



College of Education and Human Development

Early Childhood Education Program

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

**ECED 501-003, -600, -601 Developmental Pathways of Diverse Learners,  
Birth-Adolescence (3:3:0)  
Summer 2016 | Online, 6/16 – 8/06  
Thursdays, 5:30 – 8:10 pm, 6/16, 6/23, 6/30, 7/7, 7/14, 7/21, 7/28  
Arlington Founders Hall 481**

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**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 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.
- 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 Texts**

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

This course also requires reading published journal articles on human development. Example journals include *Early Education and Development*, *Child Development*, and *Human Development*. These and other journals are available on the Mason library 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/>].

## 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 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, 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    F = < 70

### **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.

### **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.

### Specific Course Assignments

Attendance and participation	15 points
Journal entries (4 points each)	20 points
Journal article review	5 points
Case studies analysis paper <ul style="list-style-type: none"> <li>• Infant/toddler</li> <li>• Preschool</li> <li>• Kindergarten to grade 3</li> </ul>	60 points
<i>A penalty of about 5% may be assessed for late submissions</i>	
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) 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

#### Journal Entries (20 points)

Students are responsible for writing 5 journal entries during the course. The purpose of the entries is to encourage students to reflect critically and share ideas and insights gained from the assigned readings, making connections to their own experience, to their teaching experience, and to previous class presentations and discussions. Students may choose any one topic from the readings for the age level currently being studied. Journal entries should be deeply reflective about the topic, considering multiple perspectives including your own personal perspective (cite and reference sources). Journal entries should be more than 1 page long but no longer than 2 pages, double-spaced. Submit by class time on the due date and bring a copy to class.

#### Journal Article Review – (5 points)

Students will read and review a *peer-reviewed, empirical-research journal article published in the past decade*. The article should (1) address development or learning in infancy, early childhood, middle childhood, or adolescence and (2) should focus on children or adolescents with diverse cultural, linguistic, or economic backgrounds or on children with disabilities. The article needs to be approved by instructor before review takes place.

Students will (1) provide a summary of the content in the article. They will specify (2) how the content in the article is consistent or inconsistent with the information presented in their course text and (3) how it adds to their knowledge base on development and learning. The review should be about 2 pages (but no more than 3 pages) in length plus title and reference pages.

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

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

### **Course Topics and Schedule**

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Jun 16	The study of human development Theories of development Biocultural foundations	Have read Chapters 1-2
Jun 23	Prenatal development and birth The first 3 months Infancy: • Physical & cognitive development	Have read Chapters 3-5 Journal entry #1: Prenatal Submit empirical-research article for approval
Jun 30	Infancy: • Social and Emotional Development Language Acquisition	Have read Chapters 6-7 Journal entry #2: Infancy Submit Review of research article
Jul 7	Early Childhood: • Physical & cognitive development • Social & emotional development	Have read Chapters 8-9 Submit CSA: Infant/toddler
Jul 14	Contexts of development Middle childhood: • Physical & Cognitive development	Have read Chapters 10-11 Journal entry #3: Early childhood
Jul 21	School as a Context for Development Middle Childhood: • Social & Emotional Development	Have read Chapters 12-13 Journal entry #4: Middle childhood Submit CSA: Preschool
Jul 28	Adolescence: • Physical & Cognitive Development • Social & Emotional Development	Have read Chapters 14 & 15 Journal entry #5: Adolescence
Aug 2		Submit CSA: K-Grade 3
Aug 4		Submit full CSA to Tk20
Aug 8	Final grades posted	

**Early Childhood Education  
CAEP Assessment 2  
Content Knowledge: Understanding Development and Learning  
Case Studies Analysis**

Early Childhood Education CAEP Assessment 2 is a Case Studies Analysis that provides candidates an opportunity to apply their knowledge and understanding of development and learning to video clips of children at three age levels: infant/toddler, preschool, and kindergarten through third grade. This assessment takes place in ECED 401/501 Developmental Pathways of Diverse Learners, which is an initial course in the program. This assessment shows evidence of meeting the following standard elements:

**CEC Standard Elements**

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

**NAEYC Standard Elements**

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

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

**Assessment Procedures**

In this assignment, candidates will focus on their knowledge and understanding 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 8: infant or toddler, preschool, and early elementary (K-3). Candidates will choose a focus child in each video (see list below). Across the three cases, at least one video must focus on a child with a disability. For each case study video, candidates will write an analysis that will include the following:

***Part 1: Identifying Children's Unique Characteristics and Needs***

Candidates will describe the child's unique characteristics and needs in relation to relevant developmental milestones and cite specific examples of observations from the video cases for each of the following areas:

- (a) Physical development,
- (b) Cognitive development,
- (c) Social and emotional development, and
- (d) Language development.

Candidates will support their analysis with at least one theoretical perspective of typical and atypical early childhood development. They will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their assertions. Candidates will use in-text citations and include a reference list.

***Part 2: Multiple Influences on Young Children's Development***

Candidates will explain how development manifests itself in young children from diverse backgrounds by discussing the multiple influences that may impact the child's development and learning. They will consider the following:

- (a) The child's socio-cultural context (e.g., learning context and activities, cultural and linguistic context, relationships with adults and peers, technology and media, economic conditions of children and families, and family and community characteristics and stories) and

- (b) The child's individual learning styles and developmental variations, including medical conditions and disabilities if relevant.

Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their assertions. Candidates will use in-text citations and include a reference list.

### **Case 1: Infant/Toddler**

Candidates will select one of the following video recordings:

Special Quest Christopher's Story

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

Reading to Infants

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

Nelcy Takes a Walk

[http://www.draccess.org/videolibrary/Nelcy\\_takes\\_a\\_walk.html](http://www.draccess.org/videolibrary/Nelcy_takes_a_walk.html)[http://www.draccess.org/videolibrary/Nelcy\\_takes\\_a\\_walk.html](http://www.draccess.org/videolibrary/Nelcy_takes_a_walk.html)

### **Case 2: Preschool**

Candidates will select one of the following video recordings:

Three-Year-Old Vanessa (Assistive Technology)

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

Time for Oliver

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

Ari at Lunch

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

Carmen at Lunch

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

Gina at the Sand Table

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

Sam Makes a Spider

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

Isaac at Play

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

Sean Playing with Flubber

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

Cameron Talking with Others

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

### **Case 3: Early Elementary (Kindergarten – Third Grade)**

Candidates will select one of the following video recordings:

Five-Year-Olds Pilot Their Own Project Learning [http://www.youtube.com/watch?v=\\_eyucHMifto](http://www.youtube.com/watch?v=_eyucHMifto)

Additional Kindergarten Site

[http://www.learner.org/vod/vod\\_window.html?pid=1773](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)

**Note:** There are multiple children in these videos and to the extent possible focus on one or two children.



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

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Does Not Meet</b>
<b>NAEYC 1a:</b> Knowing and understanding young children’s characteristics and needs	Across the three video cases, candidate provided analyses that met expectations and reflected extensive knowledge of developmental milestones and links analyses of young children’s characteristics and needs to more than one theoretical perspective.	Across the three video cases, candidate provided analyses supported by examples from the videos, current research, and at least one theoretical perspective that shows knowledge of developmental milestones and young children’s unique characteristics and needs for each of the following areas: physical, cognitive, social and emotional, and language development.	Across the three video cases, candidate attempted to describe developmental milestones and children’s unique characteristics. However, candidate’s efforts did not reflect knowledge of each developmental domain.	Candidate did not show knowledge of children’s unique characteristics and needs in relation to developmental milestones across the age span of birth through age 8.
<b>CEC 1.1:</b> Understand how language, culture, and family background influence the learning of individuals with exceptionalities  <b>NAEYC 1b:</b> Knowing and understanding the multiple influences on development and learning	Across the three video cases, candidate provided analyses that met expectations and reflected complex understanding of the interaction between children’s social-cultural context and their individual learning styles and developmental variations.	Across the three video cases, candidate provided analyses supported by examples from the video and current research that shows knowledge of multiple influences that may impact children’s development and learning by considering (a) children’s socio-cultural context and (b) their individual learning styles and developmental variations, including medical conditions and/or disabilities.	Across the three video cases, candidate attempted to describe multiple influences that may impact children’s development and learning. However, candidate’s efforts did not consider (a) children’s socio-cultural context or (b) their individual learning styles and developmental variations.	Candidate did not show knowledge of the multiple influences that may impact children’s development and learning.