

**Southeast Missouri State University
Course Syllabus**

Department of	Human Environmental Studies	Course Number	<u>CF 330</u>
Title of Course	<u>Middle Childhood and Adolescent Development</u>	Revision	
		New	January 2011

I. Catalogue Description and Credit Hours of Course

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

II. Prerequisite(s)

CF 120 or PY 120, The Child; or permission by Instructor.

III. Purpose or Objectives of the Course

- A. Demonstrate a competent knowledge of the physical, intellectual, social, and emotional development during the middle childhood and adolescent periods of ontogeny.
- B. Apply the theoretical principles of development in understanding the interactions and interrelationships of youth in the various subsystems of the family, the peer, the educational system, and the community.
- C. Evaluate the 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 and adolescent periods of development.
- E. Examine the role of culture and historical events on youth development outcomes

IV. Expectations of Students

- A. Be present, prepared, and cooperative in lecture/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).

V. Course Outline	45 Hours
A. Introduction/Historical Perspective of Child Development	2
B. Middle Childhood & Adolescence: Physical Development	3
1. Puberty and Development	
2. Nutrition and Eating Disorders	
C. Middle Childhood & Adolescence: Cognitive Development	4
1. Theoretical Perspectives	
a. Piaget's Cognitive Theory	
b. Watson's Classical Conditioning	
c. B.F. Skinner's Social Learning Theory	
d. Elkind's Principles on Cognitive Development	
2. Attention, Reasoning, and Decision-Making	
3. Neuroscience and Development	
4. Intelligence Development	
D. Middle Childhood & Adolescence: Socio-emotional Development	4
1. Theoretical Perspectives	
a. Freud's Psychoanalysis	
b. Erikson's Psychosocial Development	
c. Vygotsky's Social Cultural Theory	
2. Stress and Coping	
3. Identity Formation and Community Influence	
4. Stress and Time Management	
5. Coping and Youth Suicide	
E. Family Dynamics	3
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	
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	

H. Culture	4
1. Theoretical Perspective:	
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	
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	4
1. Sex Identity and Experimentation	
2. Sexuality and Media	
3. Sexuality and Community/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	4
1. Juvenile Delinquency	
2. Drug Usage	
3. Sexual Promiscuity	
4. Runaway	

VI. Textbooks

Santrock, J. (2010). *Adolescence* (13th ed. or most recent). NY, NY: McGraw Hill
[Rental]

Berk, L. E. (2010). *Infants, children, and adolescents* (7th ed. or most recent).
Boston, MA: Pearson. [Purchase]

VII. Basis for Student Evaluation

Exams	25%
Quizzes	25%
Papers	25%
Activities	25%

Grading Scale

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

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

VII 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>

IX. 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.