

JAN 16 1977

EDUCATION 1630

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY: DEVELOPMENT

GRANDE PRAIRIE REGIONAL COLLEGE
M W F 10:00 - 9:50, Room D208
Seminar 1: T 15:00 - 16:50, Room E305
Seminar 2: W 15:00 - 16:50, Room E305
(A Seminar 3 may be added. Time and Day TBA)

INSTRUCTOR: Dr. 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 death with emphasis on the implications for teaching. We will examine the biological, cognitive, emotional, 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 developmental psychology as a scientific discipline.
 2. understand the basic theoretical orientations within developmental psychology.
 3. knowlegeably discuss research findings related to major stages of the human lifespan

TEXTS:

Vander Zanden, James W. Human Development, 6th Ed. New York, McGraw Hill, 1997. (Required)

Crandell, Corinne Haines, and Crandell, Thomas L. Study Guide to Accompany Vander Zanden Human Development, 6th Ed. New York, McGraw Hill, 1997. (Optional)

EVALUATION PROCEDURES:

There will be five quizzes, each counting 8% of each student's final mark. A comprehensive Final Examination will be written between April 14 and 22 (date to be announced later) and will determine 30% of each student's mark. A 50 minute practice teaching session in seminar will determine 20%, and the last 10% will be determined by seminar participation.

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>
Jan. 6	Introduction & Theories	Chapters 1 & 2
Jan. 13	Theories & Prenatal Development	Chapters 2 & 3
Quiz #1 about here		
Jan. 20	Infants: Basics & Cognition	Chapters 4 & 5
Jan. 27	Infants: Language & Social	Chapter 6
Quiz #2 about here		
Feb. 3	Early Childhood	Chapters 7 & 8
Feb. 10	Later Childhood	Chapters 9 & 10
Quiz #3 about here		
Feb. 19	Adolescence	Chapter 11
Winter Break Feb. 24 - 28		
March 3	Adolescence & Early Adulthood	Chapters 12 & 13
March 10	Early Adulthood	Chapter 14
Quiz #4 about here		
March 17	Middle Adulthood	Chapters 15 & 16
March 24	Later Adulthood	Chapters 17 & 18
March 31	Death & Bereavement	Chapter 19
Quiz #5 about here		

Final Exam TBA (April 14 - 22)