

Kenneth P. Dietrich School of Arts and Sciences  
**College in High School**

2022-2023

**Development: Conception Through Early Childhood**  
*PSYED 1002--3 Credits*

**Description:** Child Development is an important topic, as the positive development and growth of all children is a critical priority in society. This course will cover key aspects of the physical, social, emotional, and cognitive development of children, from conception through elementary school age. We will also give attention to the importance of contexts that shape development, including factors related to families, socioeconomic status, and childcare/school settings. Issues related to research, policy, and practice will be highlighted. The course has three primary aims: 1.) Introduce major themes of child development; 2.) Support understanding of effective parenting and instructional practices that enhance children's well-being; and 3.) Foster the mindset of "caretaking" and advocacy for all children, especially the most vulnerable.

**Prerequisites:** None.

**Grading:** The grade of the course is based on contribution to class meetings, quizzes, child observation reports, a mid-term exam and/or paper, and a final exam and/or paper.

**Textbook:** Required Textbook: Siegler, R. S., Saffran, J., & Eisenberg, N., Gershoff, E. (2020). *How Children Develop*. Sixth edition. Macmillan. Additional readings, as assigned by instructor.

**LEARNING OBJECTIVES:**

Students who attend to course materials and assignments should be able to (1) understand basic developmental theories and their usefulness for supporting practitioners and parents, (2) develop a comprehensive knowledge of children's development through infancy, toddlerhood, preschool and elementary phases; (3) understand the importance of our interactions with children in supporting positive developmental trajectories; (4) develop skillsets related to observation, interviewing, and writing about children's development; and (5) understand strategies related to advocating for children from various vulnerable populations (e.g.: racial/ethnically minoritized, low socioeconomic status, traumatized, social/cognitive disability status, etc.).

Topics of importance include play, brain architecture, toxic stress, executive function, resilience, and self-regulation.

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**The following lists the broad areas addressed in the course:**

1. Development Overview
2. Prenatal Period and Birth
3. Physical Development
4. Cognitive Development
5. Language Development
6. Social and Emotional Development
7. Families and Peer Relationships

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**Academic Integrity:** All College in High School teachers, students, and their parents/guardians are required to review and be familiar with the University of Pittsburgh's Academic Integrity Policy located online at <https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>.

**Grades:** Grade criteria in the high school course may differ slightly from University of Pittsburgh standards. A CHS student could receive two course grades: one for high school and one for the University transcript. In most cases the grades are the same. These grading standards are explained at the beginning of each course.

**Transfer Credit:** University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities. Students are encouraged to contact potential colleges and universities in advance to ensure their CHS credits would be accepted. If students decide to attend any University of Pittsburgh campuses, the University of Pittsburgh grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

**Drops and Withdrawals:** Students should monitor progress in a course. CHS teacher can obtain a Course Drop/Withdrawal Request form from the CHS office or Aspire. The form must be completed by the student, teacher and parent/guardian and returned to teacher by deadlines listed. Dropping and withdrawing from the CHS course has no effect on enrollment in the high school credits for the course.