

EPSY 301  
EDUCATIONAL PSYCHOLOGY 301  
Educational Psychology of Children and Adolescents

PREREQUISITES

Education 202 or equivalent

COURSE DESCRIPTION

Credit 3 hours. An investigation of the cognitive, social, physical, and personality aspects of the child and adolescent as they apply to the teaching-learning process. Special attention will also be given to the characteristics and needs of exceptional children.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (sb), knowledge of the learner (kl), best pedagogical practices (pp), and content knowledge (ck). These components are based on current research about effective teaching and learning for novice and accomplished teachers. Our program reflects these critical components in order to prepare our teacher candidates from the beginning teacher education course through the student teaching experience and into a successful career.

RECOMMENDED TEXTBOOK

Santrock, J.W. (2001). Educational psychology (3rd ed.). New York: McGraw Hill.

COURSE OBJECTIVES

Upon the completion of this course, the student should be able to:

1. describe the course of cognitive development according to Piaget, and to give appropriate examples of the major concepts involved in his theory; (kl,ck)
2. explain essential differences in child and adolescent thought including the effects these differences may have upon learning. (kl,pp,ck)
3. describe the general features of physical growth, the genetic influences and the individual's adaptation to the changes that occur: (kl,ck)
4. describe the stages of personality development (according to theorists such as Freud and Erikson) and relate the significant concepts of each theory to the understanding of emotional and personality development; (kl,ck)
5. explain external influences, such as culture, peers, media, early and late maturation, and cultural norms on the personality; (kl,ck)
6. describe the effects of schooling on students from lower socioeconomic classes, and different ethnic and cultural backgrounds: (kl,pp,ck)
7. describe contemporary approaches to understanding a youngster's motivation, such as locus of control orientation and achievement motivation: (kl,pp,ck)
8. describe the process of sex-role development and the effects it has upon personality

and behavior of a child: (kl,ck)

9. relate self-concept development and the practices of teachers to improved self-concepts: (sb,kl,pp,ck)

10. explain the modeling process as a part of experience in and out of school and to describe the possible positive and negative effects that moral education may have in the classroom: (sb,kl,pp,ck)

11. explain Kohlberg's theory of moral development. and the effects that moral education may have upon the child in the classroom: (sb,kl,pp,ck)

12. describe socialization processes and the development of prosocial behavior: (kl,ck)

13. describe child-rearing practices and the effects upon the personality and social development: (kl,pp,ck)

14. recognize the signs of special problems (such as substance abuse, depression, eating disorders, delinquency, suicide, and dropping out) and to describe appropriate ways to handle the problems: (sb,kl,pp,ck)

15. describe the eight major exceptionalities regarding definition, classification, characteristics, prevalence, and special educational needs: (sb,kl,pp,ck)

16. describe the growth and development of exceptional children. (sb,kl,pp,ck)

#### COURSE EVALUATION

Students will be evaluated through written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

#### ACCOMMODATIONS

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room #203 Student Union.

#### WRITING STYLE

Written work in this course must be completed in APA style.

#### REFERENCE LIST

##### Child Psychology

American Psychiatric Association. (1987). Diagnostic and statistical manual of mental disorders (rev. ed.). Washington, DC: Author.

Anderson, J.B. (1985). Cognitive psychology and its implications (2nd ed.). New York: W. H. Freeman.

Atkinson, R.L., Atkinson, R.C., Smith, & Hilgard, E. R (1987). Introduction to psychology (9th ed.). Orlando, FL: Harcourt Brace Jovanovich.

Blechman, E.A. (1985). Solving child behavior Problems. Champaign, IL: Research Press.

Coleman, J.C., Butcher, J. N., & Carson, R C. (1984). *Abnormal psychology* (7th ed.)Glenview, IL: Scott, Foresman, and Co.

Glover, J. A.& Bruning, R H. (1987). *Educational psychology* (2nd ed.).  
Canada:Little,Brown, & Co.

Goldhaber, D.(1986). *Life-span human development*. New York: Harcourt Brace  
Jovanovich, Inc.

Gruber, H. E.,& Voneche, J. J. (1986). *The essential Piaget*. New York: Bake Books.

Rashes, S. A& Nevid, J. S. (1986). *Adjustment and growth* (3rd ed.). New York:  
CBSCollege Publishing.

Santrock, J.W.& Yussen, S. R (1988). *Child Development* (4th ed.). Dubuque, IA: Wm.  
C.Brown.

Wfahl, A.& Kaufman, B. (1985). *Silent screams and hidden cries*. New York: Brunner  
/Mazel.

#### Adolescentpsychology

Anderson. J.R.(1985). *Cognitive psychology and its implications* (2nd ed.). New York:  
W. H.Freeman.

Bolles. E. B.(1988). *Remembering and forgetting: Inquiries into the nature of memory*.  
NewYork: Walker & Company.

Brehm. S. S..Kassin. S. M.. & Gibbons. F. x. (Eds.). (1981). *Developmental social  
psychology*.New York: Oxford University Press.

Damon. W.(1983). *Social and personality development*. New York: W. W. Norton.

Newell. A.& Simon. H. A. (1972). *Human problem solving*. Englewood Cliffs.  
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Pascuale-Leone.J.. & Ribaupierre. A. (1979). *Formal operations and M power: Aneo-  
Piagetian investigation in D. Kuhn (ed.). Intellectual development beyondchildhood  
(pp.1-43)*. Washington: Jossey-Bass.

Piaget. Jean(1932). *The moral Judgment of the child*. New York: Harcourt.

Piaget. Jean(1952). *The origins of intelligence in children*. New York:  
InternationalUniversities Press.

Plato. (1968). (Plato's Republic) (B. Jowett. Trans.) Bridgeport. cr: A1rmont.

Santrock. JohnW. (1987). Adolescence. Dubuque. Iowa: Wm. C. Brown Publishers.

Skinner. B. F.(1957). Verbal behavior. New York: Appleton-Century-Crofts.

Wiltkin. H.A.. Moore. C. A.. Olton. P. K.. Goodenough. D. R. Friedman. F.. & Owen. D.R. (1977). A longitudinal study of the role of cognitive styles in academic evolution during the college years. GRE Board Research Report GREB No. 76-10R. Educational Testing Service.

Wolman, B. B.(Ed.). (1982). Handbook in developmental psychology. Englewood Cliffs, NJ:Prentice-Hall.

### Special Education

Algozzine, B.(1980). The disturbing child: A matter of opinion. Behavior Disorders Journal, 112-115.

Bryan. W. H. & Jeffrey, D. L. (1982). Education of visually handicapped students in the regular classroom. Texas Tech Journal of Educational. p., 125-131.

Deschler, D.D., Schumaker, J. B., & Lenz, B. YL (1984). Academic and cognitive interventions for LD adolescents: Part 1. Journal of Learning Disabilities, 17, 108-117.

Huberty, T.J., Koller, J. R. & Ten Brink, T. D. (1980). Adaptive behavior in the definition of mental retardation. Exceptional Children, 40, 256-261.

Kauffman. J.M. (1980). Where special education for disturbed children is going: A personal view. Exceptional Children, 48, 522-527.

Orlando, C.(1981). Multidisciplinary team approaches in the assessment of handicapped preschool children. Topics in Early Childhood Special Education, 23-30.

Prasse, D. P.(1986). Litigation and special education: An introduction. Exceptional Children 52. 311-312.

Sabornie. E.J., & Kauffman, J. M. (1986). Social acceptance of learning disabled adolescents. Learning Disability Quarterly, 9, 55-60.