Southeast Missouri State University
Course Syllabus

Department: Human Environmental Studies
Course No. CF 306

Title of Course: History and Theory of Child Development
New: Fall 2012

I. Catalogue Description and Credit Hours of Course
Survey the history of child development theories and philosophies that have influenced the field. Current program practices, comparative educational, and interactional implications. (3)

II. Prerequisite(s)
CF120

III. Objectives
A. Identify the major theoretical frameworks in the field of child development.
B. Compare the theoretical assumptions regarding child and youth behavior and development.
C. Evaluate important empirical studies, which confirm and advance theoretical frameworks.
D. Explain the implications of each theory regarding educational and familial environment.
E. Identify historical trends, which influence theoretical frameworks in the field of child development.

IV. Student Learning Outcomes
A. Identify the major theoretical frameworks in the field of child development.
B. Compare the theoretical assumptions regarding child and youth behavior and development.
C. Identify historical trends, which influence theoretical frameworks in the field of child development.

V. Student Expectations
A. Demonstrate comprehension of course content on examinations.
B. Participate in class discussions.
C. Apply class content to problem solving questions.
D. Satisfactory completion of all course projects.

VI. Course Outline
A. Preliminary Considerations
   1. What is a developmental theory?
   2. What are the reasons for studying developmental theories?
   3. What are the main issues and structural components of developmental theories?
B. Historical Perspectives Unto Child Development
   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
   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
   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
   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
   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
   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
   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
   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
   1. John Bowlby

K. Maslow's Humanistic
   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
   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
   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
   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

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.