

# NEW COURSE PROPOSAL

PROGRAM AREA \_\_\_\_\_

- ☐ **Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_\_ units); time distribution (Lecture \_\_\_\_ hours, laboratory \_\_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

PSY 210 LEARNING, COGNITION AND DEVELOPMENT (3)

Three hours of lecture per week

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.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	____3____	____1____	____25____
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

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

YES NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)		
B (Life Sciences)		
C (Fine Arts, Literature, Languages & Cultures)		
D (Social Perspectives)		
E (Human Psychological and Physiological Perspectives)	X	

**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.]*

Abbeduto, L. (Ed.). (2000). Taking Sides: Clashing views on controversial issues in Educational Psychology. Guilford, Connecticut: McGraw-Hill.

Bransford, J. D., Brown, A. L. and Cocking, R. R. (Eds.). (1999). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academy Press.

Rice, F. P. (2001). Human development: A life-span approach (4<sup>th</sup> Ed). Upper Saddle River, New Jersey: Prentice-Hall.

Slavin, R. E. (2003). Educational Psychology: Theory and practice (7<sup>th</sup> Ed). Boston, MA: Allyn and Bacon.

Wicks-Nelson, R. and Israel, A. C. (2000). Behavior disorders of childhood (4<sup>th</sup> Ed). Upper Saddle River, New Jersey: Prentice-Hall.

**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.

<u>Beatrice M. de Oca</u>	<u>10-14-02</u>
Proposer of Course	Date