

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

EDUC 302.001 Human Growth and Development  
3 Credits, Spring 2018  
Tuesday & Thursday/ 10:30 – 11:45 am  
Robinson Hall A 205, Fairfax Campus

**Faculty**

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**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. Offered by Graduate School of Education. May not be repeated for credit.

**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 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:  
Not Applicable

### Required Texts

Berk, L. (2014). *Exploring lifespan development* (3rd ed.). Boston, MA: Pearson.  
ISBN:9780205957385

### Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

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	Due Dates	Points
<b>Attendance &amp; Participation</b>	Ongoing	15
<b>Quizzes</b> (5 quizzes - 8 points each)		Total Points 40
Quiz 1 (Chapters 1 through 3)	Feb 13	8
Quiz 2 (Chapters 4 through 6)	March 6	8
Quiz 3 (Chapters 7 through 10)	March 29	8
Quiz 4 (Chapters 11 through 14)	April 17	8
Quiz 5 (Chapters 15 through 18)	April 26	8
<b>Small Group Article Share</b>		10
• Prenatal, Infancy, or Toddlerhood	Feb 20	
• Early Childhood or Middle Childhood	March 6	
• Adolescence or Early Adulthood	April 5	
• Middle Adulthood or Late Adulthood	April 26	
<b>Brief Research Report (BRR)</b>		Total Points 15
• <b>Topic &amp; Articles</b> for approval	Feb 15	1
• <b>Outline:</b> One-page bullet points summarizing ideas for BRR	March 8	2
• <b>Draft-Extension</b> of the outlined BRR ideas	March 22	2
• <b>Final Report</b> -Final revision of the draft	April 12	10
<b>Field Experience Portfolio</b>		Total Points 20
Part 1: Pre-Observation Plan	Feb 1	1
Part 2: Post-Observation Record	May 8	2
Part 3: Report	May 8	12
Part 4: Presentation	May 3 & 8	5
<b>TOTAL</b>		100

**Grading:**

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

F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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.

**Quizzes** (40 points):

Students will complete five in-class quizzes (8 points each) across the semester to demonstrate knowledge of central aspects of human development and developmental theories. Quizzes may include a combination of multiple choice responses, short essays, and other test items.

**Article Share** (10 points):

Students will select a journal article (not a news article) from a variety of topics provided by the instructor that is related to human growth and development. This activity will take place during predetermined class sessions (see class schedule). Article Share groups will be determined on the first day of class. There will be approximately four students to a group. Each group member will be responsible for leading one article share discussion and groupmates will be responsible for engaging in a dialog with the presenter.

**Presenter's Responsibilities** (7 points)

- A week before the presentation, presenters from all groups will upload to Blackboard the article they will share with their group (1 point) and a two-page discussion handout they will use to facilitate a small group, in-class, discussion of their article's relevance and findings (3 points).
- Presenters must bring at least 5-copies of the discussion handout to share with their peers in their small groups.
- Following their presentation, presenters will submit a paragraph reflecting on their presentation experience (i.e., How well did the discussion go overall? What insights or thoughts did participants share during the discussion of the article?) (3 points).

**Participant's Responsibilities** (3 points)

- As a participant, students will be responsible for thoughtfully listening to and engaging in article shares. To demonstrate engagement each student will write a brief journal reflection following each presentation sharing thoughts about the research findings and relevance.

### **Brief Research Report (BRR, 15 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 Melville ([adrisko2@gmu.edu](mailto:adrisko2@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. Students are to submit their topic and electronic copies (no links) of the articles for instructor approval prior to writing the paper. In addition, they are to submit an outline for peer and instructor review; a draft for instructor's review, and a final report. The final report 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? (Vygotsky, Piaget, Freud, Erikson, etc.)
  - What developmental domains (social and emotional, cognitive, and /or physical) are emphasized?
- 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 (20 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](mailto: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 (1 point):** Prior to the observation, students will submit a pre-observation plan that includes (a) information about the placement (e.g., school, age/grade level, teacher, etc.), types of artifacts that will be collected (e.g. pictures of children's work, quizzes 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 (2 points):** Students will submit a post-observation record that includes the following:

- a. A completed field experience documentation form signed by the teacher/supervisor,

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- b. A log briefly describing 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 (12 points):** The final Field Experience Report should be one document that includes the following:

- a. A description of what was observed (lessons, activities, methods, materials, assessments, etc.) and how these things supported students' physical, cognitive, and social-emotional development;
- b. A discussion of relevant theories/concepts of development regarding how the students' physical, cognitive, and social-emotional needs were supported by the learning environment; and
- 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 plus separate 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. **ALL students MUST attend presentations on presentation days (see class schedule for presentation days).**

- **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) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

## **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 website 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.

## **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

## **Class Schedule**

Date	Topic and Associated Readings	Assignments Due
<b>Week 1</b>		
Jan 23, 2018	Introductions, Overview of course, Sign-up for article share permanent groups, and Field Experience <u>History, Theory, &amp; Research Strategies</u>	Chapter 1
Jan 25, 2018	In-Class Workshop: Research Session with Anne Melville [ALL you need to know about finding good research articles]. <u>History, Theory, &amp; Research Strategies</u>	Chapter 1
<b>Week 2</b>		
Jan 30, 2018	<u>History, Theory, &amp; Research Strategies</u> , <u>Genetic &amp; Environmental Foundations</u>	Chapters 1 & 2
Feb 1, 2018	<u>Genetic &amp; Environmental Foundations</u>	Chapter 2 <i>Part I Pre-observation Plan due on Blackboard (BB) by 11:59pm</i>

<b>Week 3</b>		
Feb 6, 2018	<u>Prenatal, Birth, &amp; the Newborn Baby</u>	Chapter 3
Feb 8, 2018	<u>Prenatal, Birth, &amp; the Newborn Baby</u>	Chapter 3
<b>Week 4</b>		
Feb 13, 2018	<u>Physical Development in Infancy &amp; Toddlerhood</u> <i>ONLY Presenter #1 from ALL Article Share Groups will upload their article and a discussion handout on BB by 11:59pm.</i>	Chapter 4 <b>Quiz 1 (Ch 1-3)</b> <i>ONLY Presenter # 1's Article &amp; Handout submission on BB</i>
Feb 15, 2018	<u>In-Class Workshop:</u> Instructor lead APA Formatting workshop to facilitate students' understanding of how to format their Brief Research Report and Field Experience Report in APA. <u>Physical Development in Infancy &amp; Toddlerhood</u>	Chapter 4 <i>Submit BRR topic &amp; 3-Articles on BB for approval by 11:59pm</i>
<b>Week 5</b>		
Feb 20, 2018	<u>Cognitive Development in Infancy &amp; Toddlerhood</u>	Chapter 5 <i>Prenatal, Infant, or Toddlerhood Article Share I: In-class Presentation &amp; BB Reflections</i>
Feb 22, 2018	<u>Cognitive Development in Infancy &amp; Toddlerhood</u>	Chapter 5
<b>Week 6</b>		
Feb 27, 2018	<u>Social/Emotional Development in Infancy &amp; Toddlerhood</u> <i>ONLY Presenter #2 from ALL Article Share Groups will upload their article and a discussion handout on BB by 11:59pm.</i>	Chapter 6 <i>ONLY Presenter # 2's Article &amp; Handout submission on BB</i>
March 1, 2018	<u>Social/Emotional Development in Infancy &amp; Toddlerhood</u>	Chapter 6
<b>Week 7</b>		
March 6, 2018	<u>Physical &amp; Cognitive Development in Early Childhood</u>	Chapter 7 <b>Quiz 2 (Ch 4-6)</b> <i>Early or Middle Childhood Article Share II: In-class Presentations &amp; BB Reflections</i>
March 8, 2018	<u>Physical &amp; Cognitive Development in Early Childhood</u> <u>In-Class Writing Workshop:</u> Students will bring their BRR outline to share in small group and receive feedback from peers as well as the instructor.	Chapter 7 <i>BRR Outline due on BB by 11:59pm</i>
<b>No Class – Spring Break</b>		
<b>Week 9</b>		
March 20, 2018	<u>Social/Emotional Development in Early Childhood</u> <u>Mid-Semester Course Evaluation:</u> Students will anonymously submit an in-class course evaluation form for the instructor. This form will be designed by the instructor and given to students in-class.	Chapter 8

March 22, 2018	<u>Physical &amp; Cognitive Development in Middle Childhood</u>	Chapter 9 <i>BRR Draft due on BB by 11:59pm</i>
<b>Week 10</b>		
March 27, 2018	<u>Social/Emotional Development in Middle Childhood</u>	Chapter 10
March 29, 2018	<u>Physical &amp; Cognitive Development in Adolescence</u> <i>ONLY Presenter #3 from ALL Article Share Groups will upload their article and a discussion handout on BB by 11:59pm.</i>	Chapter 11 <b>Quiz 3 (Ch 7-10)</b> <i>ONLY Presenter # 3's Article &amp; Handout submission on BB</i>
<b>Week 11</b>		
April 3, 2018	<u>Social/Emotional Development in Adolescence</u>	Chapter 12
April 5, 2018	<u>Social/Emotional Development in Adolescence</u>	Chapter 12 <i>Adolescence or Early Adulthood Article Share III: In-class Presentations &amp; BB Reflections</i>
<b>Week 12</b>		
April 10, 2018	<u>Physical &amp; Cognitive Development in Early Adulthood</u> <u>Check-in:</u> Students to check in with the instructor to share concerns about Field Experience Portfolios	Chapters 13
April 12, 2018	<u>Social/Emotional Development in Early Adulthood</u>	Chapter 14 <i>Final BRR due on BB by 11:59pm.</i>
<b>Week 13</b>		
April 17, 2018	<u>Physical &amp; Cognitive Development in Middle Adulthood</u>	Chapter 15 <b>Quiz 4 (Ch 11-14)</b>
April 19, 2018	<u>Social/Emotional Development in Middle Adulthood</u> <i>ONLY Presenter #4 from ALL Article Share Groups will upload their article and a discussion handout on BB by 11:59pm.</i>	Chapters 16 <i>ONLY Presenter # 4's Article &amp; Handout submission on BB</i>
<b>Week 14</b>		
April 24, 2018	<u>Physical &amp; Cognitive Development in Late Adulthood</u> <u>Social/Emotional Development in Late Adulthood</u>	Chapters 17 & 18
April 26, 2018	<u>Death, Dying, &amp; Bereavement</u>	Chapter 19 <b>Quiz 5 (Ch 15-18)</b> <i>Middle or Late Adulthood Article Share IV: In-class Presentations &amp; BB Reflections</i>
<b>Week 15</b>		
May 1, 2018	Field Experience Presentation Day 1	
May 3, 2018	Field Experience Presentation Day 2 <u>Final Course Evaluation:</u> Students will anonymously submit a required University's Final Course Evaluation for the instructor.	
<b>Week 16</b>	<b>FINALS WEEK</b>	

May 8, 2018	<p style="text-align: right;"><b>No Class Meeting</b></p> <p>All components of Field Experience Portfolio are due on BB by 11:59pm</p> <ul style="list-style-type: none"> <li>• Part I Pre-Observation,</li> <li>• Part II Post-Observation,</li> <li>• Part III Report</li> </ul>
May 10, 2018	<p style="text-align: right;"><b>No Class Meeting</b></p> <p>Last Day to submit late assignments for partial credit.</p>

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

### **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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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