

**INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
EDUCATION 1630 A3**

WINTER 1994

Instructor: Ms. Ronnie Abraham
Office: C210
Phone: 539-2089

Office Hours: MWF 10:00 - 11:00 a.m. and by appointment

Required Textbooks:

Lefrancois, G. R. (1992). Of children 7th ed. Belmont, CA: Wadsworth.

Cauley, K. M., Linder, F., & McMillan, J. H. (1993). Annual editions: Educational Psychology 93/94. Dushkin Pub: Guildford, CT.

Recommended Text:

Semb, G. B., & Merkel, T. (1992). Study guide for Of Children.

General Course Description:

Introduction to Educational Psychology provides students with a general introduction to human growth and development during childhood. The course will be divided into three units: Basic themes and processes in development, cognitive aspects of development, and socialization of the child. The seminars will aid students in making specific applications of course material to classroom instruction and the study of children.

Course Requirements

Test 1	15%	Feb 4	Chap 1, 68-84, 3 + supplemental readings
Test 2	20%	Mar 18	Chap 7,9,11 + supplemental readings
Final Exam	30%	TBA	Chap 1-3, 7-12 + supplemental readings
Case Study	15%	April 1	
Group Project	10%	as assigned in seminar	
Seminar Assign 1	2 @ 5% = 10%		-- as assigned in seminar
Seminar Assign 2			
Seminar Assign 3			
Total	100 %		

Late assignments and make-up tests

Permission to write a test or submit an assignment on other than the assigned date will typically be granted for compassionate or medical reasons only when notice is received prior to the due date.

Attendance

Although there is no formal attendance policy for this class, students are strongly encouraged to make class attendance a priority.

Grading System

Final grades will be assigned on a nine-point scale:

<u>Grade</u>	<u>% Equivalent</u>	<u>Designation</u>
9	90-100	
8	80-90	Excellent

7	72-79	
6	65-71	Good

5	57-64	
4	50-56	Pass

3	45-49	
2	26-44	
1	0-25	Fail

Term Tests

Tests will be a combination of multiple choice, short answer questions, and essay questions based on textbook, seminar, and lecture material.

Final Examination

There will be a final examination during the April exam period. The final exam will have multiple choice items only.

Supplemental Readings and Bonus Questions

On each test and on the final examination there will be an opportunity to earn up to 5 bonus marks based on supplemental readings placed in the library. Supplemental readings will also be assigned for seminar sessions.

Seminar Assignments

These assignments are based on work we will complete during regularly scheduled seminar sessions. There will be three assignments but you need to complete only two written assignments based on laboratory work. If you complete all three, your best two marks will contribute to your course grade. You are encouraged to attend all three assignment sessions as seminar material may be examined on tests.

Group Project

A separate handout will describe this assignment in detail. You will be assigned to a group during your seminar period. Your group will prepare a short presentation and lead a discussion based on suggested topics. The objective of this assignment is to apply course material to events and information in society and the community.

Case Study

A separate handout will describe this assignment in detail. The case study is your opportunity to practice your observational and data collection skills, and to apply this information to the material we have discussed in class.

**TENTATIVE SCHEDULE FOR
INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
Winter 1994**

Jan	5	Introduction	
	7	What is the study of Child Development?	Chap 1
	10	History of the scientific study of children	
	12	Major Themes in Child Development	
	14	Methods in Child Development Research	
	17	Methods (con't)	
	19	Heredity and Behavioral Genetics	Chap 3
	21	Heredity and Behavioral Genetics (con't)	
	24	Heredity and Behavioral Genetics (con't)	
	26	How Children Learn	pg 68-84
	28	How Children Learn (con't)	
	31	How Children Learn (con't)	
Feb	2	How Children Learn (con't) Learning in the Classroom	
	4	Test 1 Chap 1, pg 68-84, 3	
	7	Test Review	
	9	Piaget and Cognitive Development	Chap 7,9,11
	11	Piaget and Cognitive Development (con't)	
	14	Piaget and Cognitive Development (con't)	
	16	Piaget and Cognitive Development (con't)	
	18	Piaget and Cognitive Development (con't)	
	21-25	Winter Study Break	
	28	Vygotsky and Cognitive Development	
Mar	2	Vygotsky and Cognitive Development (con't)	

- 4 Vygotsky and Cognitive Development (con't)
* Last day to withdraw from this course with permission
- 7 Information Processing
- 9 Information Processing (con't)
- 11 Information Processing (con't)
- 14 Language Development
- 16 Language Development
- 18 **Test 2 Chap 7,9,11**
- 21 Test 2 Review
- 23 Socialization: Children and Families Chap
8,10,12
- 30 Socialization: Children and Families (con't)
- Apr 1 Socialization: Peer Relationships
- 4 Socialization: Peer Relationships (con't)
- 6 Socialization: Peer Relationships (con't)
- 8 Socialization: Children and Play
- 11 Socialization: Children and Play (con't)
- 13 Socialization: Children at School
Reapproaching the Major Themes Chap 2
- Exam Week Final Exam Chap 2,8,10,12 Review 1,3,7,9,11**

* This schedule is tentative. Changes will be announced in class.*