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

ECED 501.600/601/D01 Developmental Pathways of Diverse Learners, Birth-Adolescence
3 Credits, Summer 2017
Wednesdays/ 5:30 – 8:10 pm
NET: 5/22 – 7/12
Face-to-Face Sessions: 5/24, 5/31, 6/7, 6/14, 6/21, 6/28, & 7/5
ARLF 324, Arlington Campus

Faculty
Name: Raymond Shorter, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1200
Office Phone:
Email Address: rshorter@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
Developmental Theory Presentation	May 31	10
Case Studies Analysis Paper • Infant/Toddler • Preschool • Early Elementary • Key Assessment 2: Full Case Studies Analysis uploaded to Tk20 on Bb	June 18 July 2 July 12 July 12	25 25 25
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**

Developmental Theory Presentation (10 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 one perspective and prepare a 15-minute presentation 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

Students will create a one-page handout (10 copies) summarizing or describing the seven elements of the presentation and including a reference list. The main source of information will be course textbooks; however, other sources should be consulted and cited.

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)

- **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 <u>and</u> 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
May 24 F2F	Introduction and review of syllabus; The study of human development	Review syllabus on Blackboard
May 24 ON-LINE	Theories of development Core concepts of early development	Have read Lightfoot et al. Chapter 1 Blackboard Discussions: Theories of development
May 31 F2F	Biocultural foundations	Have read Lightfoot et al. Chapter 2 **Due – Developmental Theory Presentation**
May 31 ON-LINE	Prenatal development and birth	Have read Lightfoot et al. Chapter 3 Blackboard Discussions: Videos from all three cases
June 7 F2F	Infancy and brain development	Have read Lightfoot et al. Chapter 4
June 7 ON-LINE	Infancy: Physical & cognitive development	Have read Lightfoot et al. Chapter 5 Blackboard Discussions: Candidates will discuss how family and language may influence a child's development and learning.
June 14 F2F	Infancy: Social and Emotional Development in Infancy	Have read Lightfoot et al. Chapters 6
June 14 ON-LINE	Early Childhood: Language Acquisition	Have read Lightfoot et al. Chapter 7 Blackboard Discussions on Chapter 7 **Due to Bb on June 18 – Case 1: Infant/Toddler**

June 21 F2F	Early Childhood: Physical and cognitive development	Have read Lightfoot et al. Chapters 8
June 21 ON-LINE	Early Childhood: Social and emotional development	Have read Lightfoot et al. Chapter 9 Blackboard Discussions Candidates will discuss how community and culture may influence a child's development and learning.
June 28 F2F	Contexts of development:	Have read Lightfoot et al. Chapter 10
June 28 ON-LINE	Middle Childhood: Physical & Cognitive Development School as a Context for Development	Have read Lightfoot et al. Chapter 11 Blackboard Discussions on Chapter 11 **Due to Bb on July 2 – Case 2: Preschool**
July 5 F2F	School as a Context for Development Middle Childhood: Social & Emotional Development	Have read Lightfoot et al. Chapter 12 Have read Lightfoot et al. Chapter 13
July 5 ON-LINE	Adolescence: Physical, Cognitive Development Adolescence: Social & Emotional Development	Have read Lightfoot et al. Chapter 14 Have read Lightfoot et al. Chapter 15 Blackboard Discussions on Chapter 15
July 12 F2F	Final Case Studies Analysis No Class	**Due to Bb – Case 3: Early Elementary** **Due to Tk20 via Bb – 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://coursessupport.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/.