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

ELED 543-003: Children, Family, Culture and Schools, Ages 4-12
3 Credits, Fall 2024 (August 26 – December 9)
Mondays – 10:30 am – 1:10 pm (Hybrid)
TBD – Other Asynchronous Requirements

Professor Name:	Dr. Elizabeth (Betsy) Levine Brown
Office Hours:	Virtual, by appointment (please use Mason email to arrange)
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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.**

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

    <u>Standard 1:</u> 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.

    <u>Standard 2:</u> 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.

    <u>Standard 10:</u> 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 synchronous online class sessions as well as several group and asynchronous activities. We will use Blackboard Learning Management system (LMS) housed in the MyMason portal, Google Drive, and Zoom (see "Class Schedule" for details). Class formats vary and may include mini-lessons, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities. Each week, asynchronous activities should be completed prior to our class meetings. A detailed schedule is included in the "Class Schedule" section below. The course requires 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.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Participation in an online class session requires your undivided attention.

Technical Requirements

To participate in this course, students will need to satisfy the following requirements:

1. 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
   Canvas supported browsers: [https://guides.instructure.com/a/720329]](https://guides.instructure.com/a/720329)

2. To get a list of supported operating systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and the course LMS, as these are the official methods of communication for this course.
4. Students will need speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools (eg., Zoom).
5. 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.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
    o **Adobe Acrobat Reader: https://get.adobe.com/reader/**
    o **Windows Media Player:** https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    o **Apple Quick Time Player: www.apple.com/quicktime/download/**

Expectations
1. Course Week: Our course week will end on the day that our class meetings take place as indicated on the "Class Schedule."
2. Log-in Frequency: Students must **actively check the LMS course site and their GMU email** for communications from the instructor, class discussions, and/or access to course materials **3 times per week.** In addition, students must log in for all scheduled online synchronous meetings.
3. 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.
4. 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 College or University technical services.
5. 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.
6. 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.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, and the instructor will provide suggested dates/times.
8. 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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

COURSE TEXT

Required Texts ***These texts will be used across multiple courses in multiple semesters and/or internship.**

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Sage.

McDevitt, T. & Ormrod, J. (2020). *Child development and education. (7thed.).* Pearson.

Van Dernoot Lipsky, L. (2018). The age of overwhelm: Strategies for the long haul. Berrett Koehler Publishers. (*may get in audiobook*)

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

Attendance and Participation **(75 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.

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 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 are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

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.

Child Abuse Recognition and Intervention Training (CARI)
As a part of this course, you will complete the Child Abuse Recognition and Intervention Training (CARI) online modules required by the state of Virginia for licensure. You will submit a copy of your certificate to Blackboard to demonstrate completion of this task, which is worth 1 point of your final grade in the course.

Book Club Discussions and Reflection (50 points)
We will have weekly Book Clubs either in class or outside of class. In these book clubs you will have the following activities:
- Independent reading
- Group dialogue and shared responses to guided questions
- Specific activity engagement (connecting material from synchronous class discussions to practice; e.g., community mapping activity, reading reviews, etc)
- Independent reflection: Write a letter to yourself that you will open during a hard moment in your first year of teaching that will help to sustain you in this work.

Books clubs support a synthesis of our readings across this course and an opportunity to maximize your learning opportunities and application to practice.

Over the Semester

Community Mapping Activity (50 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 <u>one</u> 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.
- **Identify unique aspects to the school.** What are the unique programs of the school? What makes this school standout?

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.
- **Identify and 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.
- **Distinguish course readings and discussions that explain the uniqueness of this school.** Cite and discuss readings from ELED 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.

Applied Developmental Scenario (50 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 (which will be provided in class).

As you review and explain aspects of each scenario you should consider the following as a part of each paragraph's discussion.

- **Highlight** the ecological and 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?

- **Integrate and analyze** the course readings to explain the relevance of the ecological and 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.

- **Reflect** 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, you will want to use the resources provided in class (e.g., observation journals, debriefing conversations, mentor teacher dialogues, community mapping presentation materials, literature circles) as useful guides to thinking about the scenario.

You will complete your response to the one scenario you choose in 5-6 double-spaced pages. 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.

The scenarios and rubric used to evaluate this assignment will be provided in class.

2. **Assignment Expectations, Points and Grading**

==Assignment Expectations==
All assignments are to be submitted **by 9:00 AM on 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 late work will results in 0 points.**

Assignments should be saved with your Last Name and Assignment Title (e.g., ==Brown_Applied Developmental Scenario==). All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial) and in WORD. APA (7th) format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource. http://owl.english.purdue.edu/owl/resource/560/01/. *Please note that assignments submitted in PDF format will not be accepted.*

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

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

==Assignment Points and Due Dates==

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5	Attendance and Participation	75 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Book Clubs Discussions and Reflection	50 Points	Discussions - Across the Semester Independent Reflection – December 2nd
1, 2, 3, 4, 5, 6, 7, 8	Community Mapping Activity	50 points	November 11th
1, 2, 3, 4, 5	Applied Developmental Scenario	25 points	December 6th by 12pm
		200 points	

==Attendance==

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation."

If you must be absent from class, inform the instructor 24 hours prior to the start of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions 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 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

AI Statement
AI guidelines from the Stearns Center and sample statement for consideration:
https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

Field Accommodations
If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: https://ds.gmu.edu/field-placement/.

Field work is required for this class. Failure to complete the total number of assigned hours will result in a failing grade.

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

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.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

CEHD Commitments
The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

Diversity and Inclusion Statement
The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

GMU POLICIES AND RESOURCES FOR STUDENTS

GMU Policies and Resources for Students
Policies
- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
  - Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
  - TimelyCare: https://caps.gmu.edu/timelycare-services/
  - Writing Center: https://writingcenter.gmu.edu/

- For additional information on the College of Education and Human Development's Student Success Resources, please visit: https://cehd.gmu.edu/students/.

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.

CLASS SCHEDULE

		WEEK 1 (May 13 – May 19)	
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
Monday, August 29th ***GMU ZOOM***	Getting to know each other! Getting ready for class! • Review syllabus • Review Blackboard site • Complete Student Information form • Complete readings for class • Complete name tag – google slide How does child development and psychology pertain to my work as an elementary teacher and making a difference in the lives of children?	**Reading Uploaded to Blackboard** Wheatley (2002), Willing to Be Disturbed **Text:** Hammond (2015), Ch. 1: Climbing out of the gap – Supporting dependent learners to become independent thinkers McDevitt & Ormrod (2020), Ch. 1: Introduction to Child Development (pp. 1-16 only)	
	Monday, September 2 – NO CLASS – Labor Day Van Dernoot Lipsky (2018), Introduction and Chapter 1		Book Club Discussion **OUTSIDE** CLASS - Van Dernoot Lipsky (2018) use guiding questions & discussion post CARI Training (upload certificate and print/save for your records) **Book Club Working Agreements due by 5:00pm**

Monday, September 9th *F2F*	Building our community! Why is the ecological model of development relevant for schools, teaching and student learning?	**Text:** Hammond (2015), Ch. 2: What's culture got to do with it? – Understanding the deep roots of culture **Reading Uploaded to Blackboard** Bronfenbrenner (1994) – read directions posted to know what sections of the article to read (skip section 4) A closer look at the Ecological Model graphic Ecological Model Handout	Read and review Applied Developmental Scenarios – identify ADS Scenario of focus Confirm Field Placement Complete ADS Template Work on Community Mapping Activity
Monday, September 16th *GMU ZOOM*	How are multi-tiered system supports ecologically situated within elementary schools? How are those MTSS supports informing child development? How do we engage in developmental observations?	**Text** Van Dernoot Lipsky (2018), Chapter 2 **Reading Uploaded to Blackboard** Observation, Recording and Reporting Children's Development – chapter 5	Book Club Discussion **IN CLASS** - Van Dernoot Lipsky (2018) review guiding questions
Monday, September 23rd *GMU ZOOM*	What is culture? How may our personal biases of culture influence our teaching?	**Text** Van Dernoot Lipsky (2018), Chapter 3 Hammond (2015), Ch. 4: Preparing to become a culturally responsive practitioner McDevitt & Ormrod (2020), Ch. 3: Family, Culture, and Society (pp. 63-74 only) **Readings Uploaded to Blackboard** Ladson-Billings (1995), But that's just good teaching! The case for culturally relevant pedagogy	Book Club Discussion **IN CLASS** - Van Dernoot Lipsky (2018) review guiding questions Complete ADS Template Work on Community Mapping Activity
Monday, September 30th	Community Mapping Group Conferences		Community Mapping Part 1 drafted

GMU ZOOM			
Monday, October 7th **F2F**	Who are our home-school partners? What does it mean to engage families?	**Text:** OPTIONAL: McDevitt & Ormrod (2020), Ch. 3: Family, Culture, and Society (pp. 82-107 only) Van Dernoot Lipsky (2018), Chapter 4 **Reading Uploaded to Blackboard** Family Engagement and the Responsive Educator Teacher as Family Communication Facilitator OPTIONAL: Faber (2015), Connecting with students and families through home visits OPTIONAL: McKnight et al. (2017), Mindset shifts and parent teacher home visits (read Executive Summary, pp. vii-x AND report on pp. 1-40) **In Class:** *JIGSAW:* Halgunseth et al. (2009) Family engagement, diverse families, and early childhood education programs: An integrated review of the literature	Book Club Discussion **OUTSIDE** CLASS - Van Dernoot Lipsky (2018) use guiding questions & discussion post Complete ADS Template Work on Community Mapping Activity
Monday, October 14th **GMU ZOOM**	How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?	**Text** McDevitt & Ormrod (2020), Ch. 11: Emotional development McDevitt & Ormrod (2020), Ch. 12: Self and social understandings McDevitt & Ormrod (2020), Ch. 14: Moral development	Complete ADS Template Work on Community Mapping Activity

		Readings Uploaded to Blackboard Video: What is the CASEL framework? CASEL's interactive wheel Positivity Project resources	
Monday, October 21st <mark>*GMU ZOOM*</mark>	How does the brain influence physical development and learning? Community Mapping Group Conferences	**Text** Hammond (2015), Ch. 3: This is your brain on culture – Understanding how culture programs the brain McDevitt & Ormrod (2020), Ch. 5: Physical Development (pp. 149-170 and 175-179 only) Van Dernoot Lipsky (2018), Chapter 5 **Readings Uploaded to Blackboard** JIGSAW: Jensen (2005), Ch. 2: Preparing the brain for school Jensen (2005), Ch. 4: Movement and learning Jensen (2005), Ch. 6: Physical environments	Book Club Discussion **IN CLASS** - Van Dernoot Lipsky (2018) review guiding questions Complete ADS Template Community Mapping Part 1 feedback reviewed, and Part 2 drafted
Monday, October 28th <mark>*GMU ZOOM*</mark>	What theories of cognitive development influence how we teach elementary students? How can a teacher create a "brain-friendly" classroom?	**Text** Van Dernoot Lipsky (2018), Chapter 6 Hammond (2015), Ch. 8: Information processing to build intellective capacity – Growing brain power through elaboration McDevitt & Ormrod (2020), Ch. 6: Cognitive development – Piaget and Vygotsky	Book Club Discussion **IN CLASS** - Van Dernoot Lipsky (2018) review guiding questions Complete ADS Template
Monday, November 4th <mark style="background-color:#00FF00">*Asynchronous*</mark>	What do elementary teachers need to know to support students with mental health needs?	Online Modules <mark style="background-color:#00FF00">[YOU CAN WORK AHEAD ON THESE!]</mark> **Text**	**School Mental Health Module Certificates**

		Van Dernoot Lipsky (2018), Chapter 7	Book Club Discussion **OUTSIDE** CLASS - Van Dernoot Lipsky (2018) use guiding questions & discussion post
Monday, November 11th <mark>*F2F*</mark>		**Community Mapping Presentations**	
Monday, November 18th *GMU ZOOM*	How will you motivate students? What impact does teacher and student mindset have on developing student potential?	**Text** Hammond (2015), Ch. 7: Shifting academic mindset in the learning partnership McDevitt & Ormrod (2020), Ch. 13: Self-regulation and motivation Van Dernoot Lipsky (2018), Chapter 8 **Readings Uploaded to Blackboard** Dweck (2015), Carol Dweck revisits "growth mindset" Videos: 5-minute film festival – 5 videos to explore growth mindset	Book Club Discussion **IN CLASS** - Van Dernoot Lipsky (2018) review guiding questions Complete ADS Template
Monday, November 25th *GMU ZOOM*	How does your knowledge of development apply to working with children who experience trauma? How can teachers create trauma-sensitive classrooms?	**Readings Uploaded to Blackboard (Assigned by Book Club)** Helping Students in an age of Terrorism Helping Elementary Age Children Cope Post-traumatic stress disorder in Children: What Elem Teachers Should Know NPR: To head off traumas legacy: Start young Gorski (2020), How trauma-informed are we, really? Keels (2020), Building racial equity through trauma-responsive discipline	Complete ADS Template

		Minahan (2019), Trauma-informed teaching strategies Souers & Hall (2016), Names, Labels, and the Need for Control Souers & Hall (2016), Grace Zacarian et al. (2020), Meeting student trauma with an asset-based approach	
Monday, December 2nd <mark>GMU ZOOM</mark>	Wrap Up & Course Evaluations ADS Conferences	**Text** Van Dernoot Lipsky (2018), Conclusion	Van Dernoot Lipsky (2018) Book Independent Club Reflection Complete ADS Template
Friday, December 6th			<mark>**Applied Developmental Scenarios due by 12:00pm**</mark>

Common Policies Affecting All Courses at George Mason University
Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see Catalog Policy AP.2.5).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.

- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.

- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is outlined in the university's procedures. Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit https://ds.gmu.edu/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The Family Educational Rights and Privacy Act (FERPA) governs the disclosure of education records for eligible students and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence. Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy (SSAC), Counseling and Psychological Services (CAPS), Student Health Services (SHS), and/or the Office of the University Ombudsperson.