

**George Mason University
College of Education and Human Development
Early Childhood Education**

ECED 302 (003) – Human Growth and Development
3 Credits, Fall 2016
Tuesdays and Thursdays, 10:30 – 11:45 am
Thompson Hall L019, Fairfax Campus

Faculty

Name: Leslie La Croix, PhD
Office hours: By Appointment
Office location: Thompson Hall 1203, Fairfax Campus
Office phone: 703-993-5488
Email address: llacroix@gmu.edu

Prerequisites/Corequisites

None

University Catalog 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 the course.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

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 (Council for Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

Berk, L. (2014). *Exploring lifespan development* (3rd ed.). Boston, MA: Allyn & Bacon. ISBN 10: 0205968961

Recommended Texts

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

Supplemental materials will be posted on the Blackboard website.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

• **Assignments and Examinations**

Development Quizzes (25 points)

Students will complete three quizzes across the semester to demonstrate knowledge of central aspects of human development and developmental theories. Quizzes may include a combination of multiple choice responses and short essays.

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| Development Quiz 1 Following Chapters 1-3 (5 points) | <ul style="list-style-type: none">• Theories and Prenatal and birth & Infancy• Genetic and Environmental Foundations; and• Prenatal Development, Birth, and the Newborn Baby |
| Development Quiz 2 Following Chapters 4-6 (5 points) | <ul style="list-style-type: none">• Physical, Cognitive, Emotional and Social Development in Toddlerhood |
| Development Quiz 3 Following Chapters 7-10 (5 points) | <ul style="list-style-type: none">• Physical, Cognitive, Emotional and Social Development in Early Childhood; and• Physical, Cognitive, Emotional and Social Development in Middle Childhood; |
| Development Quiz 4 Following Chapters 11-14 (5 points) | <ul style="list-style-type: none">• Physical, Cognitive, Emotional and Social Development in Adolescence; and• Physical, Cognitive, Emotional and Social Development in Early Adulthood; |
| Development Quiz 5 Following Chapters 15-19 (5 points) | <ul style="list-style-type: none">• Physical, Cognitive, Emotional and Social Development in Middle Adulthood;• Physical, Cognitive, Emotional and Social Development in Late Adulthood; and• Death, Dying, and Bereavement |

Article Share (10 points)

Students will select a journal 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 predetermined 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 the select developmental period. For the assigned session, students must bring five copies of a review sheet that they produced to share with their classmates. Students will submit a copy of their review sheet and a copy of the journal article to blackboard prior to their presentation. A sign-up form will be available for students to choose a session for their presentation and facilitation.

Brief Research Report (25 points)

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 education librarian Anne Driscoll (adrisco2@gmu.edu) or by the instructor, students are to find at least three scholarly, (peer-reviewed) journal articles (including at least 1 empirical-research article) that cover their topic of interest that have been published in the past decade. The paper should include a literature review, synthesis, and reflection guided by the following questions:

- How is the topic situated in the field of lifespan development? Specifically,
 - What developmental period is emphasized?
 - What theoretical perspectives inform the research?
 - What developmental domains (social and emotional, cognitive, and /or physical) are emphasized?
- How is the information relevant for furthering the body of knowledge informing lifespan development?
- How is this information helpful for practitioners?
- How is this information relevant for the general population?

Students will cite current research from the course textbook, class discussions, and other course materials, which may be supplemented with other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list. The paper will be five to six double-spaced pages plus title and reference pages.

Field Experience Portfolio (25 points)

Students will compile a Field Experience Portfolio 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. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online "Field Experience Request Form." On the form they will be asked to indicate how their placement will be arranged. **They should arrange their field experience with the field experience coordinator as soon as possible.** If this is a concern, please see the instructor immediately.

Part 1: Pre-Observation Plan (2 points)

Students will submit a pre-observation plan that includes (a) information about the placement (e.g., school, age/grade level, teacher, etc.) and (b) a one-page, double-spaced reflection on what they expect to learn from engaging in this field experience.

Part 2: Post-Observation Record (8 points)

Students will submit a post-observation record that includes the following:

- a. A completed field experience log signed by the teacher/supervisor,
- b. The log should include memos of the learning experiences observed during the observation period (e.g., 10/06/16 - 8:10 – 8:20 Morning Meeting, 8:20 – 9:20 Writing Workshop, 9:30 – 10:00 P.E. Volleyball).

Part 3: Report (10 points)

The final Field Experience Report should be one document that includes the following:

- a. A description of what was observed (lessons, activities, etc.), the methods and materials used to meet the objectives of the lesson, and how learning was assessed;
- b. A discussion of relevant theories/concepts of development regarding how the students' physical, emotional, social, intellectual needs were supported by the lessons;
- c. An appendix of artifacts (e.g., field notes, pictures of learning environment, anonymous student work samples, etc.) that support observations captured during the field experience.

In the final report, students will cite current research from the course textbook, class discussions and other course materials, which may be supplemented by other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list. The full report should be four to five double-spaced pages and include title, reference, and appendix pages.

Part 4: Presentation (5 points)

Students will spend a significant portion of the semester observing and reflecting on their field experience. Because everyone's experience will be different, students can learn from each other. Students will present their experiences in their field placement to the class. Students may use PowerPoint or other materials to convey their presentation. Presentations will be approximately 5 minutes.

• **Other Requirements**

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 (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written

work related to the activities, and (e) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

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.

- **Course Performance Evaluation Weighting**

| Assignments | Due Dates | Points |
|---|--------------|--------|
| Attendance & Participation | Ongoing | 15 |
| Quiz 1 (Chapters 1 through 3) | September 13 | 5 |
| Quiz 2 (Chapters 4 through 6) | September 22 | 5 |
| Quiz 3 (Chapters 7 through 10) | October 13 | 5 |
| Quiz 4 (Chapters 11 through 14) | November 8 | 5 |
| Quiz 5 (Chapters 15 through 19) | December 1 | 5 |
| Article Share | | 10 |
| Prenatal Development, Birth & Newborn, or Toddlerhood | September 22 | |
| Early Childhood or Middle Childhood | October 13 | |
| Adolescence or Early Adulthood | November 1 | |
| Middle Adulthood, Late Adulthood, or Death and Dying | December 1 | |
| Brief Research Report | November 22 | 25 |

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|---|--------------|------------|
| Field Experience Portfolio | | 25 |
| <i>Part 1: Pre-Observation Plan (2 points)</i> | September 20 | |
| <i>Part 2: Post-Observation Record (8 points)</i> | December 6 | |
| <i>Part 3: Report (10 points)</i> | December 6 | |
| <i>Part 4: Presentation (5 points)</i> | December 8 | |
| TOTAL | | 100 |

- **Grading Policies**

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

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.

Professional Dispositions

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

| Date | Topic and Associated Readings | Assignments Due |
|----------------------------|---|--|
| Week 1 | | |
| Tuesday, August 30 | Welcome! | |
| Thursday, September 1 | Chapter 1: History, Theory, and Research Strategies | |
| Week 2 | | |
| Tuesday, September 6 | Chapter 2: Genetic and Environmental Foundations | |
| Thursday, September 8 | Chapter 3: Prenatal Development, Birth, and the Newborn Baby | |
| Week 3 | | |
| Tuesday, September 13 | Chapter 4: Physical Development in Infancy and Toddlerhood | Quiz 1 |
| Thursday, September 15 | Chapter 5: Cognitive Development in Infancy and Toddlerhood | |
| Week 4 | | |
| Tuesday, September 20 | Chapter 6: Emotional and Social Development in Infancy and Toddlerhood | <i>Pre-Observation Plan</i> |
| Thursday, September 22 | Come prepared to discuss select research articles & share ideas about your research report topics (APA formatting lesson) | Quiz 2 <i>Article Sharing Opportunity</i> |
| Week 5 | | |
| Tuesday, September 27 | Chapter 7: Physical and Cognitive Development in Early Childhood | |
| Thursday, September 29 | Chapter 8: Emotional and Social Development in Early Childhood | |
| Week 6 | | |
| Tuesday, October 4 | Chapter 9: Physical and Cognitive Development in Middle Childhood | |
| Thursday, October 6 | Chapter 10: Emotional and Social Development in Middle Childhood | |
| Week 7 | | |
| Tuesday, October 11 | NO CLASS | SCHOOL HOLIDAY |
| Thursday, October 13 | Come prepared to discuss select research articles & Share ideas about your research report topics | Quiz 3 <i>Article Sharing Opportunity</i> |
| Week 8 | | |
| Tuesday, October 18 | <i>Meet in Small Groups to Discuss Research Report</i> | Anne Driscoll visits. |
| Thursday, October 20 | <i>Meet in Small Groups to Discuss Research Report</i> | Meet to discuss research |

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| | | reports. |
| Week 9 | | |
| Tuesday, October 25 | Chapter 11: Physical and Cognitive Development in Adolescence | |
| Thursday, October 27 | Chapter 12: Emotional and Social Development in Adolescence | |
| Week 10 | | |
| Tuesday, November 1 | Chapter 13: Physical and Cognitive Development in Early Adulthood | <i>Article Sharing Opportunity</i> |
| Thursday, November 3 ONLINE | Chapter 14: Emotional and Social Development in Early Adulthood | ONLINE |
| Week 11 | | |
| Tuesday, November 8 | Chapter 15: Physical and Cognitive Development in Middle Adulthood | Quiz 4 |
| Thursday, November 10 | Chapter 16: Emotional and Social Development in Middle Adulthood | |
| Week 12 | | |
| Tuesday, November 15 | Chapter 17: Physical and Cognitive Development in Late Adulthood | |
| Thursday, November 17 | Chapter 18: Emotional and Social Development in Late Adulthood | |
| Week 13 | | |
| Tuesday, November 22 | RESEARCH REPORT DUE Come prepared to share your hard work and celebrate. | Research Report Due |
| Thursday, November 24 | THANKSGIVING | NO CLASS |
| Week 14 | | |
| Tuesday, November 29 | Chapter 19: Death, Dying, and Bereavement | |
| Thursday, December 1 | Finalizing Field Experience Portfolios | Quiz 5 <i>Article Sharing Opportunity</i> |
| Week 15 | | |
| Tuesday, December 6 | Field Experience Portfolio Presentation Day 1 | Field Experience Portfolio Due |
| Thursday, December 8 | Field Experience Portfolio Presentation Day 2 | Attendance Rubric Due Celebrate! |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.