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

EDUC 302.B01 Human Growth and Development  
3 Credits, Summer 2019  
Session B 6/3 – 7/27, Tuesday and Thursday/ 4:30 – 7:10 pm  
Aquia Building 219, Fairfax Campus

Faculty
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Office Location: Thompson Hall 1200, Fairfax Campus  
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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
   ISBN: 978-0134419701

Recommended Texts

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).

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>Total Points 25</td>
</tr>
<tr>
<td>Quizzes (5 quizzes - 8 points each)</td>
<td></td>
<td>Total Points 40</td>
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<tr>
<td>Quiz 1 (Chapters 1-3)</td>
<td>June 18</td>
<td>8</td>
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<tr>
<td>Quiz 2 (Chapters 4-6)</td>
<td>June 25</td>
<td>8</td>
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<tr>
<td>Quiz 3 (Chapters 7-10)</td>
<td>July 9</td>
<td>8</td>
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<tr>
<td>Quiz 4 (Chapters 11-14)</td>
<td>July 16</td>
<td>8</td>
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<tr>
<td>Quiz 5 (Chapters 15-19)</td>
<td>July 25</td>
<td>8</td>
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<tr>
<td>Article Share</td>
<td></td>
<td>Total Points 15</td>
</tr>
<tr>
<td>First two years of life</td>
<td>June 20</td>
<td></td>
</tr>
<tr>
<td>Early childhood: Physical and cognitive development</td>
<td>June 25</td>
<td></td>
</tr>
<tr>
<td>Early childhood: Self and emotional development</td>
<td>June 27</td>
<td></td>
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<tr>
<td>Middle childhood</td>
<td>July 2</td>
<td></td>
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<tr>
<td>Adolescence</td>
<td>July 9</td>
<td></td>
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<tr>
<td>Early adulthood</td>
<td>July 11</td>
<td></td>
</tr>
<tr>
<td>Middle adulthood</td>
<td>July 16</td>
<td></td>
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<tr>
<td>Late adulthood</td>
<td>July 18</td>
<td></td>
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<tr>
<td>Brief Research Report (BRR)</td>
<td></td>
<td>Total Points 20</td>
</tr>
<tr>
<td>Submit topic and 3 scholarly articles for approval</td>
<td>June 13</td>
<td>4</td>
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<tr>
<td>Outline: One-page bullet points summarizing ideas</td>
<td>June 20</td>
<td>1</td>
</tr>
<tr>
<td>Report</td>
<td>July 2</td>
<td>15</td>
</tr>
</tbody>
</table>

A penalty of about 5% may be assessed for late submissions
TOTAL 100
• 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.

All CEHD undergraduate 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.

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.

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 a small group of peers on a topic related to the selected developmental period. A sign-up form will be available for students to choose a session for their presentation and facilitation.

For the assigned session, presenting students must bring about 10 copies of a review sheet (no more than 1 page long; avoid plagiarism; include article reference) that they produced to share with their classmates in a small group. Presenting students will submit a copy of the journal article (0.5 point) and their review sheet (7 points) to Blackboard by midnight prior to their presentation (3 points).

The small group will respond by discussing the presentation, and each member will complete and submit a brief reflection (10 or more lines) about it (4.5 points [0.75 point x 6]).

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 (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 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,
  o What developmental period is emphasized?
  o What theoretical perspectives inform the research? (Vygotsky, Piaget, Freud,
    Erikson, etc.)
  o 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.

• Other Requirements

**Attendance and Participation (25 points)**
Because active participation and engagement are imperative for optimal learning, preparation for
and 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
Masonnsult 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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Jun. 4</td>
<td>Introductions and overview of course, Blackboard (BB)</td>
<td>none</td>
</tr>
<tr>
<td>#2: Jun. 6</td>
<td>History, Theory, and Research Strategies</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>#3: Jun. 11</td>
<td>Biological &amp; Environmental Foundations</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>
| #4: Jun. 13 | Prenatal, Birth, Newborn | Chapter 3  
**BRR topic and 3 journal articles: Post to BB** |
| #5: Jun. 18 | Infancy and Toddlerhood  
Physical Development | Chapter 4  
**Quiz 1 (Ch. 1-3)** |
| #6: Jun. 20 | First Two Years of Life  
Cognitive and Emotional Development | Chapters 5 and 6  
Article share  
**BRR outline: Post to BB** |
| #7: Jun. 25 | Early Childhood  
Physical and Cognitive Development | Chapter 7  
Article share  
**Quiz 2 (Ch. 4-6)** |
| #8: Jun. 27 | Early Childhood  
Self and Emotional Development | Chapter 8  
Article share |
| #9: Jul. 2 | Middle Childhood: Six to Eleven Years  
Physical and Cognitive Development  
Social and Emotional Development | Chapters 9 & 10  
Article share  
**Brief research report: Post to BB** |
| Jul. 4 | *No class – Independence Day* | |
| #10: Jul. 9 | Adolescence: The Transition to Adulthood  
Physical and Cognitive Development  
Social and Emotional Development | Chapters 11 & 12  
Article share  
**Quiz 3 (Ch. 7-10)** |
| #11: Jul. 11 | Early Adulthood  
Physical and Cognitive Development  
Social and Emotional Development | Chapter 13 & 14  
Article share |
| #12: Jul. 16 | Middle Adulthood  
Physical and Cognitive Changes Emotional and Social Development | Chapters 15 & 16  
Article share  
**Quiz 4 (Ch. 11-14)** |
| #13: Jul. 18 | Late Adulthood  
Physical and Cognitive Development  
Social and Emotional Development | Chapters 17 & 18  
Article share |
| #14: Jul. 23 | The End of Life | Chapter 19 |
| #15: Jul. 25 | Children of military families | Military Module  
**Quiz 5 (Ch. 15-19)**  
Last day to submit late assignments |

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/](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://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.