

- B. Historical Perspectives Unto Child Development 3
 - 1. Medieval Period
 - 2. Reformation Period
 - 3. Enlightenment Period
 - a. John Locke
 - b. Jean Rousseau
 - c. Additional theorists
 - 4. Scientific Period
 - a. Charles Darwin
 - b. G. Stanley Hall
 - c. Additional theorists

- C. Piaget's Theory of Cognitive Development 3
 - 1. General constructs
 - 2. Mechanisms of development
 - 3. Comparative analysis
 - 4. Evaluation of the theory: strengths/weaknesses
 - 5. Implication for young children and child development.

- D. Vygotsky's Socio-cultural Theory 3
 - 1. Overview of Vygotsky's Work
 - 2. Vygotsky's Theory and his contributions to Constructivism
 - 3. Strategies for Applying Constructivist Theory to childhood education and child rearing
 - 4. Criticisms and challenges of translating constructivists' theories into practice

- E. Gardner's Theory of Multiple Intelligences 3
 - 1. Overview of Gardner's work
 - 2. Intelligence and creative thinking
 - 3. Defining intelligence
 - 4. The eight multiple intelligences: Many kinds of smart
 - 5. Rethinking education of children: A new vision of active learning
 - 6. Applying multiple intelligences in child development, education and child rearing

- F. Bruner's Theory of Cognitive Development 3
 - 1. General constructs
 - 2. Mechanisms of development
 - 3. Comparative analysis
 - 4. Evaluation of the theory: Strengths and weaknesses
 - 5. Implication for young children and child development

- G. Kohlberg's Theory of Moral Development 3
 - 1. General constructs
 - 2. Mechanisms of development
 - 3. Comparative analysis
 - 4. Evaluation of the theory: Strengths and weaknesses
 - 5. Implication for young children and child development

H. Freud's Psychoanalytic Theory of Psychosexual Development	2
1. General constructs	
2. Mechanisms of development	
3. Comparative analysis	
4. Evaluation of the theory: Strengths and weaknesses	
5. Implication for young children and child development	
I. Erikson's Theory of Psychosocial Development	3
1. General constructs	
2. Mechanisms of development	
3. Comparative analysis	
4. Evaluation of the theory: Strengths and weaknesses	
5. Implication for young children and child development	
J. Ethology and Evolutionary Developmental Psychology	2
1. John Bowlby	
K. Maslow's Humanistic	3
1. General Constructs	
2. Mechanisms of development	
3. Comparative analysis	
4. Evaluation of the theory: Strengths and weaknesses	
5. Implication for young children and child development	
L. Pavlov's Classical Conditioning Theory of Learning	2
1. General Constructs	
2. Mechanisms of development	
3. Comparative analysis	
4. Evaluation of the theory: Strengths and weaknesses	
5. Implication for young children and child development	
M. Skinner's Operant Conditioning Theory of Learning	2
1. General Constructs	
2. Mechanisms of development	
3. Comparative analysis	
4. Evaluation of the theory: Strengths and weaknesses	
5. Implication for young children and child development	
N. Bandura's Social Cognitive Theory of Development	3
1. General Constructs	
2. Mechanisms of development	
3. Comparative analysis	
4. Evaluation of the theory: Strengths and weaknesses	
5. Implication for young children and child development	

- O. Bronfenbrenner’s Ecological Systems Theory 3
 - 1. General Constructs
 - 2. Mechanisms of development
 - 3. Comparative analysis
 - 4. Evaluation of the theory: Strengths and weaknesses
 - 5. Implication for young children and child development

- P. Maria Montessori’s View of Child Development: 3
 - 1. Basic principles of the Montessori Method
 - 2. Adults’ roles and functions in children’s development
 - 3. Montessori materials and activities
 - 4. Applying Montessori principles and practices to support children’s development and families

- Q. Reflections 2
 - 1. Developmental theories revisited
 - 2. Are developmental theories compatible or incompatible?
 - 3. Resolving the eclectic-puristic debate

VII. Textbooks

Thomas, R. M. (2005). Comparing Theories of Child Development (6th ed.). Thomson/Wadsworth: Australia.

VIII. Basis for Student Evaluation

Exams (Include multiple choice and essay questions)	50%
Assignments/Projects (e.g., Analysis of research articles; class presentations)	25%
Research paper/Article Review	15%
Class Participation in class discussion & Activities	10%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

IV Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to: <http://www6.semo.edu/judaffairs/code.html>.

X. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to: <http://www.semo.edu/ds>.