PSYED 2503/EDUC 2008
Development: Conception through Early Childhood
Fall 2020
Tuesday 1:15-3:45 | Tuesday 5:30 – 8:00 – Classes held on Zoom this semester

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Instructor: Esohe Osai, Ph.D.
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Office Hours: By appointment

Course Overview and Objectives

Welcome to Childhood Development!

This course is designed to give beginning graduate students an understanding of children's needs, functioning, care, and developmental changes from infancy to the early school years embedded in both contemporary research and practical applications. Content is focused on patterns of development, individual and contextual differences, influences on development, and developmentally and culturally appropriate practices. Readings include reviews of research, discussion of practical implications, and guidelines for implementing developmentally appropriate practices in early childhood settings. Course assignments integrate course content with research, practitioner, and policy applications.

At the conclusion of this course, students should be able to:
1. Describe key developmental needs and changes of infancy/ toddlerhood, the preschool period, and the early school years.
2. Understand and document the range of individual, familial, and cultural differences that make up development.
3. Understand how issues of equity and inclusion factor into child development.
4. Know the key principles of best practice in assessment at each developmental stage.
5. Be informed about the current "state of the field" for each developmental stage.
6. Evaluate the developmental and cultural appropriateness of caregiver/teacher behavior.
7. Generate ideas for improving the quality of care/instruction in early childhood settings and for supporting development.

Contextualizing Learning
Practical application of knowledge is an important aspect of this course. For that reason, we are going to be very intentional about contextualizing development. We will consider our own individual development processes, reflecting on our childhood experience. Additionally, we will identify two examples of a "cared for child" or CFC in our lives. Your CFC can be your own biological or custodial child. In most cases it will be a sibling, niece, nephew, mentee, cousin, neighbor, or any other child to whom you are formally or informally connected. The point is that you identify two children that you genuinely care for and are interested in supporting developmentally. You will formally identify your CFCs early in the course and use their own life experiences to help you contextualize much of what we are learning in the course.

Required Readings, Video Records, and Supplementary Materials
The course relies on both print and video texts, with one book required. The majority of the print texts (or required readings) will be made available via Canvas (canvas.pitt.edu). Video records will be accessed via publicly available websites.

BOOK:

Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York: Harper Paperbacks.

COVID-19 Altered Semester Acknowledgement

The Fall 2020 semester is starting during a global pandemic. The weight of that reality deserves to be addressed in planning for the course. I have tried to maintain as much of the course experience as possible. However, considering the University of Pittsburgh's Flex@Pitt framework and the direction of the School of Education, this course will happen entirely in a remote format.

The course will consist of 1) weekly video content and asynchronous engagements and 2) synchronous class session, during which we can engage in real-time and discuss content in breakout groups. These synchronous, real-time class sessions will occur during the regularly scheduled course time and last between 30-45 minutes.

A few things to note:

1. Attendance in the synchronous class sessions is required and will count toward participation in the course. If special accommodations are needed, please notify the instructor ASAP.
2. In light of the shortened semester and other limitations, a final exam will not be part of the course this term.

Course Assignments, Expectations, and Grading

A. Reading Responses (20 points)

Each week, you will submit 200 – 300-word response to the readings, where you briefly summarize the readings and make a connection to your own development or that of an identified "cared for child". At the end of your response, you should include 2-3 questions that come to mind as a result of the readings. You will submit one per week, for a total of 11 responses (see schedule of due dates below). One response will be dropped, for a total of 10 graded responses. The reading response is due by 11pm on the Monday night prior to our Tuesday course.

*Due: Weekly interval [see syllabus for exact dates]

B. Mind in Making Presentation (10 points)

For this assignment you, likely along with a partner, will present one of the *7 Essential Life Skills Every Child Needs.* The purpose of this assignment is to support deep understanding of one life skill and to practice presenting with an opportunity to demonstrate applied practices related to the life skill. This discussion leadership opportunity can be facilitated like a book club. Discussion can also provide an opportunity for participants to publicly reflect on our own development or that of one of our CFCs.

*Due: TBD, based on assigned chapter

C. Literature Review (30 points)

Choose a caregiver question related to this course and write a review of the literature including recommendations for (1) early childhood practitioners, (2) early childhood researchers, and (3) policy-

makers. This review will be firmly grounded in empirical research and you are expected to describe at least 12 empirical, peer-reviewed research articles. You will be graded on content, APA style, and writing. Following APA Style, 12 pt font, Times New Roman, Double-spaced, 1-inch margins.

Due: Annotated Bibliography Draft due WEEK 7 (Oct 6); Final Literature Review due WEEK 13 (Nov 17)

D. Asynchronous Course Engagement (15 points)

These asynchronous learning engagements may come in the form of quizzes, or activities via various apps, such as Nearpod or an external website.

E. Course Participation (15 points)

Course participation includes involvement in weekly meetings via Zoom. Ideally, cameras are on for these engagements, which will usually include a small group learning activity.

Grading - Final Grades will be determined using the following scale:

95-100 = A	77-79.9 = C+
90-94.9 = A-	74-76.9 = C
88-89.9 = B+	70-73.9 = C-
84-87.9 = B	67-69.9 = D+
80-83.9 = B-	64-66.9 = D

Course Online Tool

Canvas is the online interface for this course. Readings, assignments, and messages will be accessible 24/7 via this online tool. Access at: canvas.pitt.edu

Assignment submissions & returns

All assignments should be submitted via Canvas. Assignments will be returned via Canvas. Do not submit assignments via email or other software apps.

Course Policies

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as out- lined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Plagiarism

Plagiarism (use of other authors' words without quotation marks and citation) of written material from any source, whether hard copy or web-based, will not be tolerated in this course. No excuses will be accepted for any plagiarism. The instructor reserves the right to digitally scan assignments as an additional way to check for plagiarism. If you have any questions about what constitutes plagiarism, please ask the instructor and/or the Pitt Writing Center (http://www.composition.pitt.edu/ writ- ingcenter/index.html). When Plagiarism is detected, the instructor will alert the student and depending on the extent of the infraction, a plan will be made to ensure the student understands how to write without plagiarizing. In all cases, the plagiarism will be reported to the Dean's office.

Accommodations

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. DRS will verify your disability and determine reasonable accommodations for this course. Blackboard is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Departmental Grievance Procedures

 The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a PSYED student or a student in a PSYED class believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of the school; and (5) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

Accessibility

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

Diversity and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the

University's mission. For more information about policies, procedures, and practices, see: https://www.diversity.pitt.edu/civil- rights-title-ix-compliance/policies-procedures-and-practices.

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed

online: https://www.diversity.pitt.edu/make-report/report-form. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Absences for Religious Observances

As stated in the Faculty Handbook, the University of Pittsburgh has a tradition of recognizing religious observances of members of the University community in instances where those observances may conflict with University activities. On such dates, students should not be penalized for absences and faculty meetings should not be scheduled.

Examples of such occasions are Yom Kippur, Muharram, Diwali, and Good Friday, but other days of religious observance may also conflict with scheduled academic activities. When such conflict occurs, students and faculty should make every effort to reach mutually agreeable arrangements to reschedule the academic activity or provide a substitute activity or evaluation. Students should be encouraged to alert faculty to the potential for such conflicts as early in the term as possible.

In accordance with this university policy, please let me know at the start of the semester of any anticipated absences for religious observance.

Assignment Completion & Make-Up Work for Missed Classes

It is expected that you complete all assigned readings and assignments for days that you miss. That means that you should turn in any written assignment on the day of the class (or on a date we set via communication prior to the missed class), that you should read the assigned materials, and that you read through any presentation slides or handouts for the class (posted on the class Canvas sites).

Late assignment submissions

I expect all assignments to be completed by the due date. When assignments are submitted late, it is difficult for me to honor our commitment to all of students to return assignments in a timely fashion and to provide useful feedback. **Missed and/or late assignments will have a negative impact on your grade. Assignment grades will decrease by 20% for each day the assignment is late. If special accommodations are needed, please notify me prior to the due date.**

Personal Technology Use

Appropriate use of electronic devices is a part of your professional responsibility in our class. Due to remote learning you will typically be on a devise for the class. Beyond course engagement, using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor(s). Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable, and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss your concern with your instructor. Please let us know if there is an emergency that affects your need for using a phone during class time.

Take Care of Yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night: University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1 Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121

Off-campus: 911

Additional Student Resources

- *University of Pittsburgh COVID-19 updates*: https://www.coronavirus.pitt.edu/

- *Technology/Computer Help Desk:* 412-624-HELP [4357]

- *Graduate Studies at Pitt*: http://www.pitt.edu/~graduate/

- *Student Health Services:* 412-383-1800 (http://www.studhlth.pitt.edu)

- *Counseling Center:* 412-648-7930 (http://www.counseling.pitt.edu)

- *The Writing Center:* 412-624-6556 (www.english.pitt.edu/writingcenter)

- *Academic Resource Center:* 412-648-7920 (http://www.asundergrad.pitt.edu/offices/arc/index.html)

- *Disability Resources and Services:* 412-648-7890 (http://www.drs.pitt.edu/)

- *Office of International Services:* 412-624-7120 (http://www.ois.pitt.edu/)

- *Information Technology (Computing Services & Systems Development)* (http://technology.pitt.edu/)

- *Office of the Registrar* (calendar, transcripts, registration, enrollment) (http://www.registrar.pitt.edu/)

COURSE SCHEDULE (Subject to Modification)

Required readings are available via Canvas; have the readings available for each class session – either a paper or an electronic copy.

WEEK	DATE	TOPIC	READINGS DUE FOR THE CLASS SESSION	ASSIGNMENT/ NOTES
			Course Intro and Birth through Infancy	
1	Aug 25	*Course Introduction*	Syllabus (See course Canvas Site)	
2	Sep 1	*Conception to Birth*	Robinson, M. (2013). How the first nine months shape the rest of our lives. *Australian Psychologist*, *48*(4), 239-245. Espy, K. A., Fang, H., Johnson, C., Stopp, C., Wiebe, S. A., & Respass, J. (2011). Prenatal tobacco exposure: developmental outcomes in the neonatal period. *Developmental psychology*, *47*(1), 153-169.	**Reading Response #1 Due**
3	Sep 8	*Infants: Attachment, sleep*	Sroufe, L.A. (2005). Attachment and development: A prospective, longitudinal study from birth to adulthood. *Attachment and Human Development,* 7, 349-367. Riem, M.M.E., Bakermans-Kranenburg, M.J. (2012). Attachment in the brain: Adult attachment representations predict amygdala and behavioral re- sponses to infant crying. *Attachment & Human Development. 14*(6), 533-551. McKenna, J. J., & McDade, T. (2005). Why babies should never sleep alone: A review of the co-sleeping controversy in relation to SIDS, bedsharing and breast feeding. *Pediatric Respiratory Reviews*, *6*(2), 134-152	**Reading Response # 2 Due**
4	Sep 15	*Infants and Toddlers: Relationships*	Li, J., & Julian, M. M. (2012). Developmental relationships as the active ingredient: A unifying working hypothesis of "what works" across intervention settings. *American Journal of Orthopsychiatry*, *82*(2), 157-166. National Scientific Council on the Developing Child (2015). *Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13*. Retrieved from www.developingchild.harvard.edu. Mind in the Making – Chapter 1	**Reading Response #3 Due** **Group 1 Presentation**

			Toddlers through Pre-School	
5	Sep 22	*Toddlers: Play*	Goncu, A. Mistry, J., & Mosier, C. (2000). Cultural variation in the play of toddlers. *International Journal of Behavioral Development. 24*(3), 321-329. Woodridge, M. & Shapka, J. (2012). Playing with technology: Mother-toddler interaction scores lower during play with electronic toys. *Journal of Applied Developmental Psychology, 33*(1), 211-218. Mind in the Making – Chapter 2	**Reading Response #4 Due** **Group 2 Presentation**
6	Sep 29	*Toddlers: Language Development*	Frey, N. & Fisher, D. (2010). Reading and the brain: What early childhood educators need to know. *Early Childhood Education Journal, 38,* 103-110. Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30-million-word gap by age 3. *American educator*, *27*(1), 4-9. Mind in the Making – Chapter 3	**Reading Response #5 Due** **Group 3 Presentation**
7	Oct 6	*Toddlers and Pre-school: Cognitive Development*	Diamond, A. & Amso, D. (2008). Contributions of neuroscience to our understanding of cognitive development. *Current Directions in Psychological Science, 17*(2), 136-141. Caughy, M. O. B., & O'campo, P. J. (2006). Neighborhood poverty, social capital, and the cognitive development of African American preschoolers. *American journal of community psychology*, *37*(1-2), 141.	**Reading Response #6 Due** **Annotated Bibliography Due**
8	Oct 13	*Pre-school: spanking and discipline*	Benjet, C., & Kazdin, A. E. (2003). Spanking children: The controversies, findings, and new directions. *Clinical psychology review*, *23*(2), 197-224. McMillon, G. T., & Edwards, P. A. (2000). Why Does Joshua" Hate" School... but Love Sunday School?. *Language Arts*, *78*(2), 111-120. Mind in the Making Chapter 4	**Reading Response #7 Due** **Group 4 Presentation**
9	Oct 20	*Pre-school: Social and Emotional Development*	Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child development*, *88*(2), 408-416. Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child development perspectives*, *6*(2), 129-135. Mind in the Making – Chapter 5	**Reading Response #8 Due** **Group 5 Presentation**

Early Elementary & Advocacy					
10	**Oct 27**	*Preschool & Early Elementary: Learning Contexts*	Edwards, C.P. (2002). Three approaches from Europe: Waldorf, Montessori, and Reggio Emilia. *Early Childhood Research and Practice, 4(*1), 1-24. Phillips, D.A. & Lowenstein, A.E. (2011). Early care, education, and child development. *Annual Review of Psychology, 62,* 483-500. Mind in the Making – Chapter 6	**Reading Response #9 Due** **Group 6 Presentation**
11	**Nov 3**	*Literature review support*	NO READINGS DISCUSSED TODAY AS WE WILL DO A PEER REVIEW WORKSHOP	**Literature Review DRAFT Due**
12	**Nov 10**	*Early Elementary: Peers*	Chen, X., & French, D.C. (2008). Children's social competence in cultural context. *Annual Review of Psychology, 59*(1), 591-616. Gifford-Smith, M. E., & Brownell, C. A. (2003). Childhood peer relationships: Social acceptance, friendships, and peer networks. *Journal of school psychology*, *41*(4), 235-284.	**Reading Response #10 Due** **FINAL LITERATURE REVIEW DUE**
13	**Nov 17**	Advocating for Children	Takanishi, R. & Bogard, K.L. (2007). Effective educational programs for young children: What we need to know. *Child Development Perspectices, 1,* 40-45. Shonkoff, J.P., Bales, S.N. (2010). Science does not speak for itself: Translating child development research for the public and its policymakers. *Child Development, 82*(1), 17-32. Mind in the Making – Chapter 7	**Reading Response #11 Due** **Group 7 Presentation**