

**Course Syllabus
Fall 2010**

PSY 1800-Developmental Educational Psychology

Metropolitan State
College of Denver

Department of
Psychology

Instructors:

Dr. Aaron Richmond
arichmo3@mscd.edu
Tel: 303-556-3085
Fax: 303-556-2169
Office: Plaza 220-AB

Dr. Bethany Fleck
bfleck2@mscd.edu
Tel: 303-556-3088
Fax: 303-556-2169
Office: Plaza 220-J

Office Hours:

**We HIGHLY
ENCOURAGE You to
come to our office
hours on
Monday/Wednesday
8:30-10:00 & 1-2:00**

Or, Just come on By!

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*"The secret in education
lies in respecting the
student."*

~Ralph Waldo Emerson

Course Description



CONTRARY to this comic, this course focuses on how developmental and educational psychology can be used to **better understand how to teach children**. Emphasis is placed on milestones of child development (physical, social-emotional, cognitive and psycholinguistic) birth to adolescence and the influence of the family, peers, and school on development during the preschool and elementary school

years. Special emphasis is placed on cognitive development and learning and the specific cognitive requirement of formal instruction in schools. Students study the major psychological theories of learning and instruction. Research based approaches to effective teaching and how to set age and developmentally appropriate expectations for children are a primary focus (prerequisites: minimum performance standard scores on reading, writing, and mathematics preassessment placement test).

Course Goals & Student Learning Objectives

The major goal of this course is to increase students understanding of educational psychology and child development. Such knowledge will be useful to students as they train to become educators themselves. Meeting the course goal and specific student objectives will be assessed through formal exams, experiential learning activities, and class participation quizzes.

By then end of the course, students should be able to complete to following **Student Learning Objectives**:

1. Define and apply the content and methodology of educational psychology and child development (assessed by quizzes and opportunities).
2. Evaluate and synthesize the major milestones of cognitive and social-emotional development (assessed by quizzes and opportunities).
3. Identify the special cognitive and linguistic skills necessary for successful learning in the formal instructional setting of the school (assessed by ELAs).
4. Describe and explain the differences between the major theories of cognitive development and learning: Behavioral approach; Piagetian, Vygotskian, and information processing views of learning (assessed by quizzes, opportunities, and ELAs).
5. Comprehend and appraise how theories of learning and developmental characteristics of children can be combined to make teaching more effective, and how they influence pacing of content/skills and the choice of appropriate teaching strategies for children so that children can master content standards (assessed by ELAs and opportunities).



Student & Instructor Expectations

This cartoon is an example of what WE WILL not be doing in this class. Instead, you can expect the following:

Student Expectations

- PLEASE BE ACTIVE AND PARTICIPATE IN CLASS
- Listen and respect others
- Be comfortable in taking risks
- Complete all assignments
- Turn off your cell phones and/or pagers
- Be punctual for all classes
- Discuss class concerns either after class or during designated office hours
- Be prepared for class by reading chapter prior to lesson

Instructor Expectations

- BE ACTIVE AND ENTHUSIASTIC TO FACILITATE STUDENT LEARNING
- Listen and respect students' views
- Be in class at least 5 minutes before and after class
- Respond swiftly and effectively to student concerns
- Turn off cell phone
- Grade objectively, consistently, and timely. Be open and honest about grading & willing to answer questions.
- Be prepared for class

Teaching Philosophy

"Nine tenths of education is encouragement."

~ Anatole France

In line with our student and teacher expectations, our teaching philosophy and method's are important to understand in order to succeed in this course.

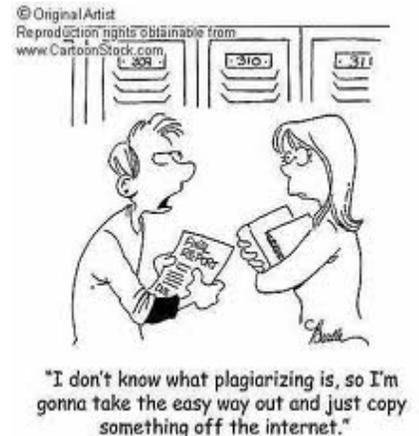
- We **vary our teaching methods** to insure that our courses are accessible to all students. We utilize lecture, active class discussion, cooperative small group activities, problem-based learning activities and classroom demonstrations and observations. As such, class lectures and tutorials will be provided in multiple modalities: (a) PowerPoint presentations, (b) overheads, (c) videos, (d) assigned reading, (e) handouts, (f) wipe boards, and (g) reflective practices to provide students with a learning environment that accommodates their individuality
- We believe in **transparency**, meaning we have nothing to hide from you and you have nothing to hide from us. We will explain the methods and grading and if you have any questions please respectfully ask. We expect the same honesty from you. Together we can build and maintain a successful semester.
- Everyone has the right and ability **to be successful** in this course. We will provide you with multiple pathways to achieve success you just have to follow through on them. Take charge of your learning, it is your responsibility.
- We try to infuse each course with **diversity**. The need for a diversified education is increasing with our growing multicultural society. In our courses we promote a safe climate where we examine content from multiple cultural perspectives.
- Foremost, we believe in **student-centered active learning**. Students bring a wealth of personal experiences, knowledge, and theories to the classroom and if we can relate new information to your personal experiences through an active learning method, not only is your learning greatly enhanced, but more importantly your higher-level thinking skills are also improved.



Ethical Conduct

As the comic to the right suggests, most students do not fully understand what cheating is. Therefore, we have provided a description of what we view as cheating and plagiarizing. If you put an idea, statistics, or quote in your writing assignments that is from another source, absolutely cite the source. If you do not cite a direct quote or even a paraphrased quote, this will be considered plagiarism and you will receive either an F in the course or an F on the paper and your

actions will be reported to college officials. It is our policy, and the college's policy that cheating and plagiarism are strictly prohibited. Any student that is caught cheating on an exam or plagiarizing on a paper will be reported to the academic dean. Moral of the story, cite and reference your work appropriately. For more information, consult the student handbook at www.mscd.edu/~studlife/StudentRights.



Human Relations

As stated in the American Psychological Association (APA) ethics code, we as the instructors and you as the student **will not** engage in any unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, socioeconomic status, or any basis proscribed by law. In the content of this course we will often address issues of gender, sexual orientation and culture. To promote a safe learning environment we will expect you to strictly adhere to the above APA code.

"Education is not just the filling of a pail, it is the lighting of a fire."

~ B. F. Skinner

American Disabilities Act (ADA) Compliance

If there is any student who has special needs because of a disability, please go directly to the Access Center for Disability Accommodations & Adaptive Technology at the Auraria Library, Suite 116. Office hours are held between 7:30am and 5:00pm Monday through Friday. You could also contact them at 303-556-8387 or email mscd-accesscenter@mscd.edu. You must do this to report your needs and to provide us documentation of your disability for certification. Please feel free to discuss this issue with us in private if you need more information.

Class Attendance

Attendance will benefit you in several ways. First, material is presented in class that is not covered in your text, but it will appear on your opportunity assessments. Second, your understanding of the course material is heightened from double exposure to the material (i.e., in class and in the text). Third, you are responsible for all information presented in class even on days that you are absent. If absences are necessary, please contact us BEFORE the class. Absences will only be excused if we are contacted prior to the class period and for appropriate reasons.



“The task of the modern educator is not to cut down jungles, but to irrigate deserts.”

~ C. S. Lewis

Class Assignments

Quizzes/Class Work: We have designed these assignments in attempt to measure both your lower and higher level thinking of course content. There will be 12 unannounced quizzes or class work assignments. These will vary between group work activities, short answer, true/false, and multiple choice, fill in the blank, or essay questions. These assessments will pertain to material covered in the readings and lectures. These will be done most often without the use of your text and notes. Each of these assessments are worth 20 points and we will drop your lowest two scores. You cannot make up quizzes or class work that is missed so your attendance is essential for academic success.

Opportunities: This is your **opportunity** to show us what you have learned! (You can think of these assessments as you would a traditional exam.) Each of the opportunities could have a series of multiple-choice, true or false, fill in the blank or short answer/essay questions. They will be completed individually, in-class, and without the use of your notes or text book. The content will come from the readings and the work we do together in class. You will be given the full class time to complete each opportunity. See the course schedule for dates because you cannot make up an opportunity that is missed. If students need to receive an assessment orally, accommodation may be made.

Experiential Learning Assignments (ELAs): ELAs are designed to demonstrate your content knowledge and serve as a reflective practice on reading and lecture material. The assignments attempt to facilitate both your lower and higher level learning of course content. For example, they will attempt to apply the educational and psychological concepts covered in class. They may consist of, but are not limited to, classroom observations and student experiments that you conduct. **See Appendix A** for an example of an ELA.

Library Information: To excel in your class assignments and ELAs, **WE HIGHLY** suggest that you not only use your textbooks, but more importantly to utilize the Auraria Library to find books and journal articles. To access The Auraria Library go to this **website:** <http://library.auraria.edu>. Some common databases for which can find empirical research and review that will help you complete assignments are: (1) PsycARTICLES, (2) PsycINFO, (3) Education Full Text, or (4) Educator’s Reference Desk. All of these databases can be found on the Auraria Library Website.



“A child miseducated is a child lost”.

~ John F. Kennedy

Grading Policies

Grades Will be Based on Three Different Assessments

Type of Assessment	Points	% of Total	Student Learning Objective
(10) Quizzes @ 20pts each	200 pts	26.66%	1, 2, & 4
(5) ELAs @ 40pts each	200 pts	26.66%	3, 4, & 5
(2) Opportunities	350 pts	46.66%	1, 2, 4, & 5
Total =	750 pts	100%	

Grading Scale

Points	Letter Grade
750-675 points =	A
674-600 points =	B
599-525 points =	C
524-450 points =	D
449 points and less ... =	F

Text & Supporting Materials

Haynes, L. (August 19, 2010). Child development and education textbook companion website: Retrieved from

http://wps.prenhall.com/chet_mcdevitt_childdevel_3

McDevitt, T. M., & Ormrod, J. E. (2010). *Child development and education*. (4th ed.). Upper Saddle River, NJ: Pearson: Merrill-Prentice Hall.

Richmond, A. S. (August 19, 2010). Developmental educational psychology class website. Retrieved from <http://clem.mscd.edu/~arichmo3/PSY1800.html>

Richmond, A. S. (selected by) Ormrod, J. E. (2008). *Educational psychology: Developing learners*. Boston, MA: Pearson Custom Publishing.



"I like a teacher who gives you something to take home to think about besides homework."

~Lily Tomlin

"The only person who is educated is the one who has learned how to learn and change."

~ Carl Rogers

Course Calendar

Week of	LECTURE TOPIC	READING	ASSIGNMENTS DUE
8/23	Introductions & Developmental Overview	Ch. 1	
8/30	Research with Children	Ch. 2	
9/6	Physical Development	Ch 4	ELA #1
9/13	Vygotsky	Ch 6	
9/20	Piaget	Ch 6	
9/27	Piaget/Review	Ch 6	ELA #2
10/4	Cognitive Processes	Ch 7	
10/11	Intelligence	Ch 8	
10/18	Intelligence & Review	Ch 8	Mid-Term Opportunity
10/25	Language Development	Ch 9	ELA #3
11/1	Behaviorism	Supplemental	
11/8	Development in Content Domains	Ch 10	
11/15	Development in Content Domains	Ch 10	ELA #4
11/22	FALL BREAK		
11/29	Development of Motivation	Ch 13	
12/6	Instructional Strategies & Review	Supplemental	ELA #5
12/13	COMPREHENSIVE Opportunity (All Chapters) is TBA		

Note. We reserve the right to revise the course schedule if necessary. On average, there will be one quiz/class work per week, which is unannounced. You will be informed if any changes are made.

"Who dares to teach must never cease to learn."

~John Cotton Dana

Appendix A

ELA 2: COGNITIVE DEVELOPMENT THEORY APPLIED TO EDUCATION

Introduction

This ELA is intended to help you understand the theoretical tenets of Piaget's Cognitive Development Theory and how they may be applied to the classroom. The specific course objectives that this assessment hopes to promote include:

1. Identify the special cognitive and linguistic skills necessary for successful learning in the formal instructional setting of the school.
2. Comprehend and appraise how theories of learning and developmental characteristics of children can be combined to make teaching more effective, and how they influence pacing of content/skills and the choice of appropriate teaching strategies for children so that children can master content standards

Directions

Advanced Forms of Conservation Activity: *You will be required to administer 2 of the 4 tasks to a student you believe is in concrete operations (6 to 12 years) and one in which you believe is in formal operations (12 years to adult). Allow each student time to answer each question. Don't rush them. For each problem record the students answers and ask them how they came up with their answer.*

Directions for Problem #1: First ask each student "Is there the same amount of water in each glass?" Then ask each student "Now is there the same amount of water in each glass, or does one have more?"

Hint: This is a conservation of liquid task. The amount of water does not change because the shape of the glass does. Be sure to give each student the correct answer and why. Make it a teachable moment.

Directions for Problem #2: First ask each student "Is there the same amount of clay in each ball?" Next ask "Now is does each piece have the same amount of clay, or does one have more?"

Hint: This is a conservation of mass task. The mass of an object does not change if the shape of the object changes. Be sure to give each student the correct answer and why. Make it a teachable moment.

Directions for Problem #3: First ask each student "Does each of these two cows have the same amount of grass to eat?" Then ask each student "Now does each cow have the same amount of grass to eat, or does one cow have more?"

Hint: This is a conservation of area task. The area does not necessarily change according to the arrangement. Be sure to give each student the correct answer and why. Make it a teachable moment.

ELA 2: COGNITIVE DEVELOPMENT THEORY APPLIED TO EDUCATION

Directions for Problem #4: Have each student draw a line where they believe the water level SHOULD be after removing the 3lb cylinder and replacing it with the 6lb cylinder.

Hint: This is an example of conservation of displaced volume. Both cylinders displace the same amount of water because they are the same size; weight is irrelevant. Therefore, the water level should rise to the same height for the 6-lb. cylinder as it did for the 3-lb., cylinder.

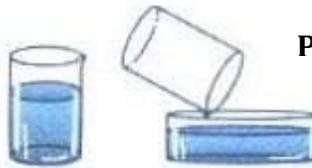
Materials



Is there the same amount of water in each glass?



Is there the same amount of clay in each ball?



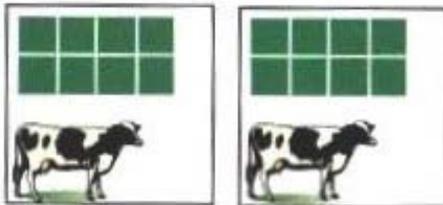
Problem #1

Now is there the same amount of water in each glass, or does one have more?

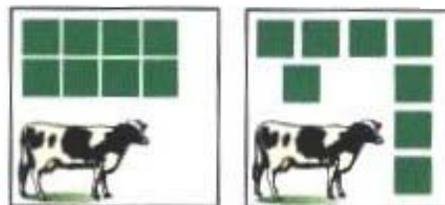


Problem #2

Now does each piece have the same amount of clay, or does one have more?



Does each of these two cows have the same amount of grass to eat?



Now does each cow have the same amount of grass to eat, or does one cow have more?

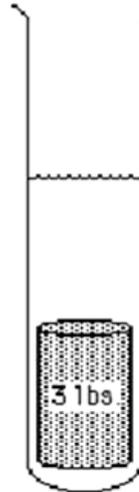
Problem #3

ELA 2: COGNITIVE DEVELOPMENT THEORY APPLIED TO EDUCATION

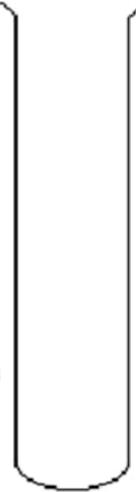
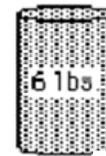
We have a test tube with a small amount of water, like so →



We also have two metal cylinders. They are the same size, but have different weights. We put the 3-lb. cylinder in the water, which rises like so →



We remove the 3-lb. cylinder, and replace it with the 6-lb. cylinder. Draw where the water level will be when we put in the heavier cylinder →



Problem #4

Questions to answer

1. Provide the name and phone number of both the younger and older child (**required to grade assignment**).
2. According to Piaget define conservation.
3. Use Piaget's concepts to describe how the concrete operational student (younger) solved or did not solve each problem.
4. Use Piaget's concepts to describe how the formal operational student (older) solved or did not solve each problem.
5. Provide an analysis of the two students in how did they differed on each task? Explain the differences on each task in detail and applied to Piaget's theory of cognitive development.
6. Most importantly, from your observations in the ELA, describe three things that you will use and apply in your classroom?

Steps-to-success

1. Always CITE your work.
2. Be descriptive in your answers.
3. Always include student work.
4. Turn in on time.
5. **Steps to submit your ELA:**
 - a. **Step 1:** Type up all of your answers in some PC form of a word document and label each answer with the corresponding question. Include your name, class, and date.
 - b. **Step 2:** Title your word document "ELA" and save it under this name.
 - c. **Step 3:** To turn in your ELA, attach the file to an email and send it to this address arichmo3@mscd.edu or bfleck2@mscd.edu. You may also turn the ELA in class.

ELA 2: COGNITIVE DEVELOPMENT THEORY APPLIED TO EDUCATION***Bibliography***

Berk, L. E. (1997). *Child development*. (4th Ed.). Boston, MA: Allyn and Bacon.

Downey, J. A., & Ormrod, J. E. (2006). *Instructor's manual to accompany Ormrod's essentials of educational psychology*. Upper Saddle River, NJ: Pearson-Merrill/Prentice Hall.

Woolfolk, A. (2008). *Educational psychology: Active learning edition*. (10th Ed.). Boston, MA: Allyn and Bacon.