

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

ECED 501.DL1 Developmental Pathways of Diverse Learners, Birth-Adolescence  
3 Credits, Spring 2021  
01/25/2021 – 05/10/2021  
Online Asynchronous

**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 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 25, 2021.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- 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 two 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. 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 intellectual 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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

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

## **Resource Articles**

Bianco, F., Lombardi, E., Massaro, D., Castelli, I., Valle, A., Marchetti, A., & Lecce, S. (2019). Enhancing advanced theory of mind skills in primary school: A training study with 7-to 8-year-old. *Infant and Child Development*, 28(6), 1-16. doi:10.1002/icd.2155

Brink, K. A., Gray, K., & Wellman, H. M. (2019). Creepiness creeps in: Uncanny valley feelings are acquired in childhood. *Child Development*, 90, 1202-1214. doi:10.1111/cdev.12999

Burns-Nader, S., Scofield, J., & Jones, C. (2019). The role of shape and specificity in young children's object substitution. *Infant and Child Development*, 28(2), 1-18. doi:10.1002/icd.2124

Dillman, J., Gehb, G., Peterlein, C., & Schwarzer, G. (2019). Joint visual attention and locomotor experience: A longitudinal study of infants with treated idiopathic clubfoot. *Infant and Child Development*, 28(2), 1-15. doi: 10.1002/icd.2118

Forma, V., Anderson, D. I., Provasi, J., Soye, E., Martial, M., Huet, V., Granjon, L., Goffinet, F., & Barbu-Roth, M. (2019). What does prone skateboarding in the newborn tell us about ontogeny of human locomotion? *Child Development*, 90, 1286-1302. doi:10.1111/cdev.13251

Gámez, P. B., Griskell, H. L., Sobrevilla, Y. N., & Vazquez, M. (2019). Dual language and English-only learners' expressive and receptive language skills and exposure to peers' language. *Child Development*, 90, 471-479. doi:10.1111/cdev.13197

Leach, J., Howe, N., & DeHart, G. (2019). "Let's make a place where giants live!": Children's communication during play with siblings and friends from early to middle childhood. *Infant and Child Development*, 28(6), 1-17. doi: 10.1002/icd.2156

Li, Z., Liu, S., Hartman, S., & Belsky, J. (2018). Interactive effects of early-life income harshness and unpredictability on children's socioemotional and academic functioning in kindergarten and adolescence. *Developmental Psychology*, 54(11), 2101-2112. doi: 10.1037/dev0000601

Liu et al. (2019). The unique role of father-child numeracy activities in number competence of very young Chinese children. *Infant and Child Development*, 28(4), 1-16. doi: 10.1002/icd.2135

McCoy, D. C., Jones, S., Roy, A., & Raver, C. C. (2018). Classifying trajectories of social-emotional difficulties through elementary school: Impacts of the Chicago School Readiness Project. *Developmental psychology*, 54(4), 772.

Moser, T., Reikerås, E., & Egil Tønnessen, F. (2018). Development of motor-life-skills: variations in children at risk for motor difficulties from the toddler age to preschool age. *European Journal of Special Needs Education*, 33(1), 118-133.

- Nelson, T. D., James, T. D., Hankey, M., Nelson, J. M., Lundahl, A., & Espy, K. A. (2017). Early executive control and risk for overweight and obesity in elementary school. *Child Neuropsychology*, 23(8), 994-1002.
- Petrenko, A., Kanya, M., Rosinski, L., McKay, E. R., & Bridgett, D. J. (2019). Effects of infant negative affect and contextual factors on infant regulatory capacity: The moderating role of infant sex. *Infant and Child Development*, 28(6), 1-18. doi: 10.1002/icd.2157
- Ramírez-Esparza, N., García-Sierra, A., & Kuhl, P. K. (2017). The impact of early social interactions on later language development in Spanish–English bilingual infants. *Child development*, 88(4), 1216-1234.
- Shuwairi, S. M. (2019). Haptic exploration of depicted and real objects by 9-month-old infants. *Infant and Child Development*, 28(2), 1-18. doi:10.1002/icd.2125
- St. John, A. M., & Tarullo, A. R. (2019). Neighbourhood chaos moderates the association of socioeconomic status and child executive functioning. *Infant and Child Development*, 28(6), 1-19. doi: 10.1002/icd.2153

See Class Schedule for selected Position Statements from the Division of Early Childhood Education (DEC) of the Council for Exceptional Children (CEC), the National Association for the Education of Young Children (NAEYC), and the 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/VIA, hard copy).

Assignments	Due Date	Points
Attendance and Participation <ul style="list-style-type: none"> <li>Module activities, including journal reflections (see course schedule)</li> </ul>	Ongoing	25
Annotated Articles <ul style="list-style-type: none"> <li>Infant/Toddler</li> <li>Preschool/Early Childhood</li> <li>Early Elementary/Middle Childhood</li> </ul>		15 5 5 5
Developmental Milestones <ul style="list-style-type: none"> <li>Infant/Toddler</li> <li>Preschool/Early Childhood</li> <li>Early Elementary/Middle Childhood</li> </ul>	Mar 7 Mar 21 Apr 25	30 10 10 10
Multiple Influences on Young Children’s Development Paper	Apr 18	10
Adolescent Development and Development of Gifted Students Activity	Mar 2	5
Case Study Analysis – Infant/Toddler, Preschool, or Early Elementary	May 5	15

<b>Upload Multiple Influences Paper and Case Study Analysis to Tk20/VIA</b>	May 7	
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

**Article Annotations (15 points, 5 points each)**

Students will explain how research is currently documenting children’s development across time. Students will read and annotate three articles. The articles reviewed and prepared for presentation will be provided to students by the course instructor. Annotations will include a brief discussion of the primary research question(s), participants, methods, findings, and conclusions. Students will use the annotation template to document essential elements of the research article and present their annotation to a small discussion group.

<b>Infant</b>	<b>Toddler/Preschool</b>	<b>Early Elementary</b>
Physical – Dillman et al. (2019)	Physical – Moser et al. (2018)	Physical – Nelson et al. (2017)
Physical – Forma et al. (2019)	Intellectual – Liu et al. (2019)	Intellectual – Bianco et al. (2019).
Intellectual – Shuwairi et al. (2019)	Intellectual – Burns-Nader et al. (2019)	Intellectual – Brink et al. (2019)
Social-Emotional – Petrenko et al. (2019)	Social-emotional – St. John et al. (2019)	Social-emotional – McCoy et al. (2018)
Linguistic – Ramirez-Esparza et al. (2017)	Social-emotional – Li et al. (2018)	Linguistic – Gámez et al. (2019)
	Linguistic – Leach et al. (2019)	

**Developmental Milestones (30 points, 10 points each)**

Students will prepare a milestone reference document for infant/toddler (6 months), preschool/early childhood (3 years), and early elementary/middle childhood (8 years). Students will identify the major milestones for each of the following domains: physical, social and emotional, speech and language acquisition, and intellectual/cognitive development. Students will identify developmental progressions using typical age-level ranges. Students will use the course text as the primary resource for this project. Articles and in-class discussions and resources may also be used to enhance the milestones document.

**Adolescent Development and Development of Gifted Students Assignment (5 points)**

Using a popular film about adolescents, students will complete a three-page written assignment 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.

**Multiple Influences on Young Children’s Development Paper\* (10 points)**

Students will develop a seven- to nine-page paper that describes how the following factors may impact child development and learning:

- Family/family structure
- Socio-economic status

- Language and culture
- School
- Community

Students will use in-text citations from the textbook, class discussions, and at least three professional/peer-reviewed articles, book chapters, reports, etc. to support their discussions. Students will include a reference list in APA style.

### **Case Study Analysis\* (15 points)**

Students develop a ten-to twelve -page assignment on a video case study randomly assigned from one of three age groups: Infant/Toddler, Preschool, or Early Elementary. They will view the video and then write a paper that discusses the children’s unique characteristics and needs and describes at least one developmental theory that supports their analysis of the video vignette.

- **Part A:** Students will describe the child’s unique characteristics and needs in relation to relevant developmental milestones. They will cite specific examples observed in the video cases and support their assertions with current research from the course textbook and/or other course materials, which may be supplemented by information from external scholarly sources. They will discuss each of the following areas:
  - Physical development,
  - Intellectual development,
  - Social and emotional development, and
  - Speech and language development.
- **Part B:** For the case study analysis, students will also identify and discuss one major developmental theory that supports their analysis of the video vignette. These include psychodynamic theory (Freud), psychodynamic theory (Erikson), behaviorist theory (classical conditioning), behaviorist theory (operant conditioning), Piaget’s constructive theory, Vygotsky’s sociocultural theory, evolutionary theory, social learning theory, information processing theory, and ecological systems theory. Students will respond to the following questions:
  - What are the key tenets of the theory?
  - How does the theoretical perspective provide insight into the case study analyzed?

Students will use in-text citations and include a reference list formatted in APA style.

**\*Tk20/VIA Upload:** At the end of the semester students will consolidate the **Multiple Influences on Young Children’s Development Paper** and the **Case Study Analysis** into one document and submit the consolidated document to Tk20/VIA through Blackboard.

- **Other Requirements**

### **Attendance and Participation (25 points)**

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

- Students complete readings and online content 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 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 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 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.
- Students submit an attendance and participation self-evaluation.

### **Written Assignments**

All formal written assignments will be evaluated for content and 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 = 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 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 graduate 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

Module	Topics	Assignments & Readings Due
<b>Module 1</b> <b>Jan. 25 - 31</b>	<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>Lightfoot et al., Chapter 1</p> <p><b>Due to Bb by 1/31 – Journal Reflection</b></p>
<b>Module 2</b> <b>Feb. 1 - 7</b>	<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>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 2, 3</p> <p>DEC Position Statement: <i>Low Birth Weight, Prematurity, and Early Intervention</i></p> <p><b>Due to Bb by 2/7 – Journal Reflection</b></p>
<b>Module 3</b> <b>Feb. 8 - 14</b>	<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 to Bb by 2/14 – Journal Reflection</b></p>
<b>Module 4</b> <b>Feb. 15 - 21</b>	<p>Infancy: Physical and Cognitive/Intellectual Development</p> <ul style="list-style-type: none"> <li>• Physical growth and brain development</li> <li>• Fine and gross motor development</li> </ul>	<p>Lightfoot et al., Chapter 5</p> <p><b>Due to Bb by 2/21 – Journal Reflection</b></p>

	<ul style="list-style-type: none"> <li>• Cognitive/intellectual development</li> <li>• Attention and memory</li> <li>• Selecting appropriate resources</li> </ul>	
<b>Module 5</b> <b>Feb. 22 - 28</b>	<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 by 2/28 – Journal Reflection</b></p>
<b>Module 6</b> <b>Mar. 1 - 7</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 by 3/7 – Developmental Milestones: Infant/Toddlers</b></p>
<b>Module 7</b> <b>Mar. 8 - 14</b>	<p>Early Childhood: Physical and Cognitive/Intellectual 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/intellectual 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> <p><b>Due to Bb by 3/14 – Journal Reflection</b></p>
<b>Module 8</b> <b>Mar. 15 - 21</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> <p><b>Due to Bb by 3/21 – Developmental Milestones: Preschool/Early Childhood</b></p>
<b>Module 9</b> <b>Mar. 22 - 28</b>	<p>Applying Development to Learning Experiences</p> <ul style="list-style-type: none"> <li>• Meeting the needs of culturally, linguistically, and socioeconomically diverse and ability-diverse children and their families</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 by 3/28 –Journal Reflection</b></p>

	<ul style="list-style-type: none"> <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>	
<b>Module 10</b> <b>Mar. 29 – Apr. 4</b>	<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> <li>• The role of media on early development</li> </ul>	<p>Lightfoot et al., Chapter 10</p> <p><b>Due to Bb by 4/1 – Journal Reflection</b></p>
<b>Module 11</b> <b>Apr. 5 - 11</b>	<p>Middle Childhood: School as a Context for Development</p> <ul style="list-style-type: none"> <li>• School readiness</li> </ul> <p>Addressing developmental disabilities/disorders, giftedness, and developmental differences in schools</p>	<p>Lightfoot et al., Chapter 12</p> <p><b>Due to Bb by 4/11 – Journal Reflection</b></p>
<b>Module 12</b> <b>Apr. 12 - 18</b>	<p>Middle Childhood: Physical and Cognitive/Intellectual 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., Chapter 11</p> <p>NAGC Position Statement: <i>Identifying and Serving Culturally and Linguistically Diverse Gifted Students</i></p> <p><b>Due to Bb by 4/18 – Multiple Influences on Young Children’s Development Paper</b></p>
<b>Module 13</b> <b>Apr. 19 - 25</b>	<p>Middle Childhood: Social &amp; Emotional Development</p> <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Moral development</li> <li>• Parental and peer influence</li> </ul>	<p>Lightfoot et al., Chapter 13</p> <p><b>Due to Bb by 4/25 – Developmental Milestones: Early Elementary/Middle Childhood</b></p>
<b>Module 14</b> <b>Apr. 26 – May 2</b>	<p>Adolescence: Physical and Cognitive/Intellectual Development</p> <ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Puberty and physical development</li> <li>• Moral development</li> </ul>	<p>Lightfoot et al., Chapters 14, 15</p> <p><b>Due to Bb by 5/2 – Adolescent Development and Development of Gifted Students Assignment</b></p>

	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>	
<b>Finals Week May 3 – 7</b>	Wrapping up and tying together	<b>Due to Bb by 5/5 – Case Study Analysis</b>  <b>Upload to TK20/VIA by 5/7 – Case Study Analysis</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 <https://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://ds.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/VIA 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**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](mailto:titleix@gmu.edu).

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

**Evaluation Guides**

<b>Multiple Influences on Young Children’s Development</b>				
	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Does Not Meet</b>
<p><b>CEC 1.1</b> Understand how language, culture, and family background influence the learning of individuals with exceptionalities</p> <p><b>NAEYC 1b</b> Knowing and understanding the multiple influences on development and learning</p>	<p>Student provided discussion that met expectations and reflected complex understanding of the interaction between children’s social-cultural context and their individual learning and developmental variations.</p>	<p>Student discussed socio-cultural contexts that influence a child’s development and learning, including family, socioeconomic status, language, culture, school, and community.</p>	<p>Student attempted to describe multiple influences that may impact children’s development and learning. However, student did not accurately discuss influencers on children’s development.</p>	<p>Student did not show knowledge of the multiple influences that may impact children’s development and learning.</p>

<b>Case Study Analysis: Identifying Characteristics and Needs and Describing Theories</b>				
	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Does Not Meet</b>
<p><b>NAEYC 1a</b> Knowing and understanding young children’s characteristics and needs</p> <p><b>CEC 1.2</b> Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities</p>	<p>Student met expectations and reflected extensive knowledge of developmental milestones and developmental theories.</p>	<p>Student described the child’s unique characteristics and needs in relation to relevant developmental milestones including (a) physical, (b) intellectual, (c) social and emotional, and (d) language. Student identified and discussed one major developmental theory and how the theory supports their analysis of the video vignette. Student supported the discussion with current research.</p>	<p>Student did not address each developmental milestone or support the discussion with current research. Student identified and discussed one theoretical perspective. However, the student did not consider how the key tenets of the theory support the analysis of the case.</p>	<p>Student did not provide a discussion of the developmental milestones across domains and did not consider developmental theories.</p>