



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 302.001: Human Growth and Development
Fall 2014
Tuesday, 7:20 – 10:00 pm
Thompson Hall L019

Instructor: David Chirinos, MS

Email address: dchirino@gmu.edu

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. (2014). *Exploring lifespan development* (3rd 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/the-mason-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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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/>].



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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 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.

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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>

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Journal Entries	9/2, 9/23, 10/28, 11/11	10
Article Critique	9/30 – 11/11	10
Brief Research Report	11/7	20
Field Experience Report	12/2	20
Field Experience Presentations	12/2 & 12/9	5
Final Exam	12/9	20
TOTAL		100

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I. Attendance and Participation (15 points)

This class is designed to teach through participation, so your attendance and active engagement with your peers and me is critical for a successful class. In order to gain full points for attendance and participation, you must:

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.

II. Journal Entries (10 points)

Due: 9/2, 9/23, 10/28, 11/11

Students are responsible for writing four (4) journal entries that reflect deeper thinking on the class material and class discussion. Students may choose any topic from the reading for that week for two of the entries. Students will respond to two prompts for the other two entries. Journal entries should be deeply reflective about the topic, considering multiple perspectives including your own personal perspective. Journal entries should be one (1) page, double-spaced. Submit to Blackboard and bring a copy to class on the due date.

III. Article Critique (10 points)

The purpose of this assignment is to give students an opportunity to analyze, critique, and share a research article related to the topics that will be covered during weeks 6 through 11 (i.e. early childhood cognitive/physical development, middle childhood social/emotional development, adolescent cognitive development, etc.). The article should be from a peer review journal and must be approved by the instructor (please plan accordingly). A sign-up sheet will be provided for students to choose from the available topics/weeks (four students per week).

The critique should be **two pages** long, double-spaced. The required number of pages does not include title and reference page. Students must format their papers and cite scholarly sources according to APA style, 6th edition. Critiques should be submitted on blackboard.

Lastly, students whose critiques are due will lead a small group discussion during class where they will discuss and critique their article, reflect on what they learned from this assignment, and facilitate and group discussion.

Rubric:

_____ APA style (.5 point)

_____ Convention of language – i.e., grammar, punctuation, spelling (.5 point)

_____ Review of article – Discussion of importance of the research conducted and limitations of it (4

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points)

_____ Summary and reflection – Clear summary of key ideas/themes/findings, what did I learn from this article, how can I apply this knowledge in my life or on my future professional endeavors? (4 points)

_____ Small group discussion – Leads and facilitates a thoughtful discussion of the article, provides group members a handout that highlights the main points addressed in the critique (1 point)

IV. Research and Practice in Human Growth & Development: Brief Research Report (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 students 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 4 scholarly, peer reviewed articles that cover their topic of interest that have been published in the past decade.

The paper should make an overarching claim based on the articles read. The paper should include a literature review, synthesis, and be guided by questions like: How is this information helpful for practitioners? Are there gaps in the knowledge? How does the student plan on using this information in the future?

Students will use 12-point font, double-spaced and will not exceed 7 pages (including title page and reference page). Students are required to proofread their paper thoroughly. Students should format (title page, reference page) and cite references according to APA style, 6th edition.

Students may consult the GMU Writing Center for additional, free writing support—appointments can be made at <http://writingcenter.gmu.edu/>

List of 4 articles in APA format: September 16 (submit on blackboard)

Draft due: October 14 (submit on blackboard)

Final report due: November 7 (submit on blackboard)

V. Field Experience Report (15 points)

Students will engage in 10-hour field observation in a school/educational setting and write a *Field Experience Report* based on that observation. Students should work through CEHD's field placement specialist at <http://cehd.gmu.edu/endorse/ferf> to register for placement. For additional questions, students may also contact the Field Placement Specialist at fieldexp@gmu.edu. If there is a concern, please contact the instructor *immediately*.

Students should register by **September 5**. A rubric for the assignment will be provided. Students should e-mail the instructor regarding the location and a 2-3 sentence summary of what they plan to do for the observation by **September 26**.

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

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- (1) a 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) a description of how human development (physical, cognitive, social-emotional) was supported in the classroom, citing and integrating the theories/concepts of development discussed in the course;
- (3) a reflection on your field experience and what important conclusions you took from it;
- (4) a completed field experience log signed by the teacher/supervisor (attached).

The full report should be submitted as one document in 12-point font, double-spaced. There is a 5-page limit. **(DUE: December 2)**

Field Experience Presentation (10 points)

You will spend a significant portion of the semester observing and reflecting on your field experience. Since everyone's experience will be different, you can all learn from each other by presenting your experiences to the class. You should use PowerPoint or a handout to guide your peers through your experience. This will be due and presented on **December 2 and December 9** (student presentation schedule for these dates to be determined). The exact time allotted per student for each presentation is TBD and will be based on the number of students enrolled in the course.

VI. Take Home Final Examination (20 points)

A multiple choice and essay comprehensive final exam (paper based) will be provided on December 2 and will be due by the beginning of class on December 9. The exam will cover readings and class discussion notes. The goal is to provide evidence that students can think critically about the content and integrate theories and concepts of human development, in the context of educational settings.

Note: Submission Protocol

Unless notified otherwise, students will submit all written assignments through the Assignments section of Blackboard. Students are responsible for determining that they have completed the assignment submission on Blackboard. If there are any issues with this process, please email the instructor with the assignment.

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COURSE SCHEDULE

DATE	TOPIC	ASSINGMENTS DUE
8/26 Class 1	Introductions, Course overview, Syllabus <u>History, Theory, and Research Strategies</u>	- Have read Chapter 1 (Berk) - Review syllabus on Blackboard
9/2 Class 2	<u>Genetic & Environmental Foundations</u>	- Have read Chapter 2 - Journal Entry #1 due (posted to Blackboard) - Register with field placement office by 9/5
9/9 Class 3	<u>Prenatal Development, Birth, and the Newborn Baby</u> <i>Library Research Session</i> (Meet in Fenwick A 214 @ 7:20)	- Have read Chapter 3 - Come to class with an idea/topic of interest for the research report assignment
9/16 Class 4	<u>Physical Development in Infancy and Toddlerhood</u> <u>Cognitive Development in Infancy and Toddlerhood</u>	- Have read Chapter 4 & 5 - List of 4 articles in APA format due
9/23 Class 5	<u>Emotional and Social Development in Infancy and Toddlerhood</u>	- Have read Chapter 6 - Journal Entry # 2 due - Email field experience plans due (9/26)
9/30 Class 6	<u>Physical and Cognitive Development in Early Childhood</u>	- Have read Chapter 7 - Article critique due (group 1)
10/7 Class 7	<u>Emotional and Social Development in Early Childhood</u>	- Have read Chapter 8 - Article critique due (group 2)
10/14	<p>(Monday classes meet Tuesday. Tuesday classes do not meet this week)</p> <p><i>Draft of brief research report due 10/14</i></p>	

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10/21 Class 8	<u>Physical and Cognitive Development in Middle Childhood</u>	<ul style="list-style-type: none"> - Have read Chapter 9 - Article critique due (group 3)
10/28 Class 9	<u>Emotional and Social Development in Middle Childhood</u>	<ul style="list-style-type: none"> - Have read Chapter 10 - Journal Entry # 3 due (posted to Blackboard) - Article critique due (group 4)
11/4 Class 10	<u>Physical and Cognitive Development in Adolescence</u>	<ul style="list-style-type: none"> - Have read Chapter 11 - Brief Research Report due 11/7 - Article critique due (group 5)
11/11 Class 11	<u>Emotional and Social Development in Adolescence</u>	<ul style="list-style-type: none"> - Have read Chapter 12 - Journal Entry # 4 due (posted to Blackboard) - Article critique due (group 6)
11/18 Class 12	<u>Physical and Cognitive Development in Early Adulthood</u> <u>Emotional and Social Development in Early Adulthood</u>	<ul style="list-style-type: none"> - Have read Chapter 13 & 14
11/25 Class 13	<u>Physical and Cognitive Development in Middle Adulthood</u> <u>Emotional and Social Development in Middle Adulthood</u>	<ul style="list-style-type: none"> - Have read Chapter 15 & 16
12/2 Class 14	<u>Physical and Cognitive Development in Late Adulthood</u> <u>Emotional and Social Development in Late Adulthood</u>	<ul style="list-style-type: none"> - Have read Chapter 17 & 18 - Field Experience Report Due - Field Experience Presentations
12/9 Class 15	Take Home Final Exam Due	<ul style="list-style-type: none"> - Field Experience Presentations (continued)

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