**Course number:** PRDV 72925

**Title:** Impact of Poverty and Stress on Young Learners

**Credit:** 1

**Location:** Online

**Visiting Instructor:** Katherine Kaczynski

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Note: When contacting me by email, please state the course name in the subject area.

**Course Overview**

**Course Description:**

This course is for all teachers but specifically for early childhood educators and specialists. Each module, with its special topics, examines the complexities and the effects of poverty and stress on child development. Participants will learn how poverty and toxic stress affect child development and lifelong learning. Participants will come prepared for in depth discussions and ready to participate actively in the online discussion forum, from the start to the week's completion. Participants will explore the resources cited in each weekly assignment and have completed all readings (Read, Watch, Listen) before the online discussions. A final project is required.

**Course Content:**

Week & Module 1 - The Effects of Poverty on Child Development

Week & Module 2 - What Stress Does to the Learning & Achievement of Young

 Children

Week & Module 3 - Neglect and Three Core Concepts

Week & Module 4 - How Educators/Specialists Can Help

**Student Outcomes**

Students will be able to:

* identify how poverty and stress impact child development
* describe and discuss the impact of neglect on child development
* examine how to apply this Information to their teaching
* discuss/analyze misconceptions about children, learning, and poverty

**Grading Components:**

40 points = Readings and Videos (tied to the frequency and quality of posts

 (See Rubric for Discussion Board).

40 points = Weekly Assignments (See Rubric for Weekly Assignments).

20 points = Final Project: PowerPoint, Prezi, Podcast, Adobe Spark or Research Paper (APA)

**100 points**

**Grading/Grade Points**

A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. Work and discussion posts exceed expectations.

B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the course work has met the requirements and was judged acceptable. Work and discussion posts meet expectations.

C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) indicates that the level of work did not adequately meet the requirements.

D+, D, D-, (69-67, 66-63, 62-60) F, (59-0) indicates that the level of work was unacceptable.

**How to use the Discussion Board Prompts**

Each weekly discussion will be based on the required course content and begin with one or more questions or prompts. You can focus on one or more questions, and you do not have to answer the question in a post; discuss the questions as part of the conversation. Each discussion runs week to week; once a week closes, posts cannot be made up.

**Rubric for Discussion Board (Asynchronous Discussion Participation)**

There are four criteria, Posts throughout the week, Details in each post, The quality of Information in response to others' posts, and the Frequency of Weekly Discussion Posts. The highest amount of points in one week for a score of excellent is a score of 10 points.

**\*Criteria          –** Excellent 10 points

**\*Posts throughout the weekly discussions** - Build on others' posts & comments analytically. Quotes directly from others' posts.

**\*Information** - Posts refer to what others have written, provide details from Information gathered within the course, and encourage new ideas.

**\*Details in posts on the discussion board** - Posts offer Information that is highly detailed & correct. Quotes 3 or more times from readings or videos to support statements.

**\*Frequency of posts** - Posts often, at least 7-8 times throughout the week.

**\*Criteria          –** Good 8 points

**\*Posts throughout the weekly discussions** - Builds on other posts & comments analytically w/o direct quotes.

**\*Information** - Posts refer to what others have written and provide some details from Information gathered within the course.

**\*Details in posts on the discussion board** - Posts offer Information that is detailed & correct. Quotes 1 to 2 times from readings to support statements.

**\*Frequency of posts** - Posts at least 5-6 times throughout the week.

**\*Criteria          –** Good 6 points

**\*Posts throughout the weekly discussions** - Posts respond to other posts, w/o quoting directly or indirectly. Posts lack depth.

**\*Information** - Posts refer only to what others have written, does not provide Information gathered within the course.

**\*Details in posts on the discussion board** - Posts offer Information that is somewhat detailed & correct. Does not quote but refers to content.

**\*Frequency of posts** - Posts at least 3-4 times throughout the week.

**\*Criteria          –** Unacceptable 4 points

**\*Posts throughout the weekly discussions** - Posts are not relevant to the discussion.

**\*Information** - Posts do not refer to what others have posted.

**\*Details in posts on the discussion board** - Post responds to others with few details or facts. Does not refer to content.

**What to consider when posting:**

* Discussion Board Prompt
* Refer to course content in your posts
* Convey new thoughts or Information
* Contrasting earlier Information learned in the course of new Information (after week1).
* Convey Information from the read, watch, listen information gathering, to personal experiences.
* Consider the importance of the final post to the Discussion board
* Discussion at a \*critical level is not just facts from information gathering, but rather provides supporting evidence (see below).
* Discussion at a critical level means discussing, for example, the following:
* Opinion of the facts gathered, or facts mentioned by others in the discussion group
* Why the opinion is held
* What is wrong with the fact/s mentioned
* Are the points, facts, opinions, consistent and or inconsistent with the material presented so far
* What are the implications for the future, consistencies, and or inconsistencies within the readings or videos?

**A Quality of Postings Indicator**

* Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to through posts throughout the week.
* Post your thoughts and provide supporting evidence using the readings and videos. DO NOT just give the facts.  Posts MUST reflect how the readings and videos have impacted upon your thinking and the work that you do.

Participants will use the following guidelines to improve the quality of their discussion contributions.

**Weekly Assignment - Levels of Achievement**

**\*Criteria**

\***Proficient**: 10 Points - The Post fully addresses the Assignment Prompt. The post demonstrates a proficient understanding of the content. Three or more quotes from course content are used to support your statements.

\***Competent**: 8 Points - The Post addresses the Assignment Prompt. The post demonstrates above average or competent understanding of the content. Two quotes from course content are used to support your statements.

\***Adequate**: 6 Points - The Post addresses the Assignment Prompt and demonstrates an adequate understanding of the content. One quote from course content is used to support your statements.

\***Unacceptable**: 0-2 Points - The Post does not clearly address the Assignment Prompt and does not appear to be tied to the topic. Quotes from course content are not used to support statements. The post is found unacceptable.

**Final Project – Please see due date in the Assignments section**

Participants are required to create a Final Project.  The Final Project should address how the course content has influenced their thinking. The Final Project can be a tool to be used by you for professional purposes, a presentation or an activity. It should be short, for example, no more than 20 slides, concise, and cite from course content. DO NOT provide an overview of the course content.

\*Format choices:

1. PowerPoint (Visual & Audio) might be useful if the intent is to share the Information.
2. A Prezi (instead of a PowerPoint)
3. A Podcast may be useful to create a report, much like a newscast \*\*
4. Writing a 10-page double-spaced APA style paper.
5. Or use of any other application that you choose to create your Final Project.

\*\*Note:  If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines is required.

**Rubric for the Final Project**

Five criteria for the Final Project are as follows: Question, Information, Analytical, Quotes from course content, and Encourages new ideas.

**First criteria, the question:**

* directly relates to the course topics and the work that you do, this question earns a score of 4 points.
* is somewhat related to the course topics, and the work that you do, this question earns a score of 3 points.
* indirectly relates to the course topics, and the work that you do, this question earns a score of 2 points.
* does not relate to the course topics, and or the work that you do, this question earns a score of 1 to 0 points.

**Second criteria, the Information**

* is highly detailed and correct, you earn a score of 4 points.
* is somewhat detailed and correct, you earn a score of 3 points.
* has some detail and somewhat correct you earn a score of 2 points.
* lacks detail, and or is not correct, you earn a score of 1 to 0 points.

**Third criteria, how analytical is it?**

* If the Information is analytical and demonstrates a proficient understanding, you earn a score of 4 points.
* If the Information is analytical and demonstrates above average understanding, you earn a score of 3 points.
* If the Information is analytical and demonstrates an acceptable level of understanding, you earn a score of 2 points.
* If the Information is not analytical and or demonstrates a poor understanding, you earn a score of 1 to 0 points.

**Fourth criteria, use of quotes from course content**

* 4 quotes or more are used to support statements/assertions, you earn a score of 4 points.
* 3 quotes or more are used to support statements/assertions, you earn a score of 3 points.
* 2 quotes or more are used to support statements/assertions, you earn a score of 2 points.
* 1 quote used to support statements/assertions you earn a score of 1-0 points.

**Fifth criteria, is encouraging new ideas or new thinking**

If the Final Project responds to the Final Project question and responds to misconception, new ideas or new thinking, you earn 4 points.

If the Final Project responds to the Final Project question and responds somewhat to misconception, new ideas or new thinking you earn a score of 3 points.

If the Final Project responds to the Final Project question and responds to misconception yet does little to encourage new ideas or new thinking, you earn 2 points.

If the Final Project does or does not respond to the Final Project question and does or does not responds to misconception, or new ideas or new thinking you earn a score of 1 to 0 points.

**My commitment to cultivate an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.

**College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7 at:* <http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf>**.**

**Research**

Additional supporting Information can be researched at the Framingham State University Online Library. Just logon to you FSU My Campus account and go to the tab that says Library.

**Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further Information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academicsuccess-and-advising> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu

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Note: Course content is subject to change without notice.