

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

EDUC 302.002 Human Growth and Development
3 Credits, Fall 2018
Mondays/ 7:20 – 10:00 pm
Robinson B 103, 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
Attendance & Participation	Ongoing		15
Quizzes (5 quizzes - 8 points each)	In Class:		Total Points 40
Quiz 1 (Chapters 1 through 3)	Sep 17		8
Quiz 2 (Chapters 4 through 6)	Oct 1		8
Quiz 3 (Chapters 7 through 10)	Oct 15		8
Quiz 4 (Chapters 11 through 14)	Nov 5		8
Quiz 5 (Chapters 15 through 18)	Nov 19		8
Small Group Article Share	Presentations	Reflections	10
Prenatal, Infancy, or Toddlerhood [PIT]	Oct 1	Oct 7	
Early or Middle Childhood [EMC]	Oct 15	Oct 21	
Adolescence or Early Adulthood [AEA]	Nov 5	Nov 11	
Middle Adulthood or Late Adulthood [MLA]	Nov 19	Nov 25	
Brief Research Report (BRR)			Total Points 15
• Topic & Articles	Oct 22		1
• Outline for Peer & Instructor	Oct 29		1
• Draft	Nov 19		2
• Final Report	Nov 26		10
• Formatting & Timeliness	NA		1
Field Experience Portfolio			Total Points 20
Part 1: Pre-Observation Plan	Sept 17		1
Part 2: Post-Observation Record	Dec 10		2
Part 3: Report	Dec 10		12
Part 4: Presentation	Dec 3		5
TOTAL			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 answer, and other test items. A quiz guide will be posted on Blackboard a week before the quiz day. This guide will list broad topics from the lecture and book chapters that may appear on the quiz. See class schedule to identify quiz dates.

Article Share (10 points): In a group or pair, students will critique a peer-review journal article (not a news article) on a human development topic either covered or being covered in the class. **[Example: On Week 5, students will critique an article written on a topic related to *Prenatal, Infancy, or Toddlerhood*. Students will not critique an article on a topic related to Adolescents or Adults as these topics will be covered in later weeks].** See class schedule to identify Article Share topics and presentation dates. Article Share groups/pairs will be determined on the first day of class.

Presenters will be evaluated in the following areas (7 points):

- **Planning & Promptness:** The presenter uploaded **one** peer-reviewed article and **a two-page** discussion handout on Blackboard two-days before his/her presentation day (**2 points**).
- **Presentation & Discussion:** On the day of article share, the presenter led a small group/pair discussion on the key findings and relevance of the article. At the end of the discussion, the presenter briefly shared with the class about what his/her group or pair took away from the article share discussion (**2 points**).
- **Reflection:** Post-presentation, the presenter submitted a paragraph reflecting on his/her presentation experience. The reflection was submitted by the post-reflection deadline (see class schedule to identify specific post-presentation reflection deadlines) (**3 points**).

Groupmates/partners will be evaluated in the following areas (3 points):

- **Discussion:** In a small group/pair, the groupmate/partner engaged in a discussion of the key findings and relevance of the article. (**1 points**).

- **Reflection:** Post presentation, the groupmate/partner wrote a brief journal reflection sharing thoughts about the research findings and relevance (**2 points**).

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 **MUST** relate to the content covered in the course.

Students' BRR will be evaluated in the following areas:

1. **Topic & Articles:** Using the research skills demonstrated by the education librarian Anne Melville (adrisco2@gmu.edu) or by the instructor, the student found at least **four** scholarly (peer-reviewed) journal articles (including at least 1 research study and 1 literature review) that cover a topic of students' interest. [In addition to the four articles, the student may use current research from the course textbook, class discussions, and other course materials to support his/her conclusions and assertions]. On Blackboard, the student submitted his/her final BRR topic along with electronic copies (no links) of the articles for instructor approval prior to writing (**1 point**).
2. **Outline:** Student brought copies of his/her one page BRR outline for peers and the instructor to review **in class**. The outline was a roadmap that illustrated the key bullet points that will be covered in the introductory, body, and conclusion paragraphs (**1 point**).
3. **Draft:** Post outline review, the student submitted a BRR draft on Blackboard. The draft was an extension of the outline (full sentences and no bullet points) (**2 points**).
4. **Final:** The final report included a literature review, synthesis, and reflection guided by the following questions on Blackboard (**10 Points**):
 - 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?
5. **Formatting & Timeliness:** The Final BRR assignment was submitted on the due date (see class schedule) and it was formatted in APA style. The content in the paper was **at least five to six double-spaced pages**. [Keep in mind that the title and reference pages will not be counted in the five to six double-spaced pages] (**1 point**).

***If at any stage of this assignment the student feels like changing his/her BRR topic completely, please inform the instructor immediately. The instructor will help the student develop a plan to complete the BRR assignment in a timely manner. ***

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) 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.

Students' field experience will be evaluated in the following areas:

Part 1: Pre-Observation Plan (1 point)

Prior to the observation, students will submit a two-page pre-observation plan.

- **On the first page** include
 - Information about when (i.e., date) the Field Experience Form was submitted online or emailed to the placement office,
 - Information about the **placement** (e.g., school, age/grade level, teacher, etc.) that was either proposed to the placement office or assigned by the placement office,
 - **Ideas** about the types of artifacts that will be collected (e.g. pictures of children's work, quizzes, etc.).
- **Second page** should be a one-page, double-spaced reflection on what students (a) **expect to** and (b) **want to** learn from engaging in this field experience. [**Example:** Students may expect to or not expect to see a developmental theory play in action (e.g., Vygotsky's ideas of scaffolding in a language arts class) and students may want to learn about how school personnel (i.e., students and school teachers) develop in different or interconnected domains (i.e., cognitive, social-emotional, physical, etc.)].
***Although getting placements may take time, it is still important that students submit a Pre-Observation plan on time. Once students learn about their placement site, they can revise and resubmit their Pre-Observation plan before conducting the observation. ***

Part 2: Post-Observation Record (2 points)

Students will submit a post-observation record that includes:

- a. A completed field experience documentation form signed by the teacher/supervisor [***This form can be found on the CEHD website. Students must reach out to the instructor immediately if they are not able to find this form online***],
- 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, you may cite current research from the course textbook, class discussions and other course materials to support their conclusions and assertions. The full report should be four to five double-spaced pages plus separate title, reference, and appendix pages. You will format your report in APA style.

Part 4: Presentation (5 points)

You will spend a significant portion of the semester observing and reflecting on your field experience. Because everyone's experience will be different, you can learn from your peers. You will present your experiences in your field placement to the class. You may use PowerPoint or other materials to convey your presentation. Presentations will be approximately 5 minutes. **ALL students MUST attend each other's presentations (see class schedule for presentation day).**

- **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
WEEK 1: Theory & Research in Human Development		
Aug 27	Introductions Syllabus <ul style="list-style-type: none"> • Breakdown of assignments and quizzes • Field Experience Form • Sign-up for article share permanent groups/pairs <u>History, Developmental Theories & Research Strategies</u>	Chapter 1
WEEK 2		
Sep 3	No Class Meeting	
	This week work on your pre-observation plan and contact article share groupmates/partners to decide on article share topics.	
WEEK 3: Foundations of Development		
Sep 10	<u>Genetic & Environmental Foundations</u> <u>Prenatal, Birth, & the Newborn Baby</u> <i>Students to inform instructor about their individual Article Share topics in class.</i>	Chapters 2 & 3 <i>Submit Pre-observation Plan on Blackboard by 11:59pm on Sept 16.</i>
WEEK 4: Infancy and Toddlerhood (First Two Years)		
Sep 17	<u>Research Workshop: Research Session with Anne Melville</u> [ALL you need to know about finding good research articles for your assignments]. <u>Physical Development in Infancy & Toddlerhood</u>	Chapter 4 Quiz 1 (Ch 1-3)
WEEK 5: Infancy and Toddlerhood		
Sep 24	<u>Cognitive & Social-Emotional Development in Infant-Toddlers</u>	Chapters 5 & 6 <i>PIT [Prenatal, Infancy, or Toddlerhood] Article Share Presenters submit an article and a presentation handout on Blackboard by 11:59pm on Sep 28th.</i>
WEEK 6: Early Childhood (Ages 2 to 6 years)		
Oct 1	Article Share 1: Prenatal, infant, or toddlerhood topic	Quiz 2 (Ch 4-6)

	<u>Physical, Cognitive, & Social-Emotional Development in Early Childhood</u>	Chapters 7 & 8 <i>PIT Presenters bring their articles & copies of their handout to use during the article share presentation.</i> <i>Post-Presentation reflections due on Blackboard by 11:59pm on Oct 7.</i>
WEEK 7: Middle Childhood (Ages 6-11 years)		
Oct 8	<u>Physical, Cognitive, & Social-Emotional Development in Middle Childhood</u> <u>In-Class Workshop:</u> BRR Topic Brainstorm Session. Students will be given time in class to brainstorm a human development topic for their Brief Research Report individually, with peers, and with the instructor.	Chapters 9 & 10 <i>EMC [Early or Middle Childhood] Article Share Presenters submit their articles and presentation handout on Blackboard by 11:59pm on Oct 12.</i>
WEEK 8: Adolescence, The Transition to Adulthood		
Oct 15	Article Share 2: Early or Middle Childhood <u>Physical & Cognitive Development in Adolescence</u>	Quiz 3 (Ch 7-10) Chapter 11 <i>EMC Presenters bring their articles & copies of their handout during the article share presentation.</i> <i>Post-Presentation reflections due on Blackboard by 11:59pm on Oct 21.</i> <i>Submit BRR Topic and 5 BRR Articles on Blackboard by 11:59pm on Oct 21.</i>
WEEK 9: Adolescence, The Transition to Adulthood		
Oct 22	<u>Social-Emotional Development in Adolescence</u> <u>APA Workshop:</u> Instructor lead APA Formatting workshop to facilitate students' understanding of how to format Brief Research Report and Field Experience Report in APA. Mid-Semester Course Evaluation: Students will anonymously submit an in-class course evaluation form	Chapter 12

	for the instructor. This form will be designed by the instructor.	
WEEK 10: Early Adulthood		
Oct 29	<u>Physical, Cognitive, & Social-Emotional Development in Early Adulthood</u> <u>BRR Workshop:</u> Students will bring their BRR outline to share with groupmates/pairs and the instructor for feedback.	Chapters 13 & 14 <i>Adolescence or Early Adulthood [AEA] Article Share Presenters submit their articles and a presentation handout on Blackboard by 11:59pm on Nov 2.</i>
WEEK 11: Middle Adulthood		
Nov 5	Article Share 3: Adolescence or Early Adulthood <u>Physical, Cognitive, & Social-Emotional Development in Middle Adulthood</u> <u>Check-in:</u> Students to check in with the instructor to share concerns about Field Experience Portfolios.	Quiz 4 (Ch 11-14) Chapters 15 & 16 <i>AEA Presenters bring their articles & copies of their presentation handout for Article Share.</i> <i>Post-Presentation reflections due on Blackboard by 11:59pm on Nov 11.</i>
WEEK 11: Late Adulthood		
Nov 12	<u>Physical, Cognitive, & Social-Emotional Development in Late Adulthood</u>	Chapters 17 & 18 <i>BRR Draft due on Blackboard by 11:59pm on Nov 18.</i> <i>Middle and Late Adulthood [MLA] Article Share presenters submit their articles and a presentation handout on Blackboard by 11:59pm on Nov 16.</i>
WEEK 12: The End of Life		
Nov 19	Article Share 4: Middle or Late Adulthood Death, Dying, & Bereavement <u>Check-in:</u> Students to check in with the instructor to share concerns about Field Experience Portfolios	Quiz 5 (Ch 15-18) Chapters 19 <i>MLA Presenters bring their articles & copies of their presentation handout for Article Share.</i>

		<i>Post-Presentation reflections due on Blackboard by 11:59pm on Nov 25.</i>
WEEK 13: Work week		
Nov 26	No Class Meeting Students will work on their final BRR, Field Experience Presentations, and Portfolios. Final BRR due by 11:59pm on Nov 30.	
WEEK 14: PRESENTATIONS		
Dec 3	IN-CLASS Field Experience Presentations <u>Final Course Evaluation:</u> Students will anonymously submit a required University's Final Course Evaluation for the instructor.	
WEEK 15: FINALS WEEK		
Dec 10	No Class Meeting All FINALIZED components of Field Experience Portfolio are due on Blackboard by 11:59pm <ul style="list-style-type: none"> • Part I Pre-Observation, • Part II Post-Observation, • Part III Report 	
Dec 14	Last Day to submit late assignments for partial credit.	

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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices 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/>.
- 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/>.