

EPSY 303
EDUCATIONALPSYCHOLOGY 303
Child Psychology

PREREQUISITES

Education 202or equivalent

COURSEDESCRIPTION

Credit: 3 hours. An investigation of major forces in the cognitive, social, physical, and personality development of the child.

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.

TEXTBOOK

Harris, J.R., & Liebert. R.M. (1987). The child (2nd ed.). Englewood cliffs. NJ:Prentice-Hall.

COURSEOBJECTIVES

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

1. to 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. to explain hypotheses and theories that are alternatives to Piaget's theory of cognitive development; (kl,ck)
3. to describe the stages of personality development (such as Freud, Erikson) and to relate the significant concepts of each theory to the understanding of emotional and personality development in children; (kl,ck)
4. to explain current t knowledge relating to language development and the behavioral and cognitive theories of language development; (kl,ck)
5. to describe the effects of schooling on students from low socioeconomic classes, and different ethnic and cultural backgrounds; (kl,ck)
6. to describe contemporary approaches to understanding the child's motivation, such as locus of control orientation and achievement motivation; (sb,kl,pp,ck)
7. to describe the process of sex-role development and the effects it has on the personality and behavior of children.(kl,ck)

8. to relate self-concepts development and the practices of teachers that may lead to improved self-concepts in children.
9. to describe important types of emotional disturbance in children (e.g. depression, sexual and physical abuse, neglect, fears, mid traumas), and to explain some appropriate methods of handling these disorders.
10. to explain the modeling process as a part of the child's experience in and out of school and to describe the possible positive and negative effects of modeling on students.
11. to Explain Kohlbersz's theory of moral development and to explain the effects that moral education may have upon the child in the classroom.
12. to describe socialization processes and the development of or social behavior in children.
13. to describe child-rearing practices and their effects upon the Personality and social development of children.
14. to describe and understand the physical development of the child.

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