

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

ECED 501 (DL1) - Developmental Pathways of Diverse Learners, Birth-Adolescence  
3 Credits, Fall 2016  
Fully Online

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog 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.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered online (76% or more) using asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 29, 2016.

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader: <https://get.adobe.com/reader/>]
  - [Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>]
  - [Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)]

### *Expectations*

- Course Week:  
Our course week will begin on the day indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. [In addition, students must log-in for all scheduled online synchronous meetings.]
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. 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.
2. Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
3. Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
4. 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.
5. 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.
6. Discuss the etiology of major disabilities as well as giftedness.
7. Select culturally and linguistically appropriate resources to use with diverse families and their children.
8. Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
9. Explain the effects of child abuse and neglect on development.

**Professional Standards** (Council for Exceptional Children, National Association for the Education of Young Children)[Click here to enter text.](#)

Upon completion of this course, students will have met the following professional standards:

#### **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*

#### **Required Texts**

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

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.

## **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**

### **Developmental Theory Paper (20 points)**

In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of a developmental theory and associated theorists. Grand theories covered in the text include psychodynamic theories, behaviorist theories, Piaget's constructive theory, and Vygotsky's sociocultural theory. Modern theories covered include evolutionary theories, social learning theories, information-processing theories, and systems theories. Students will select will select three theoretical perspectives and write a 2-3 page, double space summary on each theory that includes at least the following:

1. Important theorists within the particular paradigm
2. Key tenets of the theory
3. How theory explains cultural differences that are apparent in development
4. How theory explains variation in development, including disabilities
5. Weaknesses and strengths of theory
6. The impact of the theory on education
7. An interactive activity that highlights some aspect of the theory

### **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, focusing especially on why the study was undertaken and what was found or learned. 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 Key Assessment 2 Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted to Tk20 on Blackboard. See the assessment description and scoring rubric attached.

- **Other Requirements**

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 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 show evidence of critical reflective thinking through online discussions, activities, and written reflections.
- Students will respond to weekly chapter questions via blackboard by Wednesday. Also, students will comment on two different student's comments on each chapter question by Saturday.

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://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	Points
Attendance & Participation	15
Developmental Theory Paper	20
Journal Article Review	5
Case studies analysis paper	
• Infant/toddler	20
• Preschool	20
• Kindergarten to grade 3	20
<b>TOTAL</b>	<b>100</b>

### • Grading Policies

[Click here to enter text.](#)

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

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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course support.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

Session	Topic	Assignments Due
#1: Aug. 29	Orientation, syllabus; The study of human development	Chapter 1 <b>Chapter Responses:</b> Post to BB
#2: Sep. 5	Developmental theories Biocultural foundations	Chapter 2 <b>Chapter Responses:</b> Post to BB
#3: Sep. 12	Prenatal development and birth	Chapter 3 <b>Chapter Responses:</b> Post to BB
#4: Sep. 19	The first three months	Chapter 4 <b>Developmental Theory Paper Post to BB Sep. 25</b>
#5: Sep. 26	Infancy: Physical & cognitive development	Chapter 5 <b>Chapter Responses:</b> Post to BB
#6: Oct. 3	Infancy: Social & emotional development	Chapter 6 <b>Review of journal article:</b> Post to BB <b>Oct. 2</b>
#7: Oct. 10	Language acquisition	Chapter 7 <b>Chapter Responses:</b> Post to BB
#8: Oct. 17	Early Childhood: Physical and cognitive development	Chapter 8 <b>Chapter Responses:</b> Post to BB
#9: Oct. 24	Early Childhood: Social and emotional development	Chapter 9 <b>Chapter Responses:</b> Post to BB
#10: Nov. 7	Cultural contexts of development	Chapter 10 <b>Chapter Responses:</b> Post to BB
#11: Nov. 14	Middle Childhood: Physical & cognitive development	Chapter 11 <b>Chapter Responses:</b> Post to BB
#12: Nov. 21	School as a context for development	Chapter 12 <b>Chapter Responses:</b> Post to BB
#13: Nov. 28	Middle Childhood: Social & emotional development	Chapter 13 <b>Chapter Responses:</b> Post to BB
#14: Dec. 5	Adolescence: Physical, cognitive, social, & emotional development	Chapters 14-15 <b>Chapter Responses:</b> Post to BB
Dec. 12		<b>Full CSA paper:</b> Post to Tk20
Dec. 22	Final grades posted	

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

### Assessment Rubric(s)

See Key Assessment 2 description and rubric attached.

## **Early Childhood Education Key Assessment 2**

### **Content Knowledge: Understanding Development and Learning Case Studies Analysis**

Key Assessment 2 Content Knowledge is the Understanding Development and Learning 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, Birth – Adolescence, 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*

#### **Description of the Assignment**

Candidates will apply their knowledge and understanding of typical and atypical child development and learning of children from diverse economic, language, and cultural backgrounds 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, candidates must use at least two different developmental theories to support their analyses and they must focus at least one video 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 (NAEYC 1a)***

For each case, 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:

- Physical development,
- Cognitive development,
- Social and emotional development, and
- Language development.

Candidates will support their analysis for each case with at least one theoretical perspective. Across the three cases, they will discuss at least two different theoretical perspectives and at least one video will focus on a child with a disability. To support their assertions, candidates will cite current research from the course textbook, class discussions, and/or other course materials, which may be supplemented by other relevant sources. Candidates will use in-text citations and include a reference list.

***Part 2: Multiple Influences on Young Children's Development (CEC 1.1; NAEYC 1b)***

Candidates will explain how development manifests itself in young children from diverse backgrounds by discussing at least two of the multiple influences that may impact the child's development and learning. Specifically, they will consider 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).

To support their assertions, candidates will cite current research from the course textbook, class discussions, and/or other course materials, which may be supplemented by other relevant sources. 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>

Reading to Infants

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

**Case 2: Preschool**

Candidates will select one of the following video recordings:

Nelcy Takes a Walk

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

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>

**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)

Making Bread Together (kindergarten)

[http://www.learner.org/vod/vod\\_window.html?pid=1772](http://www.learner.org/vod/vod_window.html?pid=1772)

Caring for the Community (grades 1-3)

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

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

<p align="center"><b>Early Childhood Education Key Assessment 2</b>  <b>Content Knowledge: Understanding Development and Learning Case Studies Analysis</b></p>				
	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Does Not Meet</b>
<b>Part 1: Identifying Children’s Unique Characteristics and Needs</b>				
<p><b>NAEYC 1a:</b> Knowing and understanding young children’s characteristics and needs</p>	<p>For all three video cases, candidate met expectations, reflected extensive knowledge of developmental milestones, and linked analyses of young children’s characteristics and needs to more than two theoretical perspectives.</p>	<p>Across the three video cases, candidate provided analyses supported by examples from the videos, current research, and at least two theoretical perspectives that show 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 focused on at least one child with a disability.</p>	<p>Across the three video cases, candidate attempted to describe developmental milestones and children’s unique characteristics supported by at least one theoretical perspective. However, candidate did not accurately describe each of the developmental areas.</p>	<p>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.</p>
<b>Part 2: Multiple Influences on Young Children’s Development</b>				
<p><b>CEC 1.1:</b> Understand how language, culture, and family background influence the learning of individuals with exceptionalities</p> <p><b>NAEYC 1b:</b> Knowing and understanding the multiple influences on development and learning</p>	<p>For all 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 and developmental variations.</p>	<p>Across the three video cases, candidate provided analyses supported by examples from the video and current research that show knowledge of multiple influences that may impact children’s development and learning by considering the children’s socio-cultural context.</p>	<p>Across the three video cases, candidate attempted to describe multiple influences that may impact children’s development and learning. However, candidate did not discuss at least two influencers on children’s development for each case.</p>	<p>Candidate did not show knowledge of the multiple influences that may impact children’s development and learning.</p>