ECED 401 Developmental Pathways of Diverse Learners, Birth-Adolescence (3:3:0)
Spring 2012
Hybrid Course
Eleven Modules On-Line
1-28-12 and 4-28-12, 10:00am to 4:00pm, Thompson Hall, Room 1018

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Course Description

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

Nature of Course Delivery

This hybrid course utilizes face-to-face and distance education (on blackboard) requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in enactment activities, critical reflection and small-group discussions. Specifications for computer needs are on the course blackboard site.

Learner Outcomes

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

- Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, and ability diverse children and their families.
- Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
- Examine typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
- Examine the demographic, historical**,** social, economic, immigration and political issues affecting linguistically and culturally diverse young children and families
- Observe and describe overall development in the social and emotional domains as well as physical and cognitive as it occurs in natural environments and through play.
- Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental risk and atypical development across the physical, cognitive,

social, and emotional domains.
- Discuss the etiology of major disabilities as well as giftedness.
- Develop culturally and linguistically appropriate resources to use with diverse families and their children.
- Examine culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
- Explain the affect of child abuse and neglect on development.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Lightfoot, C., Cole, M., & Cole. S. (2009). *The Development of Children 6th Edition*. New York, NY: Worth Publishers.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

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.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. 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, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. 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. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else' s work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)

2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria (based on 180 point scale)

A = 171-180	A- = 162-170	B+ = 156-161	B = 149-155
B- = 144-148	C = 126-143	D = 108-125	F = < 108

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

All CEHD 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. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that MUST be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

Understanding and Integrating Developmental Pathways Case Studies Analysis (30 points)

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Points Associated with Each Course Module (10 points per module; 150 points for modules combined)
Course points are associated with subcomponents of modules.
These subcomponents and associated points are:
Read Chapter (1 point)
Watch Module (1 point)
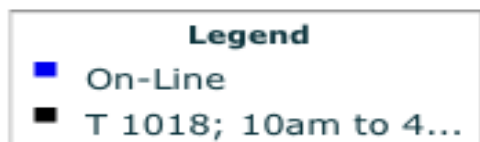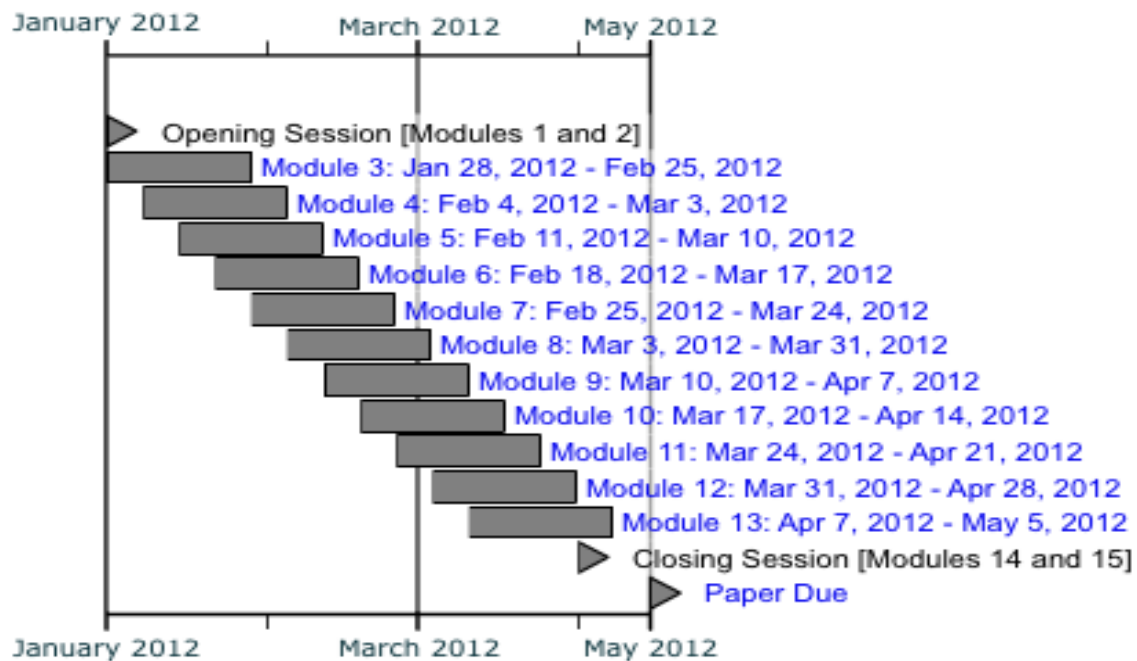Application Activity (1.5 points)
Module Quiz (2.5 points)
Reflection Journal Entry (1.5 points)
Network Discussion Board (2.5 points)

Course Topics and Schedule

Module 1. The Study of Human Development
Module 2. Biocultural Foundations
Module 3. Prenatal Development and Birth
Module 4. The First Three Months
Module 5. Physical and Cognitive Development in Infancy
Module 6. Social and Emotional Development in Infancy
Module 7. Language Acquisition
Module 8. Physical and Cognitive Development in Early Childhood
Module 9. Social and Emotional Development in Early Childhood
Module 10. Contexts of Development
Module 11. Physical and Cognitive Development in Middle Childhood
Module 12. School as a Context for Development
Module 13. Social and Emotional Development in Middle Childhood
Module 14. Physical and Cognitive Development in Adolescence
Module 15. Social and Emotional Development in Adolescence

Developmental Pathways Spring 2012

	January 2012	March 2012	May 2012
Opening Session [Modules 1 and 2]			
Module 3: Jan 28, 2012 - Feb 25, 2012			
Module 4: Feb 4, 2012 - Mar 3, 2012			
Module 5: Feb 11, 2012 - Mar 10, 2012			
Module 6: Feb 18, 2012 - Mar 17, 2012			
Module 7: Feb 25, 2012 - Mar 24, 2012			
Module 8: Mar 3, 2012 - Mar 31, 2012			
Module 9: Mar 10, 2012 - Apr 7, 2012			
Module 10: Mar 17, 2012 - Apr 14, 2012			
Module 11: Mar 24, 2012 - Apr 21, 2012			
Module 12: Mar 31, 2012 - Apr 28, 2012			
Module 13: Apr 7, 2012 - May 5, 2012			
Closing Session [Modules 14 and 15]			
Paper Due			

January 2012   March 2012   May 2012

Legend
■ On-Line
■ T 1018; 10am to 4...

Early Childhood Education PK-3 NCATE Assessment 2 Content Knowledge
Understanding and Integrating Developmental Pathways Case Studies Analysis

Early Childhood Education PK-3 NCATE Assessment 2 Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is in ECED 501 Developmental Pathways of Diverse Learners, Birth – Adolescence. This assessment shows evidence of meeting NAEYC Standard Elements 1a and 1b.

NAEYC Standard Elements Assessed
NAEYC 1a Knowing and understanding young children's characteristics and needs
NAEYC 1b Knowing and understanding the multiple influences on development and learning

Assessment Overview
In this assignment, students will focus on their knowledge of child development and learning and apply that knowledge to learners of focus across the age span of birth through adolescence. Students will do the following:

- View video recordings of children, birth through adolescence, from those provided via the internet

- Choose three video recordings that address different age ranges (video recording choices are presented in four age ranges, birth through toddler, early childhood, middle childhood, and adolescence)

- Use course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings

- Address the following areas of development: Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development

- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, choosing at least three theories to address

- Discuss how the theory/ theorist addresses the interactions between language and culture, choosing a focus child from the video and reflecting on the potential role of the child's community in terms of social, cultural, and economic impacts on development

- Reflect on their own personal views, assumptions, beliefs, and understandings about how children develop, relating these to what they saw in the video recording and discussing how they related that information to development and why they chose certain theories of focus

Students will respond to each of the following steps and questions for the Understanding and Integrating Developmental Pathways Case Studies Analysis.

Step One: Students will choose three video recordings to review and provide a brief explanation on why they chose to examine child development in light of these video recordings. Only one video recording per developmental level can be used. Below are the video recordings grouped by developmental level.[1]

Infant/Toddler
Special Quest Christopher's Story
http://www.youtube.com/watch?v=LEty6-c0cfQ

Early Childhood
Five-Year-Olds Pilot Their Own Project Learning
http://www.youtube.com/watch?v=_eyucHMifto

Middle Childhood
Success Spoken Here: Preparing Citizens of the World
http://www.youtube.com/watch?v=QXpruWdmwD8

Adolescence
Teaching Students to Work Together **http://www.youtube.com/watch?v=in_wHiw9hkY**

Grand Slam: Performance Poetry Engages Students
http://www.youtube.com/watch?v=D8eym-7jeo0

Step Two: Students will provide an explanation of the child (children's) unique characteristics and needs for each of the video recordings (*NAEYC 1a*). Students will do the following:
- Address Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development
- Specify relevant theories applicable to their description of development and briefly present the main assumptions of those theories
- Use at least three theories of human development and learning

Step Three: Students will elaborate on each of the theories presented in Step Two **(***NAEYC 1b*). For each of the theories, students will do the following:
- Elaborate on the theories presented in Step Two by providing the following:
    a. key tenets of the theory
    b. how the theory explains cultural differences that are apparent in development c) how the theory explains variation in development, including disabilities
    c. weaknesses and strengths of the theory
- Include class readings and specific examples of observations from the video recording that help to explain the theories

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[1] We expect the offering of video recordings to increase as we use this PBA and identify more. Clips need to be at least 5 minutes long.

Step Four: Students will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development (*NAEYC 1b*). Students will do the following:
- Demonstrate an understanding of how development manifests itself in young children from diverse backgrounds, including the multiple influences on young children's development and learning, including the following:
    a. family/community view of child/children's development, particularly their strengths
    b. the socio-cultural context (social, political, economic, historical, and personal family story) of the family and community
    c. how children's exceptional abilities interact with (a) and (b)

Step Five: Students will examine their own assumptions or practice (*NAEYC 1a*). Students will do the following:
- Reflect critically on their own assumptions, beliefs, and practices of human development of children and their families
- Discuss how these assumptions might impact their own observations, how one perceives various theories of human development, and how they are applied to professional practice

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
1a: Knowing and understanding young children's characteristics and needs	Provides a thorough delineation of stages/ milestones and theoretical perspectives of child development and an in-depth analysis of characteristics that includes compelling evidence supporting the understanding of development and meeting children's needs	Provides a clear delineation of stages/ milestones and theoretical perspectives of child development and analysis of characteristics that includes compelling evidence supporting the understanding of development and meeting children's needs	Provides a partial delineation of stages/milestones and theoretical perspectives of child development and no or minimal analysis of characteristics that includes compelling evidence supporting the understanding of development and meeting children's needs	Lacks clarity and thoroughness or doesn't address all domains of development and provides no analysis of characteristics of development and meeting children's needs
1b: Knowing and understanding the multiple influences on development and learning	Provides clear description of stages/ milestones and thorough analysis of the interaction of development, family and community culture and language, poverty status, and ability levels and specificity of the description of the interactions indicates exceptional understanding of development and its various pathways	Provides clear description of stages/ milestones and analysis of the interaction of development, family and community culture and language, poverty status, and ability levels	Provides partial and broad description of stages/ milestones and the interaction of development, family and community culture and language, poverty status, and ability levels	Lacks clarity and thoroughness or doesn't address the interaction of development, family and community culture and language, poverty status, and ability levels