

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

EDUC 302.001 Human Growth and Development
3 Credits, Fall 2019
8/26 – 12/18, Tuesdays & Thursdays/ 10:30 – 11:45 am
Peterson Building 1109, 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.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture/discussion format and Blackboard.

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. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
ISBN: 978-0134419701

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).

| | Due Dates | Points |
|--|--|--|
| Attendance & Participation | Ongoing | Total Points 25 |
| Quizzes (5 quizzes - 8 points each) <ul style="list-style-type: none"> • Quiz 1 (Chapters 1-3) • Quiz 2 (Chapters 4-6) • Quiz 3 (Chapters 7-10) • Quiz 4 (Chapters 11-14) • Quiz 5 (Chapters 15-19) | Sept 26 Oct 10 Oct 29 Nov 14 Dec 5 | Total Points 40 8 8 8 8 8 |
| Article Share (remember: article and review sheet must be posted to BB on the Sunday prior to your presentation). <ul style="list-style-type: none"> • First two years of life • Early childhood: Physical and cognitive development • Early childhood: Social and emotional development • Middle childhood • Adolescence • Early adulthood • Middle adulthood • Late adulthood | Oct 3 Oct 10 Oct 17 Oct 24 Oct 31 Nov 7 Nov 14 Nov 21 | Total Points 15 |
| Brief Research Report (BRR) <ul style="list-style-type: none"> • Submit topic and 3 scholarly articles for approval • Outline: One-page bullet points summarizing ideas • Report | Sept 17 Oct 1 Oct 22 | Total Points 20 4 1 15 |
| <i>A penalty of 5% may be assessed for late submissions</i> | | |
| TOTAL | | 100 |

Quizzes (40 points)

Students will complete five 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. Quizzes will be held at the beginning of class sessions.

Article Share (15 points)

Students will select a scholarly (peer-reviewed) 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. Two to four students will be responsible for presenting information and facilitating a reflective discussion with peers on a topic related to the selected developmental period. Session selections will take place during class.

Presenter's responsibilities: (8 points)

- Presenting students will submit 2 potential articles for instructor review via email, at least one week before they submit official materials on Blackboard.
- Presenting students will submit a copy of the journal article (1 point) and their review sheet (brief article summary and talking points; 6 points) to Blackboard (discussion board) **by 11:59 pm on the Sunday prior to their presentation.**
- For the assigned session, presenting students must bring about 10 copies of the review sheet (summary, no more than 1 page long; avoid plagiarism; include article reference) that they produced to share with their classmates.
- After the class discussion, presenters will each write a brief journal reflection (10 or more lines) indicating their perspectives of the discussion (1 point).

Participant's responsibilities: (7 points)

- As a participant, students will be responsible for reading the article ahead of class and thoughtfully listening to and engaging in discussion during article shares.
- Participants will also bring a copy of the article to class.
- To demonstrate engagement, each student will write a brief journal reflection (10 or more lines) following each presentation sharing thoughts about the research findings and relevance to class readings/personal experience (7 points [1 point x7]).

Brief Research Report (BRR, 20 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 (adrisco2@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 (pdfs, no links) of the articles for instructor approval prior to writing the paper.

In addition, they are to submit an outline for 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. (5-6 pages of content)

Other Requirements

Attendance and Participation (25 points)

Because active participation and engagement are imperative for optimal learning, preparation/participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- 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 (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.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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.

Grading

A+ = 98 – 100 A = 93 – 97 A- = 90 – 92 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82

C+ = 77 – 79 C = 73 – 76 C- = 70 – 72 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. Please note that IN grades are at the discretion of the instructor. Proper documentation is required to support this case.

All CEHD 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

Professional Dispositions

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

Class Schedule

| Class | Topics | Readings Due | Assignments Due |
|----------------|---|--------------|---|
| Week 1 | | | |
| Tues, Aug 27 | Introductions, Overview of Course, Blackboard (BB) | | |
| Thur, Aug 29 | Developmental Theories, article share sign-up, Intro. to Chapter 1 | | |
| Week 2 | | | |
| Tues, Sept 3 | Research/Library workshop: Mrs. Anne Melville History, Theory, and Research Strategies, | Chapter 1 | |
| Thurs, Sept 5 | History, Theory, and Research Strategies | | |
| Week 3 | | | |
| Tues, Sept 10 | Biological & Environmental Foundations | Chapter 2 | |
| Thurs, Sept 12 | Biological & Environmental Foundations | | |
| Week 4 | | | |
| Tues, Sept 17 | Prenatal, Birth, Newborn | Chapter 3 | BRR topic and 3 journal articles: Post to BB (by 11:59 pm) |
| Thurs, Sept 19 | Prenatal, Birth, Newborn | | |
| Week 5 | | | |
| Tues, Sept 24 | Infancy and Toddlerhood: Physical Development | Chapter 4 | |
| Thurs, Sept 26 | Infancy and Toddlerhood: Physical Development | | Quiz 1 (Ch. 1-3) |
| Week 6 | | | |
| Tues, Oct 1 | <u>First Two Years of Life:</u> Cognitive and Emotional Development | Chapter 5 | BRR outline: Post to BB (by 11:59 pm) |
| Thur, Oct 3 | <u>First Two Years of Life:</u> Cognitive and Emotional Development | | Article share |
| Week 7 | | | |
| Tues, Oct 8 | <u>Early Childhood:</u> Physical and Cognitive Development | Chapter 7 | |
| Thur, Oct 10 | <u>Early Childhood:</u> Physical and Cognitive Development | | Article share Quiz 2 (Ch. 4-6) |
| Week 8 | | | |
| Tues, Oct 15 | NO CLASS | | |
| Thur, Oct 17 | <u>Early Childhood:</u> Social and Emotional Development | Chapter 8 | Article share |
| Week 9 | | | |
| Tues, Oct 22 | <u>Middle Childhood:</u> Six to Eleven Years Physical and Cognitive Development Social and Emotional Development | Chapter 9 | Brief research report: Post to BB (by 11:59 pm) |
| Thur, Oct 24 | <u>Middle Childhood:</u> Six to Eleven Years Physical and Cognitive Development Social and Emotional Development | Chapter 10 | Article share |
| Week 10 | | | |
| Tues, Oct 29 | <u>Adolescence:</u> The Transition to Adulthood Physical and Cognitive Development Social and Emotional Development | Chapter 11 | Quiz 3 (Ch. 7-10) |

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|---------------------------------|--|------------|---|
| Thur, Oct 31 | <u>Adolescence</u> : The Transition to Adulthood Physical and Cognitive Development Social and Emotional Development | Chapter 12 | Article share |
| Week 11 | | | |
| Tues, Nov 5 | <u>Early Adulthood</u> : Physical and Cognitive Development, Social and Emotional Development | Chapter 13 | |
| Thur, Nov 7 | <u>Early Adulthood</u> : Physical and Cognitive Development, Social and Emotional Development | Chapter 14 | Article share |
| Week 12 | | | |
| Tues, Nov 12 | <u>Middle Adulthood</u> : Physical and Cognitive Changes, Emotional and Social Development | Chapter 15 | |
| Thur, Nov 14 | <u>Middle Adulthood</u> : Physical and Cognitive Changes, Emotional and Social Development | Chapter 16 | Article share Quiz 4 (Ch. 11-14) |
| Week 13 | | | |
| Tues, Nov 19 | <u>Late Adulthood</u> : Physical and Cognitive Development, Social and Emotional Development | Chapter 17 | |
| Thur, Nov 21 | <u>Late Adulthood</u> : Physical and Cognitive Development, Social and Emotional Development | Chapter 18 | Article share |
| Week 14 | | | |
| Tues, Nov 26 | The End of Life | Chapter 19 | |
| Thur, Nov 28 | NO CLASS | | |
| Week 15 | | | |
| Tues, Dec 3 | Children of military families | | Military Module |
| Thur, Dec 5 | Course wrap up | | Quiz 5 (Ch. 15-19) Last day to submit late assignments for partial credit (by 11:59 pm) |
| Reading Days/Exam Period | | | |
| Dec 9-10 | Reading Days – NO CLASS | | |
| Dec 11-18 | Exam Period – NO CLASS | | |

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 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/>.