

**EDUCATION 1630****INTRODUCTION TO EDUCATIONAL PSYCHOLOGY: DEVELOPMENT**

GRANDE PRAIRIE REGIONAL COLLEGE

M W F 9:00 - 9:50, Room A314

Seminar 1: R 15:00 - 16:50, Room E305

Seminar 2: W 15:00 - 16:50, Room E311

INSTRUCTOR: Ted Hein

OFFICE NUMBER: C205

PHONE NUMBER: 539 -2739

OFFICE HOURS: 11:00 - 12:00 MWF

COURSE DESCRIPTION

This course is an overview of human development from conception through adolescence with emphasis on the implications for teaching. We will examine the biological, cognitive, emotional, moral and social aspects of human development from several different theoretical perspectives. The primary emphasis will be on normal development

COURSE OBJECTIVES

After finishing the course, students should be able to:

1. understand the nature of child and adolescent psychology as a scientific discipline.
2. understand the basic theoretical orientations within child psychology
3. understand the rudiments of human genetics and prenatal development.
4. discuss the development of perception and language development.
5. discuss physical growth and the development of physical ability.
6. discuss the important approaches to understanding the development of cognition.
7. understand social and emotional development.
8. discuss the development of morals and gender roles.

## TEXTS:

Vasta, Ross, Haith, Marshall M., and Miller, Scott A. Child Psychology: The Modern Science, 2nd Ed. New York, John Wiley & Sons, 1995.

Younger, Alastair. Study Guide to accompany Child Psychology: The Modern Science, 2nd Ed. New York, John Wiley & Sons, 1995.

## EVALUATION PROCEDURES:

There will be three tests, each counting 20% of each student's final mark. Test 1 will cover Chapters 1 - 6, and come near the beginning of October. Test 2 will cover Chapters 7 - 11, and be written in early November; Test 3 will cover Chapters 12 - 16. A comprehensive Final Examination will be written between December 9 and 17 (date to be announced later) and will determine 30% of each student's mark. The final 10% of your mark will be the instructor's subjective evaluation of your class participation and discussion, primarily in the seminars.

Final Marks in percentage will be converted to stanine as follows:

outstanding	9	90-100%
excellent	8	80-89%
very good	7	72-79%
good	6	65-71%
fair	5	58-64%
pass	4	50-57%
fail	3	46-49%
fail	2	35-45%
fail	1	0-34%

Class time will be taken up by lectures, films and discussions. While students are expected to read the text and complete the workbook exercises outside class, there will be ample opportunity to ask questions during class. Students are accountable for lectures delivered and for any announcements made in class. If a student is unable to attend a particular class, it is her/his responsibility to find out what was missed. If a student is unable to write the Final Exam at the scheduled time, he/she must both notify the instructor, and submit an application to the Registrar's Office for permission to write a deferred exam (see the college calendar about deferred exams). **Class attendance and final grades are positively correlated.**

### TENTATIVE TIMETABLE:

<u>Week</u>	<u>Topic</u>	<u>Reading Assignment</u>
Sept. 5 - 6	Introduction	Chapter 1
Sept. 9 - 13	Theories and Methods	Chapters 2 & 3
Sept. 16 - 20	Genetics & Prenatal Development	Chapters 4 & 5
Sept. 23 - 27	Birth, Growth & Skills	Chapter 6
First Test at about this point		
Sept. 30 - Oct. 4	Sensation & Perception	Chapter 7
Oct. 7 - 11	Cognition: Piaget	Chapter 8
Oct. 15 - 18	Cognition: Information Processing	Chapter 9
Oct. 21 - 25	Cognition: IQ	Chapter 10
Oct. 28 - Nov. 1	Language Development	Chapter 11
Second Test at about this point		
Nov. 4 - 8	Early Social & Emotional Development	Chapter 12
Nov. 12 - 15	Self Development	Chapter 13
Nov. 18 - 22	Moral Development	Chapter 14
Nov. 25 - 29	Gender Roles	Chapter 15
Dec. 3 - 5	Peer Relations	Chapter 16
Third Test at about this point		
Final Examinations to be announced between Dec. 9 - 17		