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

EDUC 302.DL2 Human Growth and Development
3 Credits, Spring 2020
NET: 1/21/20 – 5/13/20
Saturday F2F 1/25, 9:00 a.m. – 4:00 p.m.
Thompson Hall L019, 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 online (76% or more) using an asynchronous format via
Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log
in to the Blackboard (Bb) course site using your Mason email name (everything before
@masonlive.gmu.edu) and email password. The course site will be available on January 21,
2020.

**Under no circumstances, may candidates/students participate in online class sessions
(either by phone or Internet) while operating motor vehicles. Further, as expected in a face-
to-face class meeting, such online participation requires undivided attention to course
content and communication.**

*Technical Requirements*
To participate in this course, students will need to satisfy the following technical 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 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://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

*Expectations*
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on the first day listed for each module.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

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 Pts 25** |
| **Quizzes** (5 quizzes - 8 points each) | | **Total Pts 40** |
| • Quiz 1 (Chapters 1-3) | Module 5 | 8 |
| • Quiz 2 (Chapters 4-6) | Module 7 | 8 |
| • Quiz 3 (Chapters 7-10) | Module 10 | 8 |
| • Quiz 4 (Chapters 11-14) | Module 12 | 8 |
| • Quiz 5 (Chapters 15-19) | Module 15 | 8 |
| **Article Share** | | **Total Pts 15** |
| • Infancy and toddlerhood | Module 6 | |
| • Early childhood: Physical and cognitive development | Module 7 | |
| • Early childhood: Emotional and social development | Module 8 | |
| • Middle childhood | Module 9 | |
| • Adolescence | Module 10 | |
| • Early adulthood | Module 11 | |
| • Middle adulthood | Module 12 | |
| • Late adulthood | Module 13 | |
| • Death, dying, and bereavement | Module 14 | |
| **Brief Research Report (BRR)** | | **Total Pts 20** |
| • Submit topic and 3 scholarly articles for approval | Module 4 | 4 |
| • Outline: One-page bullet points summarizing ideas | Module 8 | 1 |
| • Report | Module 11 | 15 |
| *A penalty of about 5% may be assessed for late submissions* | | |
| **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.

**Article Share (15 points)**

Students will select a 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 modules (see course schedule). Presenters will lead a discussion of their article during the week, and participants will submit a reflection on the article at the end of the week.

Presenter's Responsibilities (9 points)

- By 11:59 p.m. on the first day (Monday) of the appropriate module week, presenters will upload to Blackboard the article they will share with the class (1 point) and post a two-page explanation of the article (e.g., why was it written, what was the outcome, how does

it relate to topics currently being explored by the class; also, provide a reference in APA style) (6 points).
- During the first 5 days of the week (Monday-Friday), presenters will lead a discussion of the article by responding to questions and comments by participants (2 points).

Participant's Responsibilities (6 points)
- As a participant, students will post at least 1 meaningful question/comment on the discussion board for each of the article explanations being presented (0.15 point) during 8 of the 9 modules when articles are being shared (i.e., modules 6-14). After commenting on each of the explanations presented, students will write a brief reflection (at least 10 full lines of text with appropriate formatting [see Written Assignments]) about 1 of the articles and upload the reflection to Blackboard (0.6 point) by 11:59 pm on the last day of the module week (Sunday). Reflections should avoid plagiarizing material from the article explanation or discussion posts.

**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 (no links) of the articles for instructor approval prior to writing the paper. If an approved article is changed, students are to submit the new article for 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 and/or 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.

Attendance/participation points are assessed via online discussions. These are evaluated for content, frequency, and punctuality of participation. Discussions are worth 0.25 point each for modules 1 and 2, 0.5 point for module 3, and 2 points each for the next 12 modules (4-15).

Students will be assigned to a discussion group of 4-5 members. Students need to post comments on at least 3 days. Initially everyone posts a minimum of 1 discussion entry responding to the prompt by 11:59 p.m. on day 3 (Wednesday) of the module week. Then each person posts at least 3 meaningful responses to others' entries.

**Written Assignments**
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh 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. 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.

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**

| Date | Topic | Assignments & Readings Due |
|---|---|---|
| **Modules 1 & 2** | | |
| Jan. 25 (in-class) | Introductions, course overview & Blackboard<br>History, Theory, & Research strategies | Chapter 1<br>Discussions |
| **Module 3** | | |
| Jan. 27—Feb. 2 | Genetic & Environmental Foundations | Chapter 2<br>Discussion |
| **Module 4** | | |
| Feb. 3—Feb. 9 | Prenatal Development, Birth & the Newborn Baby | Chapter 3<br>**BRR topic & 3 journal articles: Post to BB**<br>Discussion |
| **Module 5** | | |
| Feb. 10—Feb. 16 | Physical Development in Infancy & Toddlerhood | Chapter 4<br>**Quiz 1 (Ch. 1-3)**<br>Discussion |
| **Module 6** | | |

| Date | Topic | Assignments & Readings Due |
|---|---|---|
| Feb. 17—Feb. 23 | Cognitive Development in Infancy & Toddlerhood<br>Emotional & Social Development in Infancy & Toddlerhood | Chapters 5 & 6<br>Article share<br>Discussion |
| **Module 7** | | |
| Feb. 24—Mar. 1 | Physical & Cognitive Development in Early Childhood | Chapter 7<br>**Quiz 2 (Ch. 4-6)**<br>Article share<br>Discussion |
| **Module 8** | | |
| Mar. 2—Mar. 8 | Social & Emotional Development in Early Childhood | Chapter 8<br>Article share<br>Discussion<br>**BRR outline: Post to BB** |
| Mar. 9—Mar. 15 | *Spring break* | |
| **Module 9** | | |
| Mar. 16—Mar. 22 | Physical & Cognitive Development in Middle Childhood<br>Social & Emotional Development in Middle Childhood | Chapters 9 & 10<br>Article share<br>Discussion |
| **Module 10** | | |
| Mar. 23—Mar. 29 | Physical & Cognitive Development in Adolescence<br>Emotional & Social Development in Adolescence | Chapters 11 & 12<br>**Quiz 3 (Ch. 7-10)**<br>Article share<br>Discussion |
| **Module 11** | | |
| Mar. 30—Apr. 5 | Physical & Cognitive Development in Early Adulthood<br>Emotional & Social Development in Early Adulthood | Chapters 13 & 14<br>Article share<br>Discussion<br>**BRR paper: Post to BB** |
| **Module 12** | | |
| Apr. 6—Apr.12 | Physical & Cognitive Development in Middle Adulthood<br>Emotional & Social Development in Middle Adulthood | Chapters 15 & 16<br>**Quiz 4 (Ch. 11-14)**<br>Article share<br>Discussion |
| **Module 13** | | |
| Apr. 13—Apr. 19 | Physical & Cognitive Development in Late Adulthood<br>Emotional & Social Development in Late Adulthood | Chapters 17 & 18<br>Article share<br>Discussion |
| **Module 14** | | |
| Apr. 20—Apr. 26 | Death, Dying, & Bereavement | Chapter 19<br>Article share<br>Discussion |
| **Module 15** | | |

| Date | Topic | Assignments & Readings Due |
|------|-------|---------------------------|
| Apr. 27—May 3 | Children of military families | Military Module<br>Discussion<br>**Quiz 5 (Ch. 15-19)**<br>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/.

**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://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/.**