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

ECED 501 DL1 Developmental Pathways of Diverse Learners, Birth-Adolescence
3 Credits, Spring 2018
Fully Online

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview
Not Applicable

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. The course site will be available on January 22, 2018.

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.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 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: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

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 4 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 **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.
- 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.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. 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.
2. Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
3. Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
4. 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.
5. 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.
6. Discuss the etiology of major disabilities as well as giftedness.
7. Select culturally and linguistically appropriate resources to use with diverse families and their children.
8. Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
9. Explain the effects of child abuse and neglect on development.

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:

CEC Standard Elements
CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

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

Required Texts
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978143380562
Lightfoot, C., Cole, M., & Cole. S. (2013). *The development of children* (7th ed.). New York, NY: Worth. ISBN: 9781429243285

This course also requires reading published journal articles on human development. Example journals include the following: *Early Education and Development*, *Child Development*, and *Human Development*. These and other journals are available on the Mason library 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	Due Date	Points
Attendance and Participation	Ongoing	15
Developmental Theory Paper	February 12	10
Case Studies Analysis Paper • Infant/Toddler • Preschool • Early Elementary • Full Case Studies Analysis uploaded to Tk20 on Bb	March 19 April 9 April 30 May 13	25 25 25
TOTAL		**100**

- **Assignments and/or Examinations**

Developmental Theory Presentation (10 points)
In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of a major developmental theory and associated theorists. Grand theories covered in the text include psychodynamic theories, behaviorist theories, Piaget's constructive theory, and Vygotsky's sociocultural theory. Modern theories covered include evolutionary theories, social learning theories, information-processing theories, and systems theories. Students will select one perspective and prepare a 15-minute presentation that includes at least the following:

- Important theorists within the particular paradigm
- Key tenets of the theory
- How theory explains cultural differences that are apparent in development
- How theory explains variation in development, including disabilities
- Weaknesses and strengths of theory
- The impact of the theory on education
- An interactive activity that highlights some aspect of the theory

Students will create a one-page handout (one copy for each student) summarizing or describing the seven elements of the presentation and including a reference list using APA format. The main source of information will be course textbooks; however, at least one other scholarly source should be consulted and cited.

Understanding and Integrating Developmental Pathways Case Studies Analysis (75 points)
This is Key Assessment 2 Content Knowledge: Understanding Development and Learning Case Studies Analysis that shows evidence of meeting CEC and NAEYC Standards. Students will submit the case studies analysis in three parts: (a) infant/toddler, (b) preschool, and (c) early

elementary. Students will consolidate the three case study analyses into one document and will submit the consolidated document to Tk20 through Blackboard. Final course grades will not be released until the consolidated document is uploaded. The assessment description and scoring rubric are attached. Each case study analysis is worth 25 points and requires the following parts:

- Part 1: Identifying Children's Unique Characteristics and Needs (12 points)
- Part 2: Describing Developmental Theories (6 points)
- Part 3: Multiple Influences on Young Children's Development (7 points)

- **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 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 evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> 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 website 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = <70
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures/.

Course Schedule

Class	Topics	Assignments & Readings Due
#1: Jan 22	Orientation & syllabus review The study of human development	Chapter 1
#2: Jan 29	Developmental theories Biocultural foundations	Chapter 2
#3: Feb 5	Prenatal development & birth	Chapter 3
#4: Feb 12	The first three months	Chapter 4 **Developmental Theory Paper Due 2/12**
#5. Feb 19	Infancy: Physical & cognitive development	Chapter 5
#6. Feb 26	Infancy: Social & emotional development	Chapter 6
#7. Mar 5	Cultural contexts of development	Chapter 10
Mar 12	*No Class – Spring Break*	
#8. Mar 19	Language acquisition	Chapter 7 **Due to Bb – CSA-1: Infant/Toddler 3/19**
#9. Mar 26	Early Childhood: Physical & cognitive development	Chapter 8
#10: Apr 2	Early Childhood: Social & emotional development	Chapter 9

#11: Apr 9	Middle Childhood: Physical & cognitive development	Chapter 11 **Due to Bb – CSA-2: Preschool 4/9**
#12: Apr 16	School as a context for development	Chapter 12
#13: Apr 23	Middle Childhood: Social & emotional development	Chapter 13
#14: Apr 30	Adolescence: Physical, cognitive, social, & emotional development	Chapters 14-15 **Due to Bb – CSA-3: Early Elementary 4/30**
May 7	**Due to Tk20 on Bb – Full CSA Paper**	Due May 13

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see 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/.

- For information on student support resources on campus, see
  https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

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