that support development and the main assumptions of those theories (key tenets, weaknesses and strengths of theory) AND Used course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings AND Provided specific examples of observations from the video recording that help to explain the theories | Included all three age groups, infant/toddler, preschool, kindergarten to grade 3 but is missing one of the following: an area of development (Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development) OR three theories that support development and the main assumptions of those theories OR course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings OR specific examples of observations from the video recording that help to explain the theories | Did not include an analysis of child development via video in one of the three age groups, infant/toddler, preschool, kindergarten to grade 3 |

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|--|---|---|---|--|
| <p>1b: Knowing and understanding the multiple influences on development and learning</p> | <p>Included all the information needed to meet criteria AND Accounted for the multiple contexts (beyond the immediate), such as environmental, genetics, historical, and global issues AND Discussed how they influence growth and development AND Illustrated understanding of the ways these influences interact with each other in a way that influences development</p> | <p>Included the multiple influences on development and learning, including all of the following areas: family AND community AND culture AND language AND poverty status AND ability level</p> | <p>Addressed the development of the focus child(ren) in each video but did not address the influence of the particular areas: family OR community OR culture OR language OR poverty status OR ability level</p> | <p>Did not address the interaction of development, family and community culture and language, poverty status, and ability levels</p> |
|--|---|---|---|--|