

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

ECED 401-001 Developmental Pathways of Diverse Learners, Birth-Adolescence
3 Credits, Summer 2017
Wednesdays/ 5:30 – 8:10 pm
NET: 5/22 – 8/12
Face-to-Face Session: June 3 (9:00 am – 4:00 pm)
West 1008, Fairfax Campus

Faculty

Name: Sehyun Yun
Office Hours: By Appointment
Office Location: Thompson Hall 1200
Office Phone:
Email Address: syun6@gmu.edu

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 using a hybrid face-to-face and online format.

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

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* (7th ed.). New York, NY: Worth.

This course also requires reading published journal articles on human development. Example journals include the following: *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	Due Date	Points
Attendance and Participation	Ongoing	15
Case Studies Analysis Paper		
• Infant/Toddler	June 24	25
• Preschool	July 8	25
• Early Elementary	July 22	25
• Key Assessment 2: Full Case Studies Analysis uploaded to Tk20 on Bb	July 29	10
TOTAL		100

- **Grading**

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.

- **Assignments and/or Examinations**

Understanding and Integrating Developmental Pathways Case Studies Analysis (75 points)

This is Key Assessment 2 Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. Students will submit the case studies analysis in three parts: (a) infant/toddler, (b) preschool, and (c) early elementary. Students will consolidate the three case study analyses into one document and will submit the consolidated document to Tk20 through Blackboard. Final course grades will not be released until the consolidated document is uploaded. The assessment description and scoring rubric are attached. Each case study analysis is worth 25 points and requires the following parts:

- Part 1: Identifying Children’s Unique Characteristics and Needs (10 points)
- Part 2: Describing Developmental Theories (10 points)
- Part 3: Multiple Influences on Young Children’s Development (5 points)

Revised Case Study Analyses (10 points)

Upon completion of Case Study 1 Infant and Toddlers and Case Study 2 Preschool, students will receive feedback from the course instructor with suggestions for strengthening their discussion of each case study analysis. Instructor feedback is provided to ensure candidates meet expectations as defined in the assessment rubric. Students will use the feedback to revise the case study analyses. Accordingly, students will resubmit each revised Case Study to Blackboard. All three Case Studies (e.g. revised infant/toddler, revised preschool, and early elementary) will be consolidated into one document and submitted to Tk20 by the due date indicated on the syllabus.

- **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 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 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.

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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Professional Dispositions

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

Course Topics and Schedule

Date	Topic	Readings & Assignments Due
June 3 F2F	Theories of development Core concepts of early development Biocultural foundations	Have read Lightfoot et al. Chapter 1 & 2
June 4-6 ON-LINE	Prenatal development and birth	Have read Lightfoot et al. Chapter 3 Blackboard Discussions on chapter 3

June 7-10 ON-LINE	Infancy and brain development	Have read Lightfoot et al. Chapter 4 Blackboard Discussions on chapter 4
June 11-13 ON-LINE	Infancy: Physical & cognitive development	Have read Lightfoot et al. Chapter 5 Blackboard Discussions on chapter 5
June 14-17 ON-LINE	Infancy: Social and Emotional Development in Infancy	Have read Lightfoot et al. Chapter 6 Blackboard Discussions on chapter 6
June 18-20 ON-LINE	Early Childhood: Language Acquisition	Have read Lightfoot et al. Chapter 7 Blackboard Discussions: Candidates will discuss how family and language may influence a child's development and learning.
June 21-24 ON-LINE	Early Childhood: Physical and cognitive development	Have read Lightfoot et al. Chapter 8 Blackboard Discussions on Chapter 8 Due to Bb on June 24 – Case 1: Infant/Toddler
June 25-27 ON-LINE	Early Childhood: Social and emotional development	Have read Lightfoot et al. Chapter 9 Blackboard Discussions on Chapter 9
June 28- July 1 ON-LINE	Contexts of development:	Have read Lightfoot et al. Chapter 10 Blackboard Discussions Candidates will discuss how community and culture may influence a child's development and learning. Due to Bb on July 1 – Revised Case 1 Infant/Toddler

July 2-4 ON-LINE	Middle Childhood: Physical & Cognitive Development	Have read Lightfoot et al. Chapter 11 Blackboard Discussion on chapter 11
July 5-8 ON-LINE	School as a Context for Development	Have read Lightfoot et al. Chapter 12 Blackboard Discussion on chapter 12 Due to Bb on July 8 – Case 2: Preschool
July 9-11 ON-LINE	Middle Childhood: Social & Emotional Development	Have read Lightfoot et al. Chapter 13 Blackboard Discussion on chapter 13
July 12-15 ON-LINE	Adolescence: Physical, Cognitive Development Adolescence: Social & Emotional Development	Have read Lightfoot et al. Chapter 14 & 15 Blackboard Discussions Chapter 14 & 15 Due to Bb on July 15– Revised Case 2 Preschool
July 16-18 ON-LINE	No Class: Reading Day	
July 19-22 ON-LINE	Final Case Studies Analysis No Class	Due to Bb on July 22– Case 3: Early Elementary Due to Tk20 via Bb on July 29– Key Assessment 2: Understanding Development and Learning Case Studies Analysis

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

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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