

**Southeast Missouri State University
Course Syllabus**

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| Department of | Human Environmental Studies | Title of Course | <u>Middle Childhood and Youth Issues</u> |
| Course Number | <u>CF 330</u> | New | Spring 2012 |

I. Catalogue Description and Credit Hours of Course

Examines the critical issues associated with the developmental periods by exploring family context, community influence, and historical-cultural transfusion of values and norms. (3)

II. Prerequisite(s)

CF 120 plus any 3-credit CF or PY course or related course, with permission from Instructor.

III. Objectives of the Course

- A. Demonstrate a comprehensive knowledge of the physical, intellectual, social, and emotional development during the middle childhood period of ontogeny.
- B. Apply the theoretical principles of development to the interactions of youth and the various subsystems of the family, the peer, the educational system, and the community.
- C. Evaluate (sub with IDENTIFY) factors associated with youth delinquency, criminal activity, and mental health.
- D. Identify normative and non-normative patterns of development and behavior during the middle childhood period of development.
- E. Examine the role of culture and historical events on youth development outcomes.

IV. Student Learning Outcomes

- A. The student will describe characteristics of development during the middle childhood period.
- B. The student will apply the theoretical principles of development to the interactions of youth and the subsystems of the family.
- C. The student will identify factors associated with youth delinquency.

V. Expectation of Students

- A. Be present, prepared, and cooperative in lecture and seminar.
- B. Identify relevant topics and write scholarly papers.
- C. Work cooperatively to write a special topics paper.
- D. Complete field observations and experiences.
- E. Produce competent results on evaluations (e.g., tests, quizzes).

VI. Course Outline

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| A. | Introduction and Historical Perspective of Child Development | 3 |
| B. | Middle Childhood: Physical Development | 3 |
| | 1. Puberty and development | |
| | 2. Nutrition and eating disorders | |
| | 3. Play, adult roles, and physical development | |

- C. Middle Childhood—Cognitive Development 4
 - 1. Theoretical perspectives
 - a. Piaget’s Cognitive Theory
 - b. Vygotsky’s Social Cultural Theory
 - c. Watson’s Classical Conditioning
 - d. B.F. Skinner’s Social Learning Theory
 - e. Elkind’s Principles on Cognitive Development
 - 2. Attention, reasoning, and decision-making
 - 3. Neuroscience and development
 - 4. Intelligence development
 - 5. Language and literacy development: A socio-cultural perspective

- D. Middle Childhood—Socio-emotional Development 4
 - 1. Theoretical perspectives
 - a. Freud’s Psychoanalysis
 - b. Erikson’s Psychosocial Development
 - 2. Stress and coping
 - 3. Identity formation and community influence
 - 4. Stress and time management
 - 5. Coping and youth suicide

- E. Family Dynamics 4
 - 1. Theoretical perspectives
 - a. Bandura’s Social Cognitive Theory
 - b. Bronfenbrenner’s Ecological Systems Model
 - 2. Family structure and children’s development
 - 3. Family influences

- F. Peer Dynamics 3
 - 1. Peer relationships: Acceptance and support
 - 2. The role of friendships
 - 3. Negative peer influences: Bullying, delinquency, and other at-risk behaviors

- G. School Dynamics 4
 - 1. Academic performance and pressure to succeed
 - 2. High school dropout
 - 3. Youth competence and education
 - 4. The school as a community
 - 5. Youth safety: Interconnecting developmental concerns with the school, the home, and the community

- H. Culture 4
 - 1. Theoretical perspectives
 - a. Margaret Mead’s Cultural Anthropology
 - b. Janet Helm: Culture and identity
 - 2. Defining culture and sub cultures
 - 3. Culture, influence, and development
 - 4. Moral development, values, and religion

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| 5. Technology and communication | |
| I. Gender | 3 |
| 1. Gender identity | |
| 2. Gender role and experimentation | |
| J. Identity | 3 |
| 1. Identity and the personality system | |
| 2. Marcia's Expansion of Identity Development | |
| 3. Exploring identities across culture and ethnicity | |
| K. Sexuality | 3 |
| 1. Sex identity and experimentation | |
| 2. Sexuality and media | |
| 3. Sexuality and community and cultural influences | |
| 4. Teen pregnancy | |
| L. Moral Development and Interpersonal Behavior | 4 |
| 1. Kohlberg and Gilligan's Theory of Moral Development | |
| 2. Factors affecting moral development | |
| 3. Interpersonal behaviors at different ages | |
| 4. Prosocial behavior and aggression | |
| 5. Creating a safe school environment | |
| M. Social Problems | 3 |
| 1. Juvenile delinquency | |
| 2. Drug usage | |
| 3. Sexual promiscuity | |
| 4. Runaway | |

VII. Textbook

Santrock, J. (2010). *Adolescence: An introduction* (13th Edition). Madison, WI: Brown & Benchmark

VIII. Basis for Student Evaluation

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| Exam | 25% |
| Quizzes | 25% |
| Papers | 25% |
| Activities | 25% |

Grading Scale

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| 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.

IX. 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>.