

## **PSYED 1002: Child Development**

Section 1030, Tuesday/Thursday, 9:30-10:45  
5400 WWPB

**Instructor:** Heather J. Bachman, Ph.D.

**Email:** hbachman@pitt.edu

**Student Contact Hours:** Mondays, 2-3 or  
by appointment. Email me to schedule and get zoom link

**Office:** 5318 Posvar Hall & 623 LRDC

### **REQUIRED READINGS**

Berger, K. S. (2018). *The Developing Person through Childhood and Adolescence* (11<sup>th</sup> Edition). New York, NY: Worth Publishers.

Additional readings are available online (links provided in syllabus) and Canvas.

### **COURSE DESCRIPTION**

This course will provide a critical overview of key aspects of child development (physical, psychosocial, and cognitive) from theories and research that span conception to the transition to kindergarten. Important contexts that shape children's development will also be a major focus of this course, such as family, child care, socioeconomic and policy influences. This course is designed for students with a range of academic and vocational pursuits and is aimed to provide you with an understanding of (1) major themes and domains of early child development, and (2) effective parenting and instructional practices that enhance children's well-being.

### **COURSE OBJECTIVES**

This class is a prerequisite for future ADP coursework and internship/school placements. Thus, there are a number of objectives for this course to prepare students for later educational and professional training.

- Developing a deep, broad, and integrated knowledge of children's development during infancy, toddlerhood, and the preschool-aged years. Students should learn how to interact with young children of different ages with appropriate expectations, learn the timing of developmental norms, and recognize the interrelations among domains of development. In addition, students will gain knowledge on the similarities and differences of developmental patterns as a function of child or contextual factors (e.g., gender, race/ethnicity, socioeconomic status).
- Developing a wider repertoire of behaviors and attitudes that support child well-being and may inform parenting, teaching, and/or behavioral health practices.
- Developing a variety of educational and professional skills that include observation, interviewing, and professional writing about children's development. A related skill is the acquisition of a professional vocabulary to discuss aspects of children's development with other professionals (e.g., social workers, teachers, psychologists, speech therapists).

- Developing better interpersonal and communication skills with professionals and professionals-in-training (e.g., your classmates) that allow you to effectively work in groups and demonstrate respect and sensitivity to your colleagues and clients.

## **COURSE REQUIREMENTS**

▪ **Complete all assigned readings** – Students are responsible for reading all of the assigned texts before class. Students’ preparedness for class will enhance our discussions as well as your understanding of the material presented.

*Note.* Powerpoint slides are provided for each chapter to focus your reading on key sections of each chapter and to facilitate note-taking. Our class discussions will focus on select topics for discussion and group activities, but students are responsible for reading all assigned texts in their entirety.

▪ **Class Participation** – Throughout the semester, students will receive class participation points for participating in activities and group discussions.

▪ **Reading Quizzes** – Short multiple choice reading quizzes will be posted after we complete discussions for each chapter. The quizzes will be available for several days, and students can choose when to take the timed quiz (30 minutes). The reading quizzes will review key themes, developmental milestones, and terms from the textbook and supplemental readings. There will be 10 quizzes, and the lowest score will be dropped from the final grade.

▪ **Child Observation Reports** – Students will complete 2 virtual observations during the semester to observe critical developmental milestones during early childhood. In each developmental period, students will be asked to provide a descriptive profile of each child’s physical, cognitive, and social development. Student groups will work together to write these reports. More details will be distributed throughout the semester.

- Infancy/Toddlerhood – students will work in pairs to code a series of infant and toddler videos for major domains of development (physical, cognitive, and social).
- The Preschool Years – students will work in small groups to code a videorecorded parent-child interaction with structured tasks for a 3-6 year-old, focusing on physical, cognitive, and social skills that relate to school readiness.

▪ **Lead Discussion for 2 Supplemental Readings** – Supplemental readings are provided throughout the semester to provide concrete strategies for improving multiple domains of child well-being, and to address contemporary issues involving developmental diversity, and practices and policies for young children. The supplemental readings include book chapters, research briefs, professional early education articles, podcasts with transcripts, and government reports. Students are expected to read all of these materials but are only required to co-lead discussion with peers for 2 of the assigned readings.

1. Post a brief summary of main points of the reading AND at least 3 discussion questions prior to class
2. Briefly present these reading summaries and questions during our class discussion of the reading

## COURSE GRADING

Evaluations will be based on your knowledge of assigned readings and lecture material, as well as your contributions to class discussions.

<u>Assignment</u>	<u>Points</u>
1-2 year-old Observation Report	50 Pts
3-6 year-old Observation Report	50 Pts
2 Supplemental Reading Discussions (15 pts each)	30 Pts
Reading Quizzes (10 pts each)	90 Pts
Class Participation	30 Pts
<b>Total Points Possible</b>	<b>250 Pts</b>

## COURSE POLICIES

- **Accommodations for students with disabilities** – 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](mailto: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.
- **Academic Integrity** – Students are expected to comply with the policies outlined in the *Student Code of Conduct*. A copy of this booklet is found on-line at <http://www.studentaffairs.pitt.edu/conduct/guidelines/>
- **Classroom Climate** – To create a positive learning environment, I will promote a classroom climate that is based on *mutual respect*. I will be available to answer questions, provide reasonable guidance on assignments and exams, will remain open to discussing concerns about the course, and will assure that course objectives are met. In turn, I ask that students be respectful of other class members' views. An important aim of this course is to promote an inclusive learning community that encourages the dynamic, open exchange of ideas, and affirms the diversity and dignity of participants and perspectives within a safe and mutually respectful environment. This year, in addition to respect, I ask that we show each other an abundance of grace, care, and flexibility. We are facing many challenges, but we will get through this together and learn a lot in the process.

## COURSE SCHEDULE

\*\*The following schedule is subject to change as the semester progresses\*\*

\*\*Additional video links will be posted to Canvas throughout the semester and the syllabus will be updated\*\*

<u>Week</u>	<u>Class</u>	<u>Topics and Assignments</u>
1	8/31	<b>Review Syllabus &amp; Introduction to Applied Developmental Science</b> <ul style="list-style-type: none"><li>▪ Chapter 1 – Introduction</li></ul>
	9/2	<b>Research Methods in Dev. Science</b> Chapter 1 – Introduction continued <ul style="list-style-type: none"><li>▪ Research Designs: <a href="https://www.youtube.com/watch?v=b_SIsMMkYw">https://www.youtube.com/watch?v=b_SIsMMkYw</a></li></ul>
2	9/7	<b>Research Methods in Dev. Science continued</b> <ul style="list-style-type: none"><li>▪ Developmental Designs: <a href="https://www.youtube.com/watch?v=q6h9e2J73xU">https://www.youtube.com/watch?v=q6h9e2J73xU</a></li></ul>
	9/9	<b>Frameworks for Studying Children’s Development</b> Chapter 2 – Theories of Development <ul style="list-style-type: none"><li>▪ Theories of Child Development: <a href="https://www.youtube.com/watch?v=A81vvyxADMg">https://www.youtube.com/watch?v=A81vvyxADMg</a></li></ul>
3	9/14	<b>Frameworks for Studying Children’s Development continued</b> <ul style="list-style-type: none"><li>▪ Chapter 2 continued – Theories of Development</li></ul>
	9/16	Chapter 3 – Genetics and Development
4	9/21	<b>Conception and Prenatal Development</b> <ul style="list-style-type: none"><li>▪ Chapter 4 – Prenatal Development and Birth</li></ul>
	9/23	Chapter 4 continued – Prenatal Development and Birth <ul style="list-style-type: none"><li>▪ Paul, A. M. (2010). <i>Origins: How the nine months before birth shape the rest of our lives</i>. Chapter 7 (pp. 169-197). Simon &amp; Schuster, Inc.: New York, NY.</li></ul>
5	9/28	<b>The first two years: Infants and toddlers</b> <ul style="list-style-type: none"><li>▪ <i>Toddler observation report requirements distributed</i></li><li>▪ Chapter 5 – Biosocial Development</li><li>▪ Zero-to-Three Podcast, “Night-Night...or Not: Talking About Babies, Toddlers, and Sleep” featuring Dr. Jodi Mindell <a href="https://www.zerotothree.org/resources/274-talking-about-babies-toddlers-and-sleep">https://www.zerotothree.org/resources/274-talking-about-babies-toddlers-and-sleep</a></li><li>▪ NICHD Brochure: Safe sleep for your baby: Reduce the risk of Sudden Infant Death Syndrome (SIDS)</li></ul>
	9/30	Chapter 5 continued – Biosocial Development <ul style="list-style-type: none"><li>▪ Brain development</li><li>▪ Center on the Developing Child: <i>The impact of early adversity on children’s development</i> <a href="http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/">http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/</a></li></ul>
6	10/5	Chapter 5 continued – Biosocial Development

- Motor development and screen time
  - APA: What do we really know about kids and screens?  
<https://www.apa.org/monitor/2020/04/cover-kids-screens>
- 10/7 Chapter 6 – Cognitive Development
- Piagetian sensorimotor period
- 7 10/12 Chapter 6 continued – Cognitive Development
- Language development
- 10/14 Chapter 7 – Psychosocial development
- Temperament
- 8 10/19 Chapter 7 continued – Psychosocial development
- Attachment
- 10/21 Chapter 7 continued – Psychosocial development
- Discipline Strategies with Young Children
  - “The Discipline Wars” by Denise Foley  
[http://time.com e-discipline-wars-2/th](http://time.com/e-discipline-wars-2/th)
- 9 10/26 Group work for toddler observation report
- 10/28 **Early Childhood: 2 – 6 year-olds**  
**\*\* Toddler observation report due**
- Chapter 8 – Biosocial development
- 10 11/2
- Chapter 8 continued – Biosocial development
  - *Preschool observation report requirements distributed*
  - <https://www.nytimes.com/2019/08/12/well/family/the-impact-of-racism-on-childrens-health.html>
- 11/4
- Chapter 9 – Cognitive development
  - Preoperational thinking and brain development
- 11 11/9
- Chapter 9 continued – Cognitive development
  - Language development
  - Gillanders & Castro (Jan., 2011). Storybook reading for young dual language learners. *Young Children*, 91-95.  
[https://www.researchgate.net/publication/285717073\\_Storybook\\_reading\\_for\\_young\\_dual\\_language\\_learners](https://www.researchgate.net/publication/285717073_Storybook_reading_for_young_dual_language_learners)
- 11/11 Chapter 9 continued – Cognitive development
- Reading development
- 12 11/16 Chapter 9 continued – Cognitive development
- Sarama, J., & Clements, D. H. (2005). Math Play. *Scholastic Parent & Child*, 12, 36-45.
- 11/18 Chapter 10 – Psychosocial development
- Social competence and self-regulation

- 13      11/23    **Thanksgiving week – NO CLASS**
- 11/25    **Thanksgiving week – NO CLASS**
- 14      11/30    Chapter 10 continued – Psychosocial development  
                   ▪ Motivation and persistence
- 12/2      Chapter 10 continued – Psychosocial development  
                   ▪ Parenting styles  
                   ▪ How to talk honestly with children about racism  
[https://www.pbs.org/parents/thrive/how-to-talk-honestly-with-children-about-racism?utm\\_campaign=currentevents\\_2020&utm\\_content=1591734901&utm\\_medium=social&utm\\_source=facebook&fbclid=IwAR01IMZilUNy4sO0ryIJCXQP1cysVnCeW2PPI1EaYCIvCTX0ZN-kiOgp54](https://www.pbs.org/parents/thrive/how-to-talk-honestly-with-children-about-racism?utm_campaign=currentevents_2020&utm_content=1591734901&utm_medium=social&utm_source=facebook&fbclid=IwAR01IMZilUNy4sO0ryIJCXQP1cysVnCeW2PPI1EaYCIvCTX0ZN-kiOgp54)
- 15      12/7      *\*\*Class debate and extra-credit opportunity:*  
                   \*\*Bounds, M. C. (April 25, 2004). Older, but Smarter? *New York Times*.  
                   60 Minutes Episode- Redshirting: Holding Kids Back from Kindergarten  
<https://www.youtube.com/watch?v=HtEsw49o4RY>
- 12/9      Group work for preschool-aged observation report
- 16      12/14    *\*\*Preschool-aged Observation Reports Due by 5pm*