PSY 210 LEARNING, COGNITION AND DEVELOPMENT (3)

This course presents an overview of the theories of learning, cognition, and human development. Major theories of learning and of psychological, emotional, ethical and physical development will be covered with emphasis on the application of these theories in real life settings such as schools and other organizations.

GenEd: E

2. Mode of Instruction.

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<tr>
<th></th>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>1</td>
<td>25</td>
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<tr>
<td>Seminar</td>
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<td>Laboratory</td>
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<td>Activity</td>
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3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

Required Lower division psychology major course. This course may be considered as a General Education course under Category E. The course may also be used to fulfill requirements for the Liberal Studies B.A.

**General course goal**

To develop an understanding of the way that development, learning, cognition, motivation and our environment influence people, especially children and adolescents.

**Specific learning objectives for the course**

Students who successfully complete this class will be able to:
1. discuss the American education system and its consequences for the individual and society.
2. apply the different aspects and theories of human development, with an emphasis on childhood and adolescence.
3. apply information concerning physical, language and socioemotional development throughout childhood and adolescence.
4. adapt educational activities to accommodate the diversity of learners.
5. apply behavioral theories of learning to the educational setting.
6. describe the cognitive processes that facilitate learning and be able to describe how they do so.
7. develop activities that promote meaningful learning.
8. accommodate the needs of learners with exceptionalities.
9. develop a plan to motivate themselves and others.
10. identify pros and cons of different assessment tools and develop assessment tools for different lessons.

4. Is this a General Education Course

If Yes, indicate GE category:

<table>
<thead>
<tr>
<th>GE Category</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>A (English Language, Communication, Critical Thinking)</td>
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<td>B (Life Sciences)</td>
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<td>C (Fine Arts, Literature, Languages &amp; Cultures)</td>
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<td>D (Social Perspectives)</td>
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<tr>
<td>E (Human Psychological and Physiological Perspectives)</td>
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5. **Course Content in Outline Form.** [Be as brief as possible, but use as much space as necessary]

Course Introduction  
A cross-country comparison of education.  
Using research to help guide teaching.

Development across the lifespan  
Theories of human development  
Physical, language and socioemotional development during childhood and adolescence

Student diversity  
Socioeconomic background and student achievement  
Sociocultural background and student achievement  
Intelligence  
Group differences, gender differences; at-risk students

How do behavioral theories of learning influence education?  
Classical conditioning and its impact on student motivation  
Operant conditioning and its use  
Observational learning and its impact on student expectations and behavior

Introduction to cognitive processes.  
What types of cognitive processes help learning?  
Effects of misconceptions on new learning; experimentation, dialogue, authentic activities.

How can we promote good learning?  
The effective lesson. Organizing information, problem solving and studying.

Individual needs of children and adolescents.  
Ways that students may require different classroom experiences  
Different ways of accommodating the individual learning needs of students

Motivation  
Different approaches to motivation  
How to motivate yourself and others

The learning environment and the application of behavioral theories: How to create a productive learning environment.

Exceptional students in the classroom.  
Children and adolescents may have special needs  
Different ways of accommodating the special needs of students

Assessment in the classroom.  
Why assess student performance?  
Using assessment as an integral part of lesson development  
Different approaches to assessment and their pros and cons

Final project presentations.

6. **References.** [Provide 3 - 5 references on which this course is based and/or support it.]


7. **List Faculty Qualified to Teach This Course.**

Beatrice M. de Oca  
Kevin Volkan  
Harley Baker

8. **Frequency.**

a. Projected semesters to be offered: Fall _____ Spring [X] Summer _____
9. **New Resources Required.**
   No new resources

10. **Consultation.**
    Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

   Beatrice M. de Oca  10-14-02
   Proposer of Course  Date