

George Mason University
College of Education and Human Development
Elementary Education Program (ELED)

ELED 543-DL1: Children, Family, Culture and Schools, Ages 4-12
3 Credits, Spring 2021 (Jan 25th – May 3rd)
Mondays – 10:00 am – 12:40 pm (Synchronous)
TBD – Other Asynchronous Requirements

Professor: Dr. Elizabeth (Betsy) Levine Brown
Office Hours: By appointment
Office Location: Thompson 1804
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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. understanding of 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:

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.

NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. These courses require 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/

COURSE TEXT

Required Texts

McDevitt, T. & Ormrod, J. (2020). *Child Development and education*. (7th ed.). Pearson.

Recommended Texts

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 & EVALUATIONS

1. Assignment Descriptions

Weekly

a. Attendance and Participation (20 points total)

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned. Additionally, cell phones are for emergency use only and it is expected that you will not use cell phones in class for purposes such as texting, social media, or phone calls.

Over the Semester

b. Observation Journals (15 points total)

You will complete observation journals to synthesize the course readings and observations made on school sites and critically reflect on how those literature/observation connections inform future teaching practice. Just completing the readings and observing in isolated actions is not

enough to maximize your learning opportunities. Therefore, we will use observation journals to analyze and reflect on how your observation inquiries connect to evidence-based research and apply to developmentally appropriate practice.

c. Physical Development Report (15 points total)

As an observation group, you will observe the physical development inclusive of health, physical capacities and movement possibilities within your observation classroom. Through observation and interview, as a group, you will begin to understand physical capabilities of your observed student as well as the physical, instructional movements incorporated within his/her daily school routines. To comprehensively develop this report, you should complete **eight hours of observation** and **one interview** with your observation student [selected as a group]. **(Because of remote work adaptations for this course, this former requirement will be amended.)** Based upon the data collected, you will use that data to:

- 1) Describe the physical observations collected. (Think: *What was observed regarding these students' physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview.*)
- 2) Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities, health and movement. (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature? What does this research/observation connection mean for teachers?*)
- 3) Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for future teaching. (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhance quality of life and improve student learning?*)

***A detailed rubric and assignment description will be provided in class.**

d. Applied Developmental Scenario (20 points total)

The assignment is to integrate your course readings and field observations and apply your ecological and developmental knowledge to your future practice. You will highlight, analyze, reflect and respond to **ONE of the three** applied developmental scenarios below. *As you review and explain aspects of each scenario you should consider the following as a part of each paragraph's discussion.*

- **Part 1: Highlighting** the ecological and/or developmental capacities at play in the scenario. In short, what is going on ecologically or developmentally for the students in the case and what is important for the educator to consider?
- **Part 2: Integrating and analyzing** the course readings to explain the relevance of the ecological and/or developmental capacities noted in the scenario. **[Keep in mind there are MANY ecological or developmental considerations within the scenario. Therefore, multiple course readings can apply to explain the capacity discussed.]** To show your knowledge and understanding of the course readings across the semester and how they apply to your work, you should use MULTIPLE course readings to explain the ecological and developmental capacities you noted in Part 1.

- **Part 3: Reflecting** as a developmentally appropriate educator on how you would address these ecological and developmental capacities for the students in the scenario or the scenario's classroom. Consider what you would do not only in your classroom walls but also outside your classroom (e.g., think about the ecology).

To assist with this assignment, you are going to be asked to complete a template noting how you are considering and/or addressing all course content within the scenario. Moreover, use the resources provided in class (e.g., developmental observation journal, debriefing conversations, mentor teacher dialogues, community mapping presentation materials, literature circles) as useful guides to thinking about the scenario. Remember how we debriefed on observations in class. Remember to approach the scenario as if you are the teacher and to highlight the research that supports your approaches to addressing the scenario. Then explain the relevance of the research/observation connection and the utilization of this information for a future teacher.

You will complete your response to **the one** scenario you choose in 5 pages double spaced. Include your completed template with your response (in one document) and please upload your response to Blackboard.

e. Community Mapping Activity (30 points total)

The purpose of this activity is to familiarize yourself with the myriad of ecological factors that influence students' daily school experiences. First you will need to identify an elementary school of focus. This school could be your field placement site, a personal elementary school, a school where you substitute, volunteer or work, or a new elementary school in the local Northern Virginia area. **As a group you need to pick only one school.**

Within your group, you need to begin to consider how the ecological systems model maps onto that elementary school. The assignment involves three parts.

Part 1: Planning

- **Ecological Questioning:** Brainstorm and write out the questions you would need to know. Include considerations to ALL FIVE systems that inform students' development. Explain WHY you would want to know this information and provide reasoning from your course readings.
- **Identify and Describe Resources.** Research the resources you would need to answer these questions. Consider federal, district and school websites, neighborhood and community leaders and blogs, conversations with school leaders and teachers, school board meeting videos or interviewing board members, etc. Describe HOW you would gather the information.

Part 2: Preparation

- **Prepare a visual tour of the school and surrounding community.** Consider both the school environment inside and outside. Think about the communities and resources outside the school building including the student housing areas.
- **Report on the Community and School Demographics.** Begin to investigate the resources you shared above to report on the community and school demographics of the elementary school you selected to investigate. Feel free to use graphics, slides, etc. It does not have to be a report.

- **Identify unique aspects to the school.** What are the unique programs of the school? What makes this school stand out?
- **Distinguish course readings and discussions that explain the uniqueness of this school.** Cite and discuss readings from BOTH ELED 542 and 543.

Part 3: Presentation

- **Prepare a 20-minute group presentation.** Be creative ☺. As a team you will present the information above to your class along with school partners and fellow faculty invited. Following you will engage in a Q&A session for 5-10 minutes.

***A detailed rubric and assignment description will be provided in class.**

2. Assignment Points and Grading

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5	Attendance and Participation	20 points	Weekly
1, 2, 5	Observation Journals	15 points	3 times across semester (see course calendar)
1, 3	Physical Development Report	15 points	4/12
1, 2, 3, 4, 5	Applied Developmental Scenario	20 points	4/19
1, 2, 3, 4, 5, 6, 7, 8	Community Mapping Activity	30 points	Part 1 – 2/22 Part 2 – 3/22 Presentation – 4/26
		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	

F*	<69	0.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
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**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*

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>.

* 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.

3. Other Assignment Expectations

- All written assignments **MUST** be **double-spaced, 1” margins and black, 12-point font** (Times New Roman, Calibri or Arial). **APA format is required.** If you do not have the APA Manual 6th edition, the OWL at Purdue is an excellent resource: <https://owl.english.purdue.edu/owl/resource/560/01/>.
- All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.
- All assignments must be submitted on the due date stated within the course calendar (see below) AND submitted to **Blackboard**.
- All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown_PhysicalDevelopmentReport**).

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

***Please Note:** *I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.*

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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard, change the link 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.

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/>

CLASS SCHEDULE

Note: Calendar is tentative and may be modified in line with course needs.

Date	Guiding Questions/Topics	Readings Due	Assignments Due
Monday, January 25 GMU ZOOM	Getting to know each other! How does child development and psychology pertain to my work as an elementary teacher and making a difference in the lives of children?	EDITION 6: McDevitt/Ormrod Chapter 1: p. 1-11 EDITION 7: McDevitt/Ormrod Chapter 1: p. 1-10 Reading Uploaded to Blackboard Willing to Be Disturbed (and emailed to students)	Assigned reading (emailed in welcome letter)
Monday, February 1 GMU ZOOM	Introducing Groveton Elementary School *Where is the school located? *Who are the leaders? *Where does the school stand regarding community demographics? How do we engage in developmental observations?	Reading Uploaded to Blackboard Observing, Recording, and Reporting Children's Development Chapter 5	Syllabus Review Complete student information form Observation Group Introductions Review Applied Development Scenario assignment
Monday, February 8 GMU ZOOM	Why is the ecological model of development relevant for schools, teaching and student learning?	EDITION 6: McDevitt/Ormrod Chapter 1: p. 11-32 EDITION 7: McDevitt/Ormrod Chapter 1: p. 11-30 Reading Uploaded to Blackboard	Online modules for APA and Honor Code due Pick Applied Developmental Scenario Review Community Mapping Activity assignment

		<p>Bronfenbrenner (1994) – read directions posted to know what sections of the article to read (skip section 4)</p> <p>Ecological Model Handout</p>	
<p>Monday, February 15</p> <p>GMU ZOOM</p>	<p>What is culture? How may our personal biases of culture influence our teaching?</p>	<p>EDITION 6: McDevitt/Ormrod Chapter 3: p. 97-112</p> <p>EDITION 7: McDevitt/Ormrod Chapter 3: p. 63-74</p> <p>Readings Uploaded to Blackboard Towards A Conception of Culturally Responsive Classroom Management</p> <p>But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy</p>	<p>Observation Journal #1 due</p> <p>Complete Applied Development Scenario table</p> <p>Work on Community Mapping Activity assignment – Part 1</p>
<p>Monday, February 22</p> <p>GMU ZOOM</p>	<p>Who are our home-school partners?</p> <p>What does it mean to engage families?</p>	<p>EDITION 6: McDevitt/Ormrod Chapter 3: p. 67-97</p> <p>Reading Uploaded to Blackboard Halgunseth, Peterson, Stark, & Moodie (2009)- Family engagement, diverse families, and ECE – JIGSAW activity across observation groups</p> <p>Family Engagement and the Responsive Educator</p> <p>Teacher as Family Communication Facilitator</p>	<p>Community Mapping Activity assignment – Part 1 due</p> <p>Complete Applied Development Scenario table</p>

Monday, March 1 Asynchronous	What do elementary teachers need to know to support students with mental health needs?	Online Modules	Discussion Post Complete Applied Development Scenario table THIS WEEK: Community Mapping Activity Conferences
Monday, March 8 GMU ZOOM	How does the brain influence physical development and learning? How do we engage in reflective practice? [Reading on reflection read in class]	EDITION 6: McDevitt/Ormrod Chapter 5: p. 152-184 and 192-196 <i>Optional p. 185-191</i> EDITION 7: McDevitt/Ormrod Chapter 5: p. 147-188 Readings Uploaded to Blackboard Jensen Chapters Reflecting on Teaching	Complete Applied Development Scenario table Work on Community Mapping Activity assignment – Part 2
Monday, March 15 GMU ZOOM	What theories of cognitive development influence how we teach elementary students? How do students learning styles inform their cognitive functioning in the classroom?	BOTH EDITIONS 6 & 7: McDevitt/Ormrod Chapter 6 McDevitt/Ormrod Chapter 7	Observation Journal #2 due (<i>focus on physical development</i>) Complete Applied Development Scenario table Work on Community Mapping Activity assignment – Part 2
Monday, March 22 GMU ZOOM	How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?	BOTH EDITIONS 6 & 7: McDevitt/Ormrod Chapter 11 McDevitt/Ormrod Chapter 12 McDevitt/Ormrod Chapter 14	Community Mapping Activity assignment – Part 2 due Complete Applied Development Scenario table

Monday, March 29 Asynchronous	ELED Assignment / Work Week		
Monday, April 8 Asynchronous	How does your knowledge of development apply to working with children who experience trauma?	<p>Readings Uploaded to Blackboard</p> <p>Helping Students in an age of Terrorism</p> <p>Helping Elementary Age Children Cope</p> <p>Post-traumatic stress disorder in Children: What Elem Teachers Should Know</p> <p>NPR: To head off traumas legacy: Start young</p>	<p>Discussion Post</p> <p>Observation Journal #3 due (<i>focus on cognitive and affective development</i>)</p> <p>Complete Applied Development Scenario table/Begin reflection</p> <p>THIS WEEK: Community Mapping Activity Conferences</p>
Monday, April 12 GMU ZOOM	<p>In what ways can you support the developmental and cultural influences of student learning within your classroom environment?</p> <p>How will you motivate your students?</p>	<p>BOTH EDITIONS 6 & 7:</p> <p>McDevitt/Ormrod Chapter 13</p> <p>Readings Uploaded to Blackboard</p> <p>Dweek Article</p>	<p>Physical Development Reports due by 11:59pm</p> <p>Complete Applied Development Scenario table/Begin reflection</p>
Monday, April 19 GMU ZOOM	With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?	<p>BOTH EDITIONS 6 & 7:</p> <p>McDevitt/Ormrod Chapter 15</p> <p>Readings Uploaded to Blackboard</p> <p>TBD</p>	<p>Applied Developmental Scenario assignment due</p> <p>THIS WEEK: Community Mapping Activity Conferences (optional)</p>
Monday, April 26 Asynchronous	<p>Community Mapping Activity Presentations</p> <p>School-Liaison Thank You</p>		Community Mapping Activity due

Monday, May 3 <i>Asynchronous</i>			Course Evaluations Applied Developmental Scenario revision due (if needed)