Southeast Missouri State University
Course Syllabus

Department of Human Environmental Studies

Title of Course Middle Childhood and Youth Issues

Course Number CF 330

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

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
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
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
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
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
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
1. Theoretical perspectives
   a. Margaret Mead’s Cultural Anthropology
   b. Janet Helm: Culture and identity
2. Defining culture and subcultures
3. Culture, influence, and development
4. Moral development, values, and religion
5. Technology and communication

I. Gender
   1. Gender identity
   2. Gender role and experimentation

J. Identity
   1. Identity and the personality system
   2. Marcia’s Expansion of Identity Development
   3. Exploring identities across culture and ethnicity

K. Sexuality
   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
   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
   1. Juvenile delinquency
   2. Drug usage
   3. Sexual promiscuity
   4. Runaway

VII. Textbook

VIII. Basis for Student Evaluation
    Exam 25%
    Quizzes 25%
    Papers 25%
    Activities 25%

    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.
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.