

George Mason University
College of Education and Human Development
Elementary Education Program (ELED)
EDUC 543-001: Children, Family, Culture and Schools, Ages 4-12
3 Credits, Fall 2019
Tuesdays, 4:30 – 7:10 pm
Innovation Hall, Room #330

Professor: Dr. Janna Dresden
Office Hours: By appointment
Office Location: Thompson Hall
Office Phone: use cell number provided in class
Email: jdresden@gmu.edu

CATALOG COURSE DESCRIPTION

COURSE DESCRIPTION

- A. **Prerequisites:** Admission to Elementary Education licensure program
- B. **University Catalog Course Description:** Examines child and family development and ways children, families, schools, and communities interrelate. Links children’s developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.
- C. **Expanded Course Description:** N/A
- D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the ‘assignments’ section.

LEARNING OUTCOMES

This course is designed to enable students to:

1. detail the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12.
2. identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children’s growth and learning.
3. read and reflect upon contemporary theories of human development and their relevance to educational practices in elementary schools.
4. understand current research on the brain, its role in learning, and implications for instruction
5. examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions
6. observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
7. identify and discuss teacher’s role in working with families in culturally diverse communities and fostering their engagement in their child’s education.

STANDARDS

PROFESSIONAL STANDARDS:

Upon completion of this course, students will have met the following professional standards:

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards

- 1.0 Development, learning, and motivation:** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- 3.2 Adaptation to diverse students:** Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- 5.1 Professional growth, reflection, and evaluation:** Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- 5.2 Collaboration with families, colleagues, and community agencies:** Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

InTASC Standards

- Standard 1:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

8 VAC 20-25-30. Technology standards

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

NATURE OF COURSE DELIVERY

This course will primarily use a face-to-face format. Our class sessions will include small/large group discussions and tasks, lecture, and student-led activities. This course also requires 15 hours of field experience.

This course uses Blackboard (**also denoted as Bb**) provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Technical Requirements

To participate in this course, students will need to satisfy the following requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - **Adobe Acrobat Reader:** <https://get.adobe.com/reader/>

- **Windows Media Player:** <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
- **Apple Quick Time Player:** www.apple.com/quicktime/download/

POLICIES

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/>.

Honor Code

Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Electronic Devices

Please turn off all cell phones and other communication devices prior to the start of class, except in the case of emergency. In such a case, please inform me prior to the beginning of class. Laptops should only be used for note-taking and other course-related activities.

Equity and Accessibility

I will do whatever I can to make sure that each and every one of you is successful in this course and in your chosen profession. I expect you to tell me what I can do to help you be successful. If you have any special circumstances that you believe may affect your performance in class or on course requirements, please meet with me to make the necessary accommodations. I will maintain complete confidentiality of any information that you choose to share.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434, or Counseling and Psychological services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Digital Communication

- 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.

REQUIRED READINGS

McDevitt, T. & Ormrod, J. (2015). *Child Development and Education*. (6th ed.). Pearson.

Pink, D. H. (2009). *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books.

Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4th ed.). Turners Fall, MA: Center for Responsive Schools, Inc.

Additional selected readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

COURSE ASSIGNMENTS & GRADING

Assignment Descriptions

Engagement (10 points)

I expect that you will show consistent evidence of being engaged with our class by:

- Attending all classes-- I expect you to be in class and prepared each day. Absences will only be excused if they are arranged in advance or, in the case of illness, explained as quickly as possible.
- Being on time for class-- As a common courtesy, you should offer an explanation when you are late for class and you should ask permission if it is absolutely necessary for you to leave class early.
- Refraining from inappropriate classroom behaviors (e.g. texting, e-mailing, excessive chatting, etc.)
- Paying attention
- Participating in small group activities

Observation Journals (18 points total)

Nine times during the semester you will complete observation journals to reflect on the course readings and on your observations at the school. You will be given a template to use to guide the writing of each observation journal. Each prompt will encourage you to consider connections (or the lack there of) between the readings and your observations and to begin synthesizing your understanding of how what you are learning might inform your future teaching practice.

Specific due dates and prompts will be forthcoming.

Community Mapping Activity and Presentation (22 points total)

DUE DATE: October 22

With a group of your peers you will complete a community mapping activity. The purpose of this activity is to familiarize you with the myriad of ecological factors that influence students' daily school experiences. As you work with your observation groups, you will create a brief presentation (20 minutes max) that introduces us to the following aspects of your classroom and school:

- 1) A visual tour of both your school and the surrounding community
 - 2) School description/demographics
 - 3) Community description/demographics (including incorporating outside community resources)
 - 4) Aspects of your school that make it unique
 - 5) Intersection of course readings/discussions with your school experiences.
- The presentation can take any format that your group prefers! **Be creative**😊. More specific information about things to include in this presentation will be forthcoming.
 - If you use pictures of children, make sure to **ONLY** take them from behind so that their faces are not visible, and **NEVER** post these pictures anywhere or use them for anything other than this assignment.
 - Final products of this assignment can be used in your final observation report.

Case Study Report

Part I: Physical Development (20 points) — Performance-Based Assessment (PBA)

DUE DATE: November 19

Specific information and guidelines will be distributed at the 2nd or 3rd class meeting. You should be aware that because this is a programmatic requirement this PBA assignment must be submitted to Tk20 through 'Assessments' in Blackboard.

Part II: Cognitive, Language, and Social-Emotional Development (30 points)

DUE DATE: December 3

Specific information and guidelines will be distributed at the 2nd or 3rd class meeting

Assignment Points and Grading

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5	Engagement	10 points	On-going
1, 2, 3, 4, 5, 6, 7, 8	Observation Journals	2 points each x 9 = 18 points	See course schedule
1, 2, 5	Community Mapping Presentation	22 points	Oct. 22
1, 3	Case Study Report Part 1 Physical Development (PBA)	20 points	Nov. 19
1, 2, 3, 6, 7	Case Study Report Part 2 Cognitive, Language, and Social-Emotional Development	30 points	Dec. 3
		100 points	

Grading Policy

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Remember: A course grade less than B requires that you retake the course. Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education.*

** Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.*

All CEHD/CHSS 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>.

GMU RESOURCES FOR STUDENTS

- 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/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <http://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on emergency.gmu.edu.

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/polices-procedures/>

Course Schedule
Topics, Readings and Assignments

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
Aug. 27	*Introductions		
Sept. 3	*Child Development: Periods & Theories	*McDevitt & Ormrod, chapter 1 *Bronfenbrenner article (1994) *Hand-out about Bronfenbrenner	
Sept. 10	*Learning about children through observation	* <i>Ethnographic Eyes</i> , chapters 1, 3, 6, 7 *Observing, Recording and Reporting Children's Development, chapter 5	Observation journal #1
Sept. 17	*Families	*McDevitt & Ormrod, chapter 3, pp. 84-96 *Teacher as Family Communication Facilitator *Family Engagement and the Responsive Educator *Family Engagement, Diverse Families and ECE	Observation journal #2
Sept. 24	*Culture	*McDevitt & Ormrod, chapter 3, pp. 97 – 112 *Culturally Relevant Pedagogy *Additional reading TBA	Observation journal #3
Oct. 1	*Culture	*Culturally Responsive Classroom Management *Additional reading TBA	Observation journal #4
Oct. 8	*The Brain *Physical Development	* <i>Teaching with the Brain in Mind</i> , chapters 2, 4, 6 *McDevitt & Ormrod, chapter 5, pp. 147 – 160 and pp. 179 - 189	Observation journal #5
October 15 NO CLASS			
Oct. 22	*Cognitive Development	*McDevitt & Ormrod, chapter 6 Specific pages & additional reading(s) TBA	Community Mapping Presentations
Oct. 29	*Cognitive Development	*McDevitt & Ormrod, chapter 7 Specific pages & additional reading(s) TBA	Observation journal #6
Nov. 5	*Language Development	*McDevitt & Ormrod, chapter 9 Specific pages & additional reading(s) TBA	Observation journal #7
Nov. 12	*Social-Emotional Development	*McDevitt & Ormrod, chapters 11 and 12 Specific pages TBA	Observation journal #8
Nov. 19	*Peers *Mental Health	*McDevitt & Ormrod, chapter 15 Specific pages & additional reading(s) TBA	Case Study Report Part 1 Physical Development (PBA)
Nov. 26	*Motivation	<i>Drive</i> , by Daniel Pink, chapters TBA	Observation journal #9
Dec. 3	*Motivation	<i>Drive</i> , by Daniel Pink, chapters TBA	Case Study Report Part 2 Cognitive, Language, and Social-Emotional Development