



**College of Education and Human Development**  
**Teaching Culturally and Linguistically Diverse and**  
**Exceptional Learners**

**EDCI 580 SYLLABUS**

*HUMAN DEVELOPMENT AND LEARNING*

3 CREDITS, SPRING 2022

CRN: 20140

ASYNCHRONOUS ONLINE

**Instructor:** April Mattix Foster

**Office Hours:** Office Hours will be offered by appointment. Please contact your Instructor using the contact methods above to set up an appointment date/time. Office Hours will be accessed virtually through the Office Hours Link on Blackboard (i.e., Blackboard Collaborate). Virtual office hours are held in order to provide opportunities for you to ask one-on-one questions of your Instructor as needed. Office hours can be used to discuss anything related to the course, including assignments and projects. Please review the [Blackboard Collaborate](#) support documentation for further information.

**Contact:** Office: Thompson Hall, 2600

Phone: 703.993.4007

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**COURSE INFORMATION**

**PREREQUISITES/COREQUISITES**

N/A

**UNIVERSITY CATALOG COURSE DESCRIPTION**

Examines overarching principles and theories of human growth and development. Explores the various domains of development – physical, cognitive, language, social/emotional, and moral – through the major theories of educational psychology. Explores how students learn and are motivated to learn.

**COURSE OVERVIEW**

This course provides a foundation for TESOL professionals in all EAL/EFL/ESL contexts to develop an understanding of human development and knowledge of how development impacts how students learn. Candidates will explore the various domains of development – physical, cognitive, language, social/emotional, and moral – through the major theories and theorists of educational psychology. Candidates will also examine learning and learning theory, exploring how students learn and process learning, as well as the ways in which students are motivated to learn.

## 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.

**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.**

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## 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 and supported operation systems on different devices see:
  - [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 may need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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](#)
  - [Windows Media Player](#)
  - [Apple Quick Time Player](#)

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## 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 3 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 **Course Schedule**. 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 insure accessibility must be registered with George Mason University Disability Services.

## COURSE LEARNER OBJECTIVES

This course is designed to enable the students to do the following:

1. Explain the typical developmental characteristics of children, adolescents, and adults.
2. Explore the impact of cultural and linguistic diversity on learning.
3. State the principles of learning theory and relate the principles to teaching strategies.
4. Understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education.
5. Identify research and web-based educational resources across the various domains of development.

## PROFESSIONAL STANDARDS

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards; TESOL Standards for ESL/EFL Teachers of Adults Framework

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

*Initial TESOL Pre-K-12 Teacher Preparation Programs Standards:*

- **Standard 2: ELLs in the Sociocultural Context:** Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.
  - 2a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.
  - 2b. Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.
  - 2c. Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

- **Standard 5 Professionalism and Leadership:** Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.
  - 5c. Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

*TESOL Standards for ESL/EFL Teachers of Adults Framework:*

- **Domain: Identity and Context**
  - Standard 4: Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.
- **Domain: Learning**
  - Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.
- **Domain: Commitment and Professionalism**
  - Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

## COURSE MATERIALS

### REQUIRED TEXTBOOK

Ormrod, J.E., Jones, B. (2018). *Essentials of educational psychology: Big ideas to guide effective Teaching* (5th edition). Upper Saddle River, NJ: Pearson.

### RECOMMENDED BOOKS:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## COURSE PERFORMANCE EVALUATION

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

### ASSIGNMENTS AND/OR EXAMINATIONS

Assignments	Grade %
Informed Participation	25%
Influences on Learning Presentation <i>TESOL/CAEP 2a, 2b, 2c;</i> <i>TESOL Adult Standards 4, 6, and 8</i>	20%
Dispositions of an Educator <i>TESOL/CAEP 5c;</i> <i>TESOL Adult Standards 8</i>	20%
Learner Profile Performance-Based Assessment (PBA) <i>TESOL/CAEP 2a, 2b, 2c;</i> <i>TESOL Adult Standards 4 and 6</i>	35%
Total	100%

## GRADING

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	Course Grades	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements.
A	94-99	4.00	Represents mastery of the subject through effort beyond basic requirements.
A-	90-93	3.67	Represents mastery of the subject through effort beyond basic requirements.
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	Reflects an understanding of and the ability to apply theories and principles at a basic level.
C	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.
F	<70	0.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.

For more details, see the [University Catalog](#).

## DETAILED DESCRIPTIONS OF ASSIGNMENTS

Specific details about each of the graded assignments can be found on the course site. Your completed assignments should be submitted via Blackboard.

## INFORMED PARTICIPATION

Class participation is evidenced by thoughtful, thorough completion of **all activities** in the Weekly Modules. Your discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge is important to your understandings, **demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a reflective practitioner is expected and necessary for earning full participation points**. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their teaching practice in diverse, inclusive classrooms.

## DISPOSITIONS OF A CAREER EDUCATOR

This assignment requires you to consider **professional performance criteria for educators**. To do this, you will write a 4-5-page, double spaced, **reflective essay** identifying **your** teaching philosophy, professional strengths and areas for development with respect to the GMU Dispositions of a Career Educator.

**IMPORTANT:** This is a paper of how you would teach and an examination of what you believe your strengths or weaknesses are/will be with respect to the Dispositions of a Career Educator. These strengths and weaknesses should be *clarified and substantiated with sufficient evidence*. Further details, the GMU Dispositions of a Career Educator, and the assignment rubric are available on Blackboard.

## INFLUENCES ON LEARNING PRESENTATION

This project is designed to increase your knowledge about various factors that influence students and their ability to engage in learning. The concept (*or influence*) you choose should help you work more effectively with students and should be related to topics in the course. Examples of topics include: the importance of play in early childhood, gifted and talented students, mobility/transition, cultural influences on teaching/learning, etc.

Each student will utilize a multimedia tool (Prezi, iMovie, PowerPoint, etc.) to design a presentation on the selected topic. **The presentation should have a script that is audio recorded with the presentation**. Presentations will be shared with the entire class online. The goal of the presentation is to teach your fellow classmates about this specific topic, and the presentation should be viewed as one that could be presented in a professional development session for other educators.

To gather your data, review several sources. Two to three of your sources should come from *traditional references* such as referred journals or books. You may use the Internet as a source of information, but you will need to evaluate the quality of the information you find and reference it properly. Read and review what you have found, then select a *minimum of five sources* for your presentation of the key findings on the topic. **In addition**, supply at least five on-line resources that your colleagues can draw upon to find further resources and information about your topic.

**Please note the presentation is not necessarily a summary of the topic, rather it should identify information that will be helpful to you as an educator.** Further details and the assignment rubric are provided on Blackboard.

## LEARNER PROFILE (PERFORMANCE-BASED ASSESSMENT)

The Performance-Based Assessment for this course is a Learner Profile in which you will use what you have learned about development and learning to create a profile of one student. This case study is a rich portrait of a student that you observed. It is based on your written observations, interactions with the student and includes general descriptive information about family, community, and cultural context. The purpose is to help you learn how to observe students and collect data systematically so that you gain insight into development and learning. Observations are foundational to assessment and in your teaching may be used to adjust curriculum and plan learning opportunities to meet student's individual needs. These skills will enable you to assess students and plan developmentally and culturally appropriate learning experiences for them.

All data collected should have a purpose in mind. For example, asking yourself, "what do I hope to learn from my observations?" or "how will I use the information I have learned?" help to establish purpose. Data can be collected through a variety of means: lesson plans, narratives, time/event sampling, anecdotal records, review of academic records, teacher or parent interviews, student interviews, checklists, observations, or student work products. It is not necessary to use all of these means to collect data during your study however it is very important to use a *variety of means, over time, to collect your evidence.*

*If you are not currently a teacher and are completing this in a K-12 school, be sure to get permission from teachers or parents for activities in which you are an active participant and collecting data.* Most schools will allow you to collect general information about a student as a normal part of your field experience. In some schools, you will need specific permission both from a supervisor, your teacher and/or parents. Be sure to obtain any needed permissions before you begin. If you are a practicing professional follow the guidelines in your school policies.

*All reports must use pseudonyms (fictitious names) to protect the confidentiality of the student and setting.* Your final report will be given directly to your instructor; no copies should be distributed or disseminated. Remember you are learning how to observe and make sense of those observations – you need to be cautious in your interpretations and discuss your findings with your instructor for clarification.

Each case study will include the following:

1. Description of the student
2. Summary of the student's socio-cultural context (family, school, community, language,
3. socio-economic status, ethnicity)
4. Summary of the student's capability in each of the developmental areas supported by specific examples from your observations/teaching/interviews/interactions with the student
5. Description of the student's learning preferences
6. Description of teaching implications for the student
7. Reflection of what you've learned by doing a case study describing your experience

Your observations, lessons taught, interviews and other field notes constitute the data for your case study. Your knowledge of course material (e.g. child/adolescent development theory and research, adult learning theory, the influence of family, community, culture and school on development) should be woven throughout to provide research/theoretical support for your analysis.

**Support your analysis and conclusions with specific examples from your observations, field notes, lessons, student products, parent/teacher/student interviews, etc. Do not send all of your evidence, just those samples that support the statements in your analysis. Do not rely on a single source of data (e.g. observational) to support your analysis - you must demonstrate the use of multiple methods to collect your evidence.**

The paper should be written in narrative form, single-sided, double-spaced, and between 12 to 15 pages in length. Use APA formatting. Attach samples of your ethnographic records, anecdotal observations, interviews, work samples, etc. as a appendices.

## OTHER REQUIREMENTS

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### ATTENDANCE POLICY

Students are expected to participate in all learning activities within each weekly module. Not participating in all learning activities within each weekly module will be reflected with a zero for the week and as an absence. Students with one or more absences will not receive credit for the course.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and learning activities to do. You are expected to participate in the class discussions and learning activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course.

### FIELD EXPERIENCE

Field experience in settings that serve language learners are important opportunities for connecting learning to real-world experience. All Performance-Based Assessments (PBAs) in this program will require some field experience to apply new knowledge to an educational context. Expect to spend about 15 hours of fieldwork per course. Candidates will be responsible for locating appropriate settings for field experiences.

## GMU POLICIES

### CORE VALUE 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: [Core Values](#).

### GMU POLICIES AND RESOURCES FOR STUDENTS

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#### POLICIES

- Students are expected to be familiar with the [policies and procedures](#) of the University and the College of Education and Human Development.
- Students must adhere to the guidelines of the [Mason Honor Code](#).
- Students must follow the university policy for [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.

### 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 [Blackboard Instructional Technology Support for Students](#).
- For information on student support resources on campus, see [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](#).