



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; email: earlyed@gmu.edu

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

ECED 401.001 Developmental Pathways of Diverse Learners, Birth-Adolescence (3:3:0)

Summer 2016 | Online, 5/16 – 8/06

Saturday, 9:00 am – 4:00 pm, 05/21

Aquia 219

Instructor: Hugh McIntosh

Telephone:

Email address: hmcinto2@gmu.edu

Office hours: by appointment

Course Description

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, 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 hybrid course utilizes face-to-face and distance education (on blackboard) requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in enactment activities, critical reflection, and small-group discussions. Specifications for computer needs are on the course blackboard site.

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.
- Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
- 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.
- Select culturally and linguistically appropriate resources to use with diverse families and their children.

- Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
- Explain the effects 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 Text

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

Recommended Text

American Psychological Association. *Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: Author.

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/>].

Course Requirements

Note: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, students will be notified of them in class or by their Mason 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 and online.
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 tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks 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, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments. Engaging in activities not related to the course (e.g., gaming, emailing, and texting) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.
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 prior to the due date, a late penalty of about 5% 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 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 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.

Grading Criteria

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

Note: A penalty of about 5% may be assessed for late submissions.

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
Online discussions	25 points
Case studies analysis paper <ul style="list-style-type: none"> • Infant/toddler • Preschool • Kindergarten to grade 3 	60 points
<i>A penalty of about 5% may be assessed for late submissions</i>	
TOTAL	100 points

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, *CAEP 2, Understanding and Integrating Developmental Pathways Case Studies Analysis*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Understanding and Integrating Developmental Pathways Case Studies Analysis (60 points)

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted in Tk20 (through Blackboard). See the assessment description and scoring rubric attached.

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

Attendance points (.5 point each for 15 modules) are assessed via quizzes, and participation points (.5 each for 15 modules) are assessed via Apply – Reflect assignments.

Course Topics and Schedule

May 21 (in-class)	Module 1: The Study of Human Development Module 2: Biocultural Foundations
May 21-May 30	Module 3: Prenatal Development & Birth
May 26-Jun. 4	Module 4: The First Three Months
May 31-Jun. 9	Module 5: Physical & Cognitive Development in Infancy
Jun. 5-Jun. 14	Module 6: Social & Emotional Development in Infancy Survey
Jun. 10-Jun. 19	Module 7: Language Acquisition
Jun. 15-Jun. 24	Module 8: Physical & Cognitive Development in Early Childhood
Jun. 20	Collaborate session on APA style and CSA paper
Jun. 20-Jun. 29	Module 9: Social & Emotional Development in Early Childhood
Jun. 25-Jul. 4	Module 10: Contexts of Development
Jun. 26	Submit <u>CSA paper: Infant/toddler</u>
Jun. 30-Jul. 9	Module 11: Physical & Cognitive Development in Middle Childhood
Jul. 5-Jul. 14	Module 12: School as a Context for Development
Jul. 10	Submit <u>CSA paper: Preschool</u>
Jul. 10-19	Module 13: Social & Emotional Development in Middle Childhood
Jul. 15-24	Module 14: Physical & Cognitive Development in Adolescence Module 15: Social & Emotional Development in Adolescence
July 24	Submit <u>CSA paper: Kindergarten to grade 3</u>

**Early Childhood Education
CAEP Assessment 2
Content Knowledge**

Understanding and Integrating Developmental Pathways - Case Studies Analysis

Early Childhood Education CAEP 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 CEC Standard 1.1 and NAEYC Standard Elements 1a and 1b.

CEC Standard Elements Assessed

CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

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 typical and atypical child development and learning of children from diverse economic, language, and cultural backgrounds. They will apply that knowledge to learners with and without disabilities in three video cases across the age span of birth through age eight. Candidates will choose a focus child in each video. Across the three cases, at least one video must focus on child with a disability. 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 (with in-text citations) to support their presentation of development in light of the three observed video recordings.
- Address the following areas of development: physical, cognitive, social and emotional, and language development.
- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, (with in-text citations), choosing at least three theories to address.
- Discuss how the theory/ theorist addresses the interactions between language and culture, and reflect 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

Before writing their paper, candidates will respond to components below.

Watch Video Cases: Candidates will choose *one video at each of the developmental age groups*. Listed below are the video recordings grouped by developmental age group.

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>

Nelcy Takes a Walk

http://www.draccess.org/videolibrary/Nelcy_takes_a_walk.html

Preschool

Three-Year-Old Vanessa (Assistive Technology)

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

Time for Oliver

<http://www.draccess.org/videolibrary/timeforoliver.html>

Ari at Lunch

<http://www.draccess.org/videolibrary/ariatlunch.html>

Carmen at Lunch

<http://www.draccess.org/videolibrary/carmenatlunch.html>

Gina at the Sand Table

<http://www.draccess.org/videolibrary/ginasandtable.html>

Sam Makes a Spider

<http://www.draccess.org/videolibrary/sammakesaspider.html>

Isaac at Play

<http://www.draccess.org/videolibrary/isaac-at-play.html>

Sean Playing with Flubber

<http://www.draccess.org/videolibrary/seanplayingwithflubber.html>

Cameron Talking with Others

<http://www.draccess.org/videolibrary/cameron-talking-with-others.html>

Kindergarten to Grade 3 (There are multiple children in these videos and to the extent possible focus on 1 or 2 children.)

Five-Year-Olds Pilot Their Own Project Learning

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

Additional kindergarten site

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 different 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, and who has a disability. Minimum length for a video is 5 minutes.

For each of the cases, candidates will describe the following:

Theories of development that are relevant to the video cases observed.

- For each of the theories, candidates elaborate on the following:
 - Key tenets of the theory;
 - How the theory explains cultural differences that are apparent in development;
 - How the theory explains variation in development, including disabilities (exceptionalities); and
 - Weaknesses and strengths of the theory.
- For each of the theories, candidates will include class readings (with in-text citations) and specific examples of observations from the video recording that help to explain the theories.
- Candidates will describe the child's (children's) unique characteristics and needs in relation to relevant developmental milestones described in class readings (with in-text citations) for each of the video recordings. Candidates will address the following:
 - Physical development,
 - Cognitive development,
 - Social and emotional development, and
 - Language development.

For each of the cases, candidates will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development. 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 (language, social, political, economic, historical, and personal family story) of the family and community; and
 - c. How child's/children's exceptional abilities interact with (a) and (b).

Understanding and Integrating Developmental Pathways Paper

After candidates collect the above-stated information, they will write a comprehensive, accurate, well-organized paper on Understanding and Integrating Developmental Pathways. This paper combines the information in a framework of candidates' design. They will use APA style.

**Early Childhood Education PK-3 CAEP ASSESSMENT 2 Content Knowledge
Understanding and Integrating Developmental Pathways Case Studies Analysis
ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence**

CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

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

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

	Exceeds	Meets	Approaches	Does Not Meet Standard
NAEYC 1a: Knowing and understanding young children's characteristics and needs	Addressed, with accuracy, all the information needed to meet criteria and in addition displayed an understanding of the complexity of development and the interconnectedness among domains or areas of development AND Illustrated an understanding of how the additional theories explain development and included the limitations/weaknesses of each AND	Addressed, with accuracy, the following within the analysis of each of the three age groups (infant/toddler, preschool, kindergarten to grade 3), including at least one with a child with a disability: Described three theories (with in-text citations) that support development and the main assumptions of those theories (key tenets, weaknesses and strengths of theory, cultural differences, and developmental variations, including disabilities) AND Used course readings,	Includes an analysis of child development via video in all of the three age groups with at least one video being a child with a disability; however, does not accurately address all of the following: Described three theories (with in-text citations) that support development and the main assumptions of those theories (key tenets, weaknesses and strengths of theory, cultural differences, and developmental variations, including disabilities) AND	Did not include an analysis of child development via video in all of the three age groups with at least one video being a child with a disability

	Explained how theories attempt to respond to children's needs	previous assignments, and class materials (with in-text citations) to support their presentation of development in light of each of the three observed video recordings AND Addressed physical, cognitive, social and emotional, and language development AND Provided specific examples of observations from the video recording that help to explain the theories	Used course readings, previous assignments, and class materials (with in-text citations) to support their presentation of development in light of each of the three observed video recordings AND Addressed physical, cognitive, social and emotional, and language development AND Provided specific examples of observations from the video recording that help to explain the theories	
--	---------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	Exceeds	Meets	Approaches	Does Not Meet Standard
CEC 1.1: Understand how language, culture, and family background influence the learning of individuals with exceptionalities NAEYC 1b: Knowing and understanding	Included all the information needed to meet the standard AND Accounted for the multiple contexts (beyond the immediate), such as environmental, genetics, historical, and global issues	Included in each of the cases the multiple influences on development and learning of typically developing individuals and on the learning of individuals with disabilities, including all of the following areas: family AND	Addressed the influence interaction of development with family, community, culture, language, and poverty status, and on the development and learning of typically developing individuals and on the learning of individuals with	Did not address the influence interaction of development with family, community, culture, language, and poverty status, and on the development and learning

<p>the multiple influences on development and learning</p>	<p>AND Discussed how the above influence growth and development AND Illustrated understanding of the ways these influences interact with each other in a way that influences development</p>	<p>community AND culture AND language AND poverty status</p>	<p>exceptionalities but did not account for all aspects of the above</p>	<p>of typically developing individuals and on the learning of individuals with exceptionalities</p>
------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	--------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------