

PSY 1800-Developmental Educational Psychology  
Course Syllabus ~ Fall 2009  
Metropolitan State College of Denver  
Department of Psychology

*Instructor of Record:* Dr. Aaron S. Richmond

*Office Hours:* Tuesday 8:30 -10:00 a.m. by appointment and Tuesday and Thursday 12:30-2:15 p.m.

*Office Location:* Plaza Building 220-AB

*E-mail:* [arichmo3@mscd.edu](mailto:arichmo3@mscd.edu)

*Phone:* 303-556-3085

*Fax:* 303-556-2169

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I. CATALOG COURSE DESCRIPTION: The 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.

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II. TEXT AND MATERIALS:

- McDevitt, T. M., & Ormord, J. E. (2007). *Child development and education*. (3<sup>rd</sup> Ed.). Upper Saddle River, NJ: Pearson: Merrill-Prentice Hall
  - Lab materials are available at: <http://clem.mscd.edu/~arichmo3/PSY1800.html>
  - Textbook Companion Website: [http://wps.prenhall.com/chet\\_mcdevitt\\_childdevel\\_3](http://wps.prenhall.com/chet_mcdevitt_childdevel_3)

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III. COURSE GOALS:

- a. Define the content and methodology of educational psychology and child development.
- b. Describe the major milestones of cognitive and social-emotional development.
- c. Identify the special cognitive and linguistic skills necessary for successful learning in the formal instructional setting of the school.
- d. Describe and explain the differences between the major theories of cognitive development and learning: Behavioral approach; Piagetian, Vygotskian, and information processing views of learning.
- e. Understand 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.

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IV. CLASS ATTENDANCE: Attendance is not mandatory but 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 exams. 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. Fourth, there are 10 pop quizzes that you will be responsible for completing. If absences are necessary, please contact the instructor BEFORE the class. Absences will only be excused if instructor is contacted prior to class period and for appropriate reasons.

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V. PLAGARISM & CHEATING: Academic Dishonesty is a serious offense at Metro because it diminishes the quality of the scholarship and learning experience for everyone on campus. An act of academic

dishonesty may lead to penalties such as a reduction in grade, probation, suspension, or expulsion. The term “plagiarism” includes, but is not limited to, the use by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency that may or may not be engaged in the selling of term papers or other academic materials. For more information, consult the student handbook at [www.mscd.edu/~studlife/StudentRights.html](http://www.mscd.edu/~studlife/StudentRights.html).

VI. STUDENT EXPECTATIONS:

- a. Attend and participate in all classes.
- b. Complete all assignments.
- c. Turn off your cell phones and/or pagers.
- d. Be punctual for all classes.
- e. Absolutely DO NOT enter classroom late during exams.
- f. Discuss class concerns before or after class or during designated office hours.
- g. **Check the class website weekly for updates and assignments.**
- h. **PLEASE BE ACTIVE AND PARTICIPATE IN CLASS.**

VII. COURSE REQUIREMENTS & GRADES:

Grades will be based on four different assessments: (a) Quizzes, (b) Labs, (c) Exams, and (d) Comprehensive Final.

(10) Quizzes @ 20pts each .....	= 200 pts	The grading scale is as follows:
(5) Labs @ 40pts each.....	= 200 pts	750-675 points ..... = A
(1) Mid-Term.....	= 150 pts	674-600 points ..... = B
(1) Final.....	= 200 pts	599-525 points ..... = C
Total	= 750 pts	524-450 points ..... = D
		449 points and less ... = F

VIII. DESCRIPTION OF CLASS ASSIGNMENTS:

- a. *Quizzes*: Content will pertain to the information received since last quiz or exam. Most quizzes will be reading quizzes from the assigned reading list. Quizzes are not comprehensive and cannot be made-up unless otherwise approved. The format will vary from quiz to quiz (e.g., short-answer, true/false, multiple choice, fill-in-the-blank, essay). For each quiz, there will be 6-12 questions and you will have 10-15 minutes to complete the quiz. There are a total of 12 quizzes and I will drop the lowest two scores and you will only be graded on 10 quizzes.
- b. *Labs*: are designed to demonstrate your content knowledge and serve as a reflective practice on reading and lecture material. These activities will attempt to apply the educational and psychological concepts covered in the class. They may consist of, but not limited to, classroom observations and student experiments.
- c. *Exams*: Exams may contain multiple choice, true/false, short-answer, matching, and/or essay questions. The content for each exam will pertain to material covered from the last exam or beginning of class. The first two exams are NOT comprehensive but the final is comprehensive. If students need to receive an exam orally, accommodation may be made.

- IX. COURSE STRUCTURE: The course will be structured around the following methodologies: (a) lecture, (b) active class discussion, (c) small group activities, and (d) classroom observations. Class lectures and tutorials will be provided in multiple modalities: (a) PowerPoint presentations, (b) overheads, (c) videos, (d) assigned reading, and (e) reflective practices.

## X. COURSE CALENDAR:

<b>Week</b>	<b>LECTURE TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS DUE</b>
8/18	Introductions & Developmental Overview	Ch. 1	
8/25	Research with Children	Ch. 2	
9/1	Physical Development	Ch 4	Lab #1
9/8	Vygotsky	Ch 6	
9/15	Piaget	Ch 6	
9/22	Piaget/Review	Ch 6	Lab #2
9/29	Cognitive Processes	Ch 7	
10/6	Intelligence	Ch 8	
10/13	Intelligence & Review	<i>Mid-Term</i>	<i>Mid-Term Exam (10/15)</i>
10/20	Language Development	Ch 9	Lab #3
10/27	Behaviorism	Book 2	
11/3	Development in Content Domains	Ch 10	
11/10	Development in Content Domains	Ch 10	Lab #4
11/17	Development of Motivation	Ch 13	
11/24	<b>Thanksgiving BREAK</b>		<b>Thanksgiving BREAK</b>
12/1	Instructional Strategies & Review	Book 2	Lab #5
12/8	<b>FINAL COMPREHENSIVE EXAM (All Chapters) is TBA</b>		
<p><i>Note.</i> The instructor reserves the right to revise the course schedule if necessary. Students will be informed if any changes are made.</p>			