



College of Education and Human Development

Early Childhood Education Program
4400 University Drive, MS 4C2, Fairfax, Virginia 22030
Phone: 703-993-3844; Fax: 703-993-4370; e-mail: earlyed@gmu.edu
<https://gse.gmu.edu/programs/earlychildhood/>

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

Spring 2016

Tuesdays, 4:30 pm –7:10 pm

Robinson A 106

Instructor: Raymond Shorter, PhD

E-mail: rshorter@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.

Requires school-based field experience during the 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 learning outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in online discussion groups, 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. ISBN-10: 0205968961

Supplemental materials will be posted on the Blackboard website.

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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, and program will be sent to students solely through their Mason email account.
- d. 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/>].
- e. 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 [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

Professional Dispositions

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

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [<http://cehd.gmu.edu/values/>].

For GSE Syllabi

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

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:

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

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. Participation 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 e-mail 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. With prior written permission, laptops or tablets (e.g., iPads) may be used for taking notes only. The appearance (e.g., "Would you repeat the question?") of engaging in activities not related to the course (e.g., gaming, e-mail, chat) may result in a reduction in the participation grade and loss of this privilege.
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. Missed attendance, exams, and other assignments may be made up if an emergency reason for missing is documented.
7. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Submission Protocol:

The standard submission, unless told otherwise, is through the Assignments section of Blackboard. If there are any issues with this process, students should e-mail the instructor with the assignment attached and, in the meantime, resolve the Blackboard issue with the Mason tech team.

Grading Criteria:

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79
D = 69-60 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.

Attendance and Participation	15 points
Journal Entries (4 entries, 2.5 points each)	10 points
Article Review and Reflection	10 points
Brief Research Report	20 points
Field Experience Presentation and Report	25 points
Final Exam	20 points
TOTAL	100 points

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) using laptops and other electronic devices only to support discussion and learning and not for nonacademic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

This includes attendance (3 points), online chapter quizzes (6 points), and other types of participation (6 points).

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

Journal Entries (10 points)

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. Journal entries should be deeply reflective about the topic, considering multiple perspectives including your own personal perspective. Journal entries should be no longer than one (1) page double-spaced

Article Review and Reflection (10 points)

Due: In class during 8 sessions

Students will select an article from a variety of topics provided by the instructor that is related to human growth and development (excluding newspaper articles). This activity will take place during eight of the class sessions. Three or four students will be responsible for presenting information and facilitating a reflective discussion with a small group of peers on a topic related to that evening's class topic. On the assigned night, students must bring 5 copies of a review sheet that they produced to share with their classmates in a small group. A sign-up form will be available for students to choose a night for their presentation and facilitation.

Brief Research Report (20 points)

Research and Practice in Human Growth and Development: This assignment allows students to pursue a topic of their choice and conduct some basic research on the topic. 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 3 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, nonpeer-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 does the student plan on using this information in the future? The paper should not exceed 6 pages plus title and reference pages.

Field Experience Presentation and Report (25 points)

A. Presentation

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 in small groups. Students may use PowerPoint or other materials to convey their presentation. The exact time allotted per student for their presentation is TBD and will be based on the amount of students enrolled in the course.

B. Report

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 arrange their field experience with the field experience coordinator by Jan 26.** 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 **Feb 2**.

The final Field Experience Report should be one document that includes four sections:

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

The full report should be submitted as one document of no more than 5 pages plus title, reference, and appendix pages.

Final Exam (20 points)

Due: 5/10

Course Schedule

Date	Topic and Associated Readings	Assignments Due
Week 1: Jan 19	Introductions and overview of course, Blackboard (BB), and field experience <u>History, Theory, and Research Strategies</u>	Chapter 1
Week 2: Jan 26	<u>Biological & Environmental Foundations</u>	Chapter 2 (Quiz 1: chapter 1)
Week 3: Feb 2	<u>Prenatal, Birth, Newborn</u>	Chapter 3 <i>Field Experience Observation of Intent Paragraph: Post to BB</i> <i>Journal Entry #1: Post to BB</i>
Week 4: Feb 9	<u>Infancy and Toddlerhood</u> Physical Development <i>Library Research Session</i>	Chapter 4 (Quiz 2: chapter 3) <i>Come to class with at least one topic of interest to research for the research report</i>
Week 5: Feb 16	<u>First Two Years of Life</u> Cognitive and Emotional Development	Chapters 5 and 6
Week 6: Feb 23	<u>Early Childhood</u> Physical and Cognitive Development	Chapter 7 <i>Journal Entry #2: Post to BB</i>
Week 7: Mar 1	<u>Early Childhood</u> Self and Emotional Development	Chapter 8 (Quiz 3: chapter 7)
Week 8: Mar 8	Spring Break-NO CLASS	
Week 9: Mar 15	<u>Middle Childhood: Six to Eleven Years</u> Physical and Cognitive Development Social and Emotional Development	Chapters 9 & 10 (Quiz 4: chapter 8) <i>Journal Entry #3: Post to BB</i>
Week 10: Mar 22	<u>Adolescence: The Transition to Adulthood</u> Physical and Cognitive Development Social and Emotional Development	Chapters 11 & 12 <i>Final Brief Research Report: Post to BB & bring a copy for peer review</i>
Week 11: Mar 29	<u>Early Adulthood</u> Physical and Cognitive Development Social and Emotional Development	Chapter 13 & 14 (Quiz 5: chapter 14)
Week 12: Apr 5	<u>Middle Adulthood</u> Physical and Cognitive Changes Emotional and Social Development	Chapters 15 & 16 <i>Journal Entry #4: Post to BB</i>
Week 13: Apr 12	<u>Late Adulthood</u> Physical and Cognitive Development Social and Emotional Development	Chapters 17 & 18 (Quiz 6: chapter 16)

Week 14: Apr 19	<u>Transition</u>	Chapter 19
Week 15: Apr 26	Class Presentations	<i>Field Experience Presentation Field Experience Report (with completed contact hour form) Post to BB</i>