

**George Mason University**  
**College of Education and Human Development**  
**Educational Psychology**

EDEP 632.001– Human Development  
3 Credits, Spring 2022  
Monday, 7:20pm-10:00pm Thompson Hall L013

**Faculty**

Name: Dr. Swati Mehta  
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**Prerequisites/Corequisites**

None.

**University Catalog Course Description**

Examines the course of human development from early childhood to adulthood within the context of educational psychology. Emphasizes principles of research in human development and the major areas of cognitive, linguistic, and social contexts of development as they pertain to learners in schools and beyond. Offered by Graduate School of Education. May not be repeated for credit.

**Course Overview**

This course will specifically cover the areas of physical, cognitive, and psychosocial development from infancy, to early childhood, middle childhood, adolescence, young adulthood, middle adulthood, and late adulthood. Understanding of the material will be assessed through experiential assignments and reflections. The class will culminate with an in-depth literature review supported by an outline and annotated bibliography.

**Course Delivery Method**

This course will be delivered in-person and it is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. The course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard (<http://mymason.gmu.edu>). 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 24, 2022.

**Learner Outcomes or Objectives**

This course promotes an understanding of how to be an effective consumer of research in education

and human development across the lifespan and in varied learning contexts. The course will place emphasis on child and adolescent development through the use of foundational and contemporary research works in educational psychology and human development.

- Students will be able to explain specific constructs in educational psychology and human development across cognitive, linguistic, social, and emotional dimensions.
- Students will develop an understanding of the educational implications of theories of educational psychology and human development.
- Students will understand the historical context and contemporary approaches to research in educational psychology and human development.
- Students will develop an informed perspective on developmental issues in educational psychology such as individual differences, changes over time, and the complex interactions of internal and external factors.

### **Professional Standards**

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

**Standard 1.** Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

**Standard 4.** Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

**Standard 5.** Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

### **Required Texts**

Papalia, D. E. & Martorell, G. (2015). *Experience human development* (13th ed.). McGraw Hill. Additional resources will be available electronically through the George Mason University Library and/or course Blackboards site.

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

### **Course Performance Evaluation**

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

**Assignments Module Assignments (40% - 10% each):** As a means to reflect on and make connections between the developmental concepts and research discussed in class and course readings, students will complete a module assignment after each of the following four developmental periods: (1) infancy, toddlerhood, and early childhood, (2) middle childhood, (3) adolescence, and (4) adulthood. Relevant module assignments for each developmental period will be posted on the course Blackboard site.

For each module, students are expected to provide a 2-4-page paper in which they describe the experience and analyze and discuss using specific research and content presented in class and course readings. Papers must adhere to the APA Publication Manual guidelines using APA style. Alternative modules to those posted may be submitted with approval of the instructor in advance of the due date.

**Annotated Bibliography (20%):** Students will locate articles relevant to their area of interest within the realm of human development and construct an annotated bibliography including information on the purpose of the study, research question(s), methods used, and a brief summary of the findings. This annotated bibliography will be the foundation of the major assignment for the course, the review of the literature.

**Review of the Literature (30%):** Students will write a comprehensive literature review and analysis examining one of the themes in human development. Any of the major themes in Papalia and Martorell (2015) are appropriate, but students are limited to this list. The choice of topic should be discussed with the instructor. Students' research paper topics will be discussed during the semester in class. The literature review will consist of approximately 20 pages, double-spaced, excluding references. Research papers must adhere to the guidelines of the Publication Manual of the APA (see rubric).

**Attendance and class participation (10%):** Because of the importance of lecture and discussion in the total learning experience, students are encouraged to both attend and participate in this course regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of behavior will reflect the professional attitude implied in the course goals. If you miss a course session then you must notify the instructor (preferably in advance) and you'll be responsible for completing all assignments and readings for the next class.

As an additional form of class participation, students are expected to post weekly brief reflections on the assigned course readings. Students are encouraged to use these weekly reflections to raise questions and make connection between the course content and their own experiences. Reflections are to be posted on Blackboard by midnight on Sunday prior to class. Students may miss two reflections without penalty.

- **Grading**

Students' final grade for this class will be based on the following:

A+	= 98 – 100%
A	= 93 – 97.99%
A -	= 90 – 92.99%
B+	= 88 – 89.99%

B = 83 – 87.99%

B- = 80 – 82.99%

C = 70 – 79.99%

F = <70%

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignments. As a graduate student, it is expected that all your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue.

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

### Class Schedule

Dates	Topics	Readings and Assignments Due
1/24	Introductions Overview of Syllabus & Blackboard (BB) Overview of lifespan approach Theories of human development	Ch. 1 & 2
1/31	First three years: Physical & Cognitive Development Library searching techniques	Ch. 4 & 5 Skim: zero to three website: <a href="https://www.zerotothree.org">https://www.zerotothree.org</a>
2/7	First three years: Psychosocial development Early Childhood: Physical & Cognitive	Ch. 6 & 7 Skim SRCD website: <a href="https://www.srcd.org">https://www.srcd.org</a> Read: Rogoff (2016) Culture and participation article. GMU on-line resource.
2/14	Literature review guidelines Early Childhood: Psychosocial	Ch. 8 Skim NAEYC website: <a href="https://www.naeyc.org">https://www.naeyc.org</a> <b><i>Submit literature review topic</i></b>
2/21	Middle Childhood: Physical & Cognitive	Ch. 9 <b><i>Infancy/toddlerhood/early childhood personal reflection due</i></b>
2/28	Middle Childhood: Psychosocial	Ch. 10 Ochs et al., 2001 (on Bb) <b><i>Infancy/Toddlerhood/Early Childhood Module 1 due</i></b>

3/7	Adolescence: Physical & Cognitive	Ch. 11 <i>Middle Childhood Personal Reflection due</i>
3/14	Spring Break- No Classes	
3/21	Adolescence: Psychosocial	Ch. 12 Suarez-Orosco et al. (2010) <i>Middle Childhood Module 2 due</i>
3/28	Young Adult: Physical & Cognitive	Ch. 13 <i>Adolescence Personal Reflection due</i>
4/4	Young Adult: Psychosocial <u>Workshop</u> : Outline Review	Ch. 14 <i>Adolescence Module 3 due</i>
4/11	Middle Adulthood: Physical and Cognitive	Ch.15 <i>Annotated Bibliography due</i>
4/18	Middle Adulthood: Psychosocial	Ch. 16 <b>Bring outline for the literature review to class for workshop</b>
4/25	Late Adulthood: Physical and Cognitive	Ch. 17 & 18 <i>Adulthood Personal Reflection due</i>
5/2	Late Adulthood: Psychosocial Death and Bereavement	Ch. 19 <i>Adulthood Module due</i>
5/9	Reading Days- No Class	
5/16	Finals Week- No Class	<b>Final Literature Review paper due – submit under assessments tab on BB by 5/16 midnight</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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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 <https://cehd.gmu.edu/students/>.

<b>ASSESSMENT RUBRIC FOR Review of the Literature</b>	<b>Excellent (30 points possible on Rubric)</b>	<b>Adequate</b>	<b>Needs Significant Changes</b>
<b>Peer-Reviewed Research</b>	Contains references to 10 or more empirical studies. Includes a methods section describing search strategies and inclusion criteria (5)	Contains references to 8-9 studies (4)	Does not include at least 7 peer reviewed studies (1-3)
<b>APA Style</b>	No significant errors (3)	Contains few significant errors in style, reader can still interpret and appreciate the content of the paper (2)	Paper does not adhere to APA-Style format (1)
<b>Abstract</b>	Conveys clearly and sequentially the content of paper (5)	Gives a general overview of paper topic, but no sequential elaboration of contents (4)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (3)
<b>Discussion of the Literature</b>	Insightful, and critical; clearly written, technical terms are well- defined, does not overly rely on quotes from papers or includes them strategically. (5)	Clearly written, most technical terms are defined, author includes lengthy quotes from papers, but less analytical or insightful (4)	Over reliance on quotations, little evidence of student's own analysis or synthesis of the topic (3)
<b>Writing</b>	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (4)	Paper adequately conveys the main points of the topic (3)	Errors in style format make it difficult to appreciate the content of this paper (1-2)
<b>Technical Merit</b>	Contains NO major misspellings nor repetitive grammatical	Contains few major misspellings or repetitive grammatical	Contains major misspellings and repetitive grammatical

	mistakes (3)	mistakes (2)	mistakes (1)
<b>Interpretations</b>	Insightful, original synthesis, goes beyond the scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Discussion mostly summarizes the main points of the literature to support conclusions (3)

### References and Resources:

- Bornstein & Lamb (Eds.) (2015). *Developmental science*. Psychology Press. [Advanced textbook resource; supplement for potential sources for literature review and topics]
- Ochs, E., Kremer-Sadlik, T., Solomon, O., & Sirota, K. G. (2001). Inclusion as social practice: Views of children with autism. *Social Development, 10*(3), 399-419. <https://doi.org/10.1111/1467-9507.00172>
- Rogoff, B. (2016). Culture and participation: a paradigm shift. *Current Opinion in Psychology, 8*, 182–189. <https://doi.org/10.1016/j.copsy.2015.12.002>
- Suárez-Orozco, C., Gaytán, F. X., Bang, H. J., Pakes, J., O'connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology, 46*(3), 602-618. <https://doi.org/10.1037/a0018201>