

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

ECED 501.B01 Developmental Pathways of Diverse Learners, Birth-Adolescence  
3 Credits, Summer 2019  
Session B 6/3 – 7/27, Monday & Wednesday/ 7:20 – 10:00 pm  
Aquia Building 219, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

**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. Describe the physical, social, emotional, speech and language, and intellectual development of diverse learners from birth through adolescence and explain how to use these understandings to guide learning experiences and relate meaningfully to students.
2. Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, ability, and socioeconomically diverse children and their families, including children with economic, social, racial, ethnic, religious, physical, and cognitive differences.
3. Examine the transactional nature of overall development in the context of the family, community, socioeconomic status, and culture.
4. Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental disabilities, developmental issues, and atypical development across the physical, social, emotional, speech and language, and intellectual domains.
5. Discuss the etiology of and use multiple criteria to identify developmental disorders, including attention deficit disorders, developmental disorders, and giftedness.
6. Identify typical developmental milestones of diverse children from birth through adolescence

and their cultural and socioeconomic variations.

7. Observe and describe overall development in the physical, intellectual, speech and language, social, and emotional domains as it occurs in natural environments and through play.
8. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
9. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

**Professional Standards** – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

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

### **Virginia Professional Studies Competencies**

Human Growth and Development (Birth Through Adolescence)

### **CEC Standard Elements**

*CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.*

*CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.*

### **NAEYC Standard Elements**

*NAEYC 1a Knowing and understanding young children's characteristics and needs.*

*NAEYC 1b Knowing and understanding the multiple influences on development and learning.*

### **Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978143380562

Lightfoot, C., Cole, M., & Cole. S. (2018). *The development of children* (8th ed.). New York, NY: Worth. ISBN: 9781464178863

See Class Schedule for selected Position Statements from the Division of Early Childhood Education (DEC) of the Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC), National Association for Gifted Children (NACG)

This course also requires reading published journal articles on human development. Example journals include the following: *Early Education and Development*, *Child Development*, and *Human Development*. These and other journals are available on the Mason library website.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (Bb), Tk20, hard copy).

Assignments	Due Date	Points
Attendance and Participation	Ongoing	15
Developmental Theory Presentation	June 10 or June 12	10
Case Studies Analysis Paper		
• Part 1: Infant/Toddler	June 17	23
• Part 1: Infant/Toddler Revised	June 24	
• Part 2: Preschool	July 3	23
• Part 2: Preschool Revised	July 8	
• Part 3: Early Elementary	July 17	23
• Final upload to TK20 (Key Assessment 2: all three revised full case studies analyses in one document)	July 22	
In-Class Adolescent Activity	July 15	6
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

#### Developmental Theory Presentation (10 points)

In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, graduate students will prepare a review of a major developmental theory and associated theorists. Grand theories covered in the text include psychodynamic theories, behaviorist theories, Piaget's constructive theory, and Vygotsky's sociocultural theory. Modern theories covered include evolutionary theories, social learning theories, information-processing theories, and systems theories. Graduate students will select one perspective and prepare a 15-minute presentation that includes at least the following:

- Important theorists within the particular paradigm
- Key tenets of the theory
- How theory explains cultural differences that are apparent in development
- How theory explains variation in development, including disabilities
- Weaknesses and strengths of theory
- The impact of the theory on education
- An interactive activity that highlights some aspect of the theory

Students will create a one-page handout (one copy for each student) summarizing or describing the seven elements of the presentation and including a reference list using APA format. The main source of information will be course textbooks; however, at least one other scholarly source should be consulted and cited.

### **Understanding and Integrating Developmental Pathways Case Studies Analysis (69 points)**

This is Key Assessment 2 Content Knowledge: Understanding Development and Learning Case Studies Analysis that shows evidence of meeting CEC and NAEYC Standards. Students will submit the case studies analysis in three parts: (a) infant/toddler, (b) preschool, and (c) early elementary. Students will consolidate the three case study analyses into one document and will submit the consolidated document to Tk20 through Blackboard. Final course grades will not be released until the consolidated document is uploaded. The assessment description and scoring rubric are attached. Each case study analysis is worth 25 points and requires the following parts:

- Part 1: Identifying Children's Unique Characteristics and Needs (10 points)
- Part 2: Describing Developmental Theories (6 points)
- Part 3: Multiple Influences on Young Children's Development (7 points)

### **Opportunities to Revise and Resubmit Case Study Analyses (0 points)**

Upon completion of Case Study 1 Infant and Toddlers and Case Study 2 Preschool, students will receive feedback from the course instructor with suggestions for strengthening their discussion of each case study analysis. Instructor feedback is provided to ensure candidates meet expectations as defined in the assessment rubric. Students will use the feedback to revise the case study analyses. Students will resubmit revised Case Study 1 and Case Study 2 to Blackboard by the specified due date. All three Case Studies (e.g. revised infant/toddler, revised preschool, and early elementary) will be consolidated into one document and submitted to Tk20 by the due date indicated on the syllabus.

### **In-Class Adolescent Development and Development of Gifted Students Activity (6 points)**

Students will complete an in-class activity that shows their understanding of (a) adolescent development and (b) the development of gifted students through adolescence, including developmental issues related to gifted education and the use of multiple criteria to identify gifted students.

### **• Other Requirements**

### **Attendance and Participation (15 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 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 = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = <70

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.

### **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	Topics	Assignments & Readings Due
<p><b>#1</b> <b>Monday</b> <b>June 3</b></p>	<p>Introductions</p> <p>Syllabus and Assignments Review</p> <p>Studying Human Development</p> <ul style="list-style-type: none"> <li>• Historical beliefs</li> <li>• Grand and modern theories of development</li> <li>• Methods to study development</li> </ul> <p>Biological and Cultural Foundations of Development</p> <ul style="list-style-type: none"> <li>• Development in the context of culture</li> <li>• Development in the context of family</li> <li>• Biological/physical/medical factors that contribute to development</li> </ul>	<p>Lightfoot et al., Chapter 1, 2</p>
<p><b>#2</b> <b>Wednesday</b> <b>June 5</b></p>	<p>Prenatal Development and Birth</p> <ul style="list-style-type: none"> <li>• The prenatal period</li> <li>• Maternal conditions and teratogens</li> <li>• Etiology of developmental disorders</li> <li>• The newborn</li> </ul>	<p>Lightfoot et al., Chapters 3</p> <p>DEC Position Statement: <i>Low Birth Weight, Prematurity, and Early Intervention</i></p>
<p><b>#3</b> <b>Monday</b> <b>June 10</b></p>	<p>Infancy: The First Three Months</p> <ul style="list-style-type: none"> <li>• Brain development</li> <li>• Theories of early development</li> </ul>	<p>Lightfoot et al., Chapter 4</p> <p><b>Due in Class – Developmental Theory Presentation</b></p>
<p><b>#4</b> <b>Wednesday</b> <b>June 12</b></p>	<p>Infancy: Physical and Cognitive Development</p> <ul style="list-style-type: none"> <li>• Physical growth and brain development</li> <li>• Fine and gross motor development</li> <li>• Cognitive development</li> <li>• Attention and memory</li> <li>• Selecting appropriate resources</li> </ul>	<p>Lightfoot et al., Chapter 5</p> <p><b>Due in Class – Developmental Theory Presentation</b></p>
<p><b>#5</b> <b>Monday</b> <b>June 17</b></p>	<p>Infancy: Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Infant emotions</li> <li>• Relationships</li> <li>• Communication</li> <li>• Guide learning experiences</li> </ul>	<p>Lightfoot et al., Chapter 6</p> <p><b>Due to Bb – CSA-1: Infant/Toddler</b></p>
<p><b>#6</b> <b>Wednesday</b> <b>June 19</b></p>	<p>Family, Cultural, and Community Contexts of Development</p> <ul style="list-style-type: none"> <li>• Parenting and development</li> <li>• Communities and culture influence on development</li> </ul>	<p>Lightfoot et al., Chapter 10</p>

	<ul style="list-style-type: none"> <li>• The role of media on early development</li> </ul>	
<b>#7</b> <b>Monday</b> <b>June 24</b>	<p>Early Childhood: Speech and Language Acquisition</p> <ul style="list-style-type: none"> <li>• Phonological, semantic, grammar, and pragmatic development</li> <li>• Theories of language acquisition</li> </ul>	<p>Lightfoot et al., Chapter 7</p> <p><b>Due to Bb – CSA-1 Revised</b></p>
<b>#8</b> <b>Wednesday</b> <b>June 26</b>	<p>Early Childhood: Physical and Cognitive Development</p> <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Physical growth and health</li> <li>• Fine and gross motor development</li> <li>• Cognitive development, including students with disabilities/disorders and those who are gifted</li> </ul>	<p>Lightfoot et al., Chapter 8</p> <p>NAGC Position Statement:  <i>Redefining Giftedness for a New Century: Shifting the Paradigm</i></p>
<b>#9</b> <b>Monday</b> <b>July 1</b>	<p>Early Childhood: Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Identity and moral development</li> <li>• Developmentally appropriate expectations for self-regulation and behavior</li> <li>• Nurturing social and emotional development, including children with disabilities/disorders and those who are gifted</li> </ul>	<p>Lightfoot et al., Chapter 9</p> <p>NAGC Position Statement:  <i>Nurturing Social and Emotional Development of Gifted Children</i></p>
<b>#10</b> <b>Wednesday</b> <b>July 3</b>	<p>Applying Development to Learning Experiences</p> <ul style="list-style-type: none"> <li>• Meeting the needs of culturally, linguistically, ability, and socioeconomically diverse children and their families</li> <li>• Selecting culturally and linguistically appropriate resources</li> <li>• Guiding learning experiences and making them meaningful to students, including students with developmental disabilities/disorders and those who are gifted</li> </ul>	<p>NAEYC Position Statement:  <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8</i></p> <p><b>Due to Bb – CSA-2: Preschool</b></p>
<b>#11</b> <b>Monday</b> <b>July 8</b>	<p>Middle Childhood: Physical and Cognitive Development</p> <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Individual differences, including disabilities/disorders and giftedness</li> <li>• Using multiple criteria to identify gifted students, including measuring IQ</li> </ul>	<p>Lightfoot et al., Chapters 11</p> <p>NAGC Position Statement:  <i>Identifying and Serving Culturally and Linguistically Diverse Gifted Students</i></p> <p><b>Due to Bb – CSA-2 Revised</b></p>

<b>#12</b> <b>Wednesday</b> <b>July 10</b>  <b>Online</b> <b>Session</b>	Middle Childhood: Social & Emotional Development <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Moral development</li> <li>• Parental and peer influence</li> </ul>	Lightfoot et al., Chapters 13
<b>#13</b> <b>Monday</b> <b>July 15</b>	Middle Childhood: School as a Context for Development <ul style="list-style-type: none"> <li>• School readiness</li> <li>• Addressing developmental disabilities/disorders, giftedness, and developmental differences in schools</li> </ul>	Lightfoot et al., Chapter 12
<b>#14</b> <b>Wednesday</b> <b>July 17</b>	Adolescence: Physical and Cognitive Development <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Puberty and physical development</li> <li>• Moral development</li> </ul> Adolescence: Social and Emotional Development <ul style="list-style-type: none"> <li>• Regulating emotions</li> <li>• Parent and peer relationships</li> <li>• Identity</li> </ul>	Lightfoot et al., Chapter 14, 15  <b>Due to Bb by the end of class – In-Class Activity</b> <b>Due to Bb – CSA-3: Early Elementary</b>
<b>Monday</b> <b>July 22</b>	<b>Finals week – no class</b>	<b>Due to Tk20 on Bb – Full CSA Paper</b>

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://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/>.**