# HUSC 5543-PO1 Theory of Child Development

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<tr>
<th>Department of</th>
<th>Agriculture, Nutrition and Human Ecology</th>
<th>College of</th>
<th>Agriculture and Human Sciences</th>
</tr>
</thead>
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**Instructor Name:**  
*Eustace A. Duffus*

**Office Location:**  
*Mary Gibbs Jessie Jones Building (CARC) Room 121*

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Mail Stop 2008  
Prairie View, TX 77446

**Office Hours:**  
Tuesday 3:00 pm – 5:00 pm or by appointment

**Virtual Office Hours:**  
Monday – Friday 8:00 am – 5:00 PM

**Course Location:**  
May Building- Home Economics RM TBA

**Class Meeting Days & Times:**  
Tuesdays, 5:30 pm – 8:20 pm

**Course Abbreviation and Number:**  
HUSC 5543

**Catalog Description:**  
Theories of Child Development. (3-0) Credit 3 semester hours. A study of the developmental characteristics of the child from birth to age 20. Analysis of major theories and research with emphasis on interpretation and application of research findings to programs for children and parenting education.

**Prerequisites:**  
None

**Co-requisites:**  
None

**Required Text:**  

**Recommended Text:**  
Publication Manual of the American Psychological Association

**Access to Learning Resources:**  
PVAMU Library:  
phone: (936) 261-1500;  
web: [http://www.tamu.edu/pvamu/library/](http://www.tamu.edu/pvamu/library/)

University Bookstore:  
phone: (936) 261-1990;  
web: [https://www.bkstr.com/Home/10001-10734-1?demoKey=d](https://www.bkstr.com/Home/10001-10734-1?demoKey=d)

**Course Goals or Overview:**

This course presents a study of the developmental characteristics of the child from birth to age 20. We will engage in analysis of major theories and research with emphasis on interpretation and application of research findings to programs for children and parenting education.

Students from many disciplines will benefit from this course. Students majoring in human sciences, education, psychology, social work and related disciplines will find this course valuable as they enter their respective professions.

**At the end of this course, the student will**
1. Students will be able to define “theory” and its major functions.
2. Students will be able to identify and discuss the major differences among the theories.
3. Students will be able to apply the major theories to programs for children and parental education.
4. Students will be able to apply each theory to issues of practical importance.
5. Students will be able to develop self-evaluation skills, writing skills, and critical thinking skills.

**Course Evaluation Methods**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.
- **Exams** – written tests designed to measure knowledge of presented course material
- **Journal Reports** – written assignments designed to supplement and reinforce course material

**Grading Matrix**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion (50%), pre-test (25%), &amp; post-test (25%)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Journal Article Reports</td>
<td>8 assignments at 50 points each</td>
<td>400</td>
</tr>
<tr>
<td>Examination 1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Examination 2</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Final Examination</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>1000</strong></td>
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**Grade Determination:**
- A = 1000 – 900 pts;
- B = 899 – 800pts;
- C = 799 – 700 pts;
- D = 699 – 600pts;
- F = 599 pts or below
COURSE OUTLINE

January
19
   Introduction

PART 1: Standard of Comparison

Chapter 1, Theories, Models, Paradigms, and Such

26
   Chapter 2, The Contents of Child Development Theories
   Reading assignments: (due Tuesday) text, Chapter 2

February
2
   Chapter 3, Sigmund Freud’s Psychoanalysis
   Reading assignments: (due Tuesday) text, Chapter 3

9
   Chapter 4, Erikson’s Variation on Freud’s Theme
   Reading assignments: (due Tuesday) text, Chapter 4

16
   Essay Examination 1

PART 2: The Psychoanalytic Tradition

March
2
   Chapter 5, Skinner’s Operant Conditioning
   Reading assignments: (due Tuesday) text, Chapter 5
   Assignment 1: Journal article report due for chapter 5

2
   Chapter 6, Social-Cognition Theory and Contextualism
   Reading assignments: (due Tuesday) text, Chapter 6
   Assignment 2: Journal article report due for chapter 6

PART 3: Behaviorism and Social Learning Model

9
   Chapter 7, Piaget’s Cognitive Development Theory
   Reading assignments: (due Tuesday) text, Chapter 7
   Assignment 3: Journal article report due for chapter 7

15-20
   Spring Break

23
   Chapter 8, Vygotsky and Soviet Tradition
   Reading assignments: (due Tuesday) text, Chapter 8
   Assignment 4: Journal article report due for chapter 8

PART 4: The Growth of Though and Language

30
   Chapter 9, Information-Processing Theories
   Reading assignments: (due Tuesday) text, Chapter 9
   Assignment 5: Journal article report due for chapter 9

PART 5: Computer Analogues and the Self
April
6

Essay Examination 2

13

Chapter 13, A Bioelectrochemical Model
Reading assignments: (due Thursday) text, Chapter 13
Assignment 6: Journal article report due for chapter 13

PART 7: Theory Centered in Values: Moral Development

20

Chapter 14, Kohlberg’s Moral Development Model
Reading assignments: (due Thursday) text, Chapter 14
Assignment 7: Journal article report due for chapter 14

27

Chapter 15, Gilligan’s Compassionate Caring
Reading assignments: (due Thursday) text, Chapter 15
Assignment 8: Journal article report due for chapter 15

May
4

Review

11

Final Examination, Essay (comprehensive)
Course Procedures

Submission of Assignments:

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations and Journals

Clinical Psychology

- Clinician's Research Digest
- Dreaming
- International Journal of Play Therapy
- Journal of Abnormal Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- Journal of Psychotherapy Integration
- Personality Disorders: Theory, Research, and Treatment
- Professional Psychology: Research and Practice
- Psychoanalytic Psychology
- Psychological Assessment
- Psychological Services
- Psychotherapy: Theory, Research, Practice, Training
- Training and Education in Professional Psychology

Core of Psychology

- American Psychologist
- Canadian Psychology *
- History of Psychology
- Journal of Theoretical and Philosophical Psychology
- Psychological Bulletin
- Psychological Methods
- Psychological Review
- Review of General Psychology

Developmental Psychology

- Developmental Psychology
- Psychology and Aging

Educational Psychology, School Psychology & Training

- Journal of Diversity in Higher Education
- Journal of Educational Psychology
- School Psychology Quarterly
Health Psychology

- Experimental and Clinical Psychopharmacology
- Families, Systems, & Health
- Health Psychology
- International Journal of Stress Management
- Neuropsychology
- Psychological Trauma: Theory, Research, and Practice
- Psychology of Addictive Behaviors
- Rehabilitation Psychology

Industrial/Organizational Psychology & Management

- Consulting Psychology Journal: Practice and Research
- Journal of Applied Psychology
- Journal of Neuroscience, Psychology, and Economics
- Journal of Occupational Health Psychology

Social Psychology & Social Processes

- Asian American Journal of Psychology
- Canadian Journal of Behavioral Science
- Cultural Diversity & Ethnic Minority Psychology
- Emotion
- Group Dynamics: Theory, Research, and Practice
- Journal of Family Psychology
- Journal of Personality and Social Psychology
- Psychology of Aesthetics, Creativity, and the Arts
- Psychology of Men & Masculinity
- Psychology of Religion and Spirituality
- Psychology, Public Policy, and Law
University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  · Sending and receiving email
  · A working knowledge of the Internet
  · Proficiency in Microsoft Word
  · Proficiency in the Acrobat PDF Reader
  · Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.