

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 302.003 Human Growth and Development
3 Credits, Spring 2017
Tuesday, 4:30 – 7:10 pm
Nguyen Engineering Building 1107, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines human development through life span with special emphasis on cognitive, language, physical, social, and emotional development of children. Emphasizes contemporary theories of human development and their relevance to educational practice.

Notes: Requires school-based field experience during the course.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

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

1. Discuss the developmental stages of human development in terms of the cognitive, affective, and psychomotor domains and understand the key theories.
2. Examine and explain the contributions of heredity, environment, and child-rearing practices to the total development of the child.
3. Understand the development and/or the application of theories as they apply to the instruction of children and adults.
4. Explain how people learn through active exploration and multiple interactions with materials, other people, and the adults or leaders in their environment.
5. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

Berk, L. (2014). *Exploring lifespan development* (3rd ed.). Boston, MA: Allyn & Bacon. ISBN 10: 0205968961

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Supplemental materials will be posted on the Blackboard website.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Points
Attendance & Participation	15
Quizzes (5 quizzes of 8 points each)	40
Article Share	10
Brief Research Report	15
Field Experience Portfolio <i>Part 1: Pre-Observation Plan (1 point)</i> <i>Part 2: Post-Observation Record (2 points)</i> <i>Part 3: Report (12 points)</i> <i>Part 4: Presentation (5 points)</i>	20
TOTAL	100

- **Grading**

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82 C = 70 – 79
D = 60 – 69 F = < 60

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.

- **Assignments and/or Examinations**

Quizzes (40 points)

Students will complete five quizzes (8 points each) across the semester to demonstrate knowledge of central aspects of human development and developmental theories. Quizzes may include a combination of multiple-choice responses, short essays, and other test items.

Quiz 1	Theories, prenatal, birth & newborn (Chapters 1-3)
Quiz 2	Infancy & toddlerhood (Chapters 4-6)
Quiz 3	Early childhood & middle childhood (Chapters 7-10)
Quiz 4	Adolescence & early adulthood (Chapters 11-14)
Quiz 5	Middle adulthood, late adulthood, & death (15-19)

Article Share (10 points)

Students will select a journal article (not a news article) from a variety of topics provided by the instructor that is related to human growth and development. This activity will take place during predetermined class sessions. Three or four students will be responsible for presenting information and facilitating a reflective discussion with a small group of peers on a topic related to the selected developmental period.

For the assigned session, students must bring about 10 copies of a review sheet (no more than 1 page long; include article reference) that they produced to share with their classmates in a small group. The small group will respond by discussing the presentation, and each member will complete and submit a brief reflection about it (3 points [0.5 point x 6]). Presenting students will submit a copy of the journal article (1 point) and their review sheet (3 points) to Blackboard by midnight prior to their presentation (3 points). A sign-up form will be available for students to choose a session for their presentation and facilitation.

Brief Research Report (15 points)

This assignment allows students to pursue a topic of their choice and conduct some basic research on the topic. The topic can be anything they are interested in that relates to the content of the course.

Using the research skills demonstrated by the education librarian Anne Melville (adrisco2@gmu.edu) or by the instructor, students are to find at least three scholarly, (peer-reviewed) journal articles (including at least 1 empirical-research article) that cover their topic of interest that have been published in the past decade. Students are to submit electronic copies (no links) of the articles for instructor approval prior to writing the paper. The paper should include a literature review, synthesis, and reflection guided by the following questions:

- How is the topic situated in the field of lifespan development? Specifically,
 - What developmental period is emphasized?
 - What theoretical perspectives inform the research?
 - What developmental domains (social and emotional, cognitive, and /or physical) are emphasized?
- How is this information helpful for practitioners?
- How is this information relevant for the general population?

Students will cite current research from the course textbook, class discussions, and other course materials, which may be supplemented with other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list. The paper will be five to six double-spaced pages plus title and reference pages.

Field Experience Portfolio (20 points)

Students will compile a Field Experience Portfolio based on a 10-hour field observation in a school or alternative educational setting. Students should work through CEHD's field experience coordinator (fieldexp@gmu.edu) to find a site and/or register their site in the database. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online "Field Experience Request Form." On the form they will be asked to indicate how their placement will be arranged. **They should arrange their field experience with the field experience coordinator as soon as possible.** If this is a concern, please see the instructor immediately.

Part 1: Pre-Observation Plan (1 point)

Prior to the observation, students will submit a pre-observation plan that includes (a) information about the placement (e.g., school, age/grade level, teacher, etc.) and (b) a one-page, double-spaced reflection on what they expect to learn from engaging in this field experience.

Part 2: Post-Observation Record (2 points)

Students will submit a post-observation record that includes the following:

- a. A completed field experience documentation form signed by the teacher/supervisor,
- b. A log briefly describing the learning experiences observed during the observation period (e.g., 10/06/16 - 8:10 – 8:20 Morning Meeting, 8:20 – 9:20 Writing Workshop, 9:30 – 10:00 P.E. Volleyball).

Part 3: Report (12 points)

The final Field Experience Report should be one document that includes the following:

- a. A description of what was observed (lessons, activities, methods, materials, assessments, etc.) and how these things supported students' physical, cognitive, and social-emotional development;
- b. A discussion of relevant theories/concepts of development regarding how the students' physical, cognitive, and social-emotional needs were supported by the learning environment;
- c. An appendix of artifacts (e.g., field notes, pictures of learning environment, anonymous student work samples, etc.) that support observations captured during the field experience.

In the final report, students will cite current research from the course textbook, class discussions and other course materials, which may be supplemented by other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list. The full report should be four to five double-spaced pages plus separate title, reference, and appendix pages.

Part 4: Presentation (5 points)

Students will spend a significant portion of the semester observing and reflecting on their field experience. Because everyone's experience will be different, students can learn from each other. Students will present their experiences in their field placement to the class. Students may use PowerPoint or other materials to convey their presentation. Presentations will be approximately 5 minutes.

- **Other Requirements**

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Written Assignments

All formal written assignments 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 at <http://infoguides.gmu.edu/content.php?pid=39979>. 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Class	Topic	Assignments & Readings Due
#1: Jan. 24	Introductions and overview of course, Blackboard (BB), and field experience <u>History, Theory, and Research Strategies</u>	Chapter 1
#2: Jan. 31	<u>Biological & Environmental Foundations</u>	Chapter 2 Pre-observation Plan: Post to BB after receiving site assignment
#3: Feb. 7	<u>Prenatal, Birth, Newborn</u>	Chapter 3
#4: Feb. 14	<u>Infancy and Toddlerhood</u> Physical Development	Chapter 4 Quiz 1 (Ch. 1-3) 3 journal articles: Post to BB
#5: Feb. 21	<u>First Two Years of Life</u> Cognitive and Emotional Development	Chapters 5 and 6 Article share
#6: Feb. 28	<u>Early Childhood</u> Physical and Cognitive Development	Chapter 7 Article share Quiz 2 (Ch. 4-6)
#7: Mar. 7	<u>Early Childhood</u> Self and Emotional Development	Chapter 8 Article share
Mar. 14	<i>No Class – Spring Break</i>	
#8: Mar. 21	<u>Middle Childhood: Six to Eleven Years</u> Physical and Cognitive Development Social and Emotional Development	Chapters 9 & 10 Article share Brief research report: Post to BB
#9: Mar. 28	<u>Adolescence: The Transition to Adulthood</u> Physical and Cognitive Development Social and Emotional Development	Chapters 11 & 12 Article share Quiz 3 (Ch. 7-10)
#10: Apr. 4	<u>Early Adulthood</u> Physical and Cognitive Development Social and Emotional Development	Chapter 13 & 14 Article share
#11: Apr. 11	<u>Middle Adulthood</u> Physical and Cognitive Changes Emotional and Social Development	Chapters 15 & 16 Article share Quiz 4 (Ch. 11-14)
#12: Apr. 18	<u>Late Adulthood</u> Physical and Cognitive Development Social and Emotional Development	Chapters 17 & 18 Article share
#13: Apr. 25	<u>The End of Life</u>	Chapter 19 Early field experience presentations
#14: May 2	Field experience	Quiz 5 (Ch. 15-19) Post-observation record: Post to BB Field experience report: Post to BB Field experience presentations
May 9	<i>No Class – Reading Day</i>	
May 16	<i>No Class – Finals Week</i>	
May 19	Final grades posted	

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone

at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.