

**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 designed for the infant, toddler, preschool and kindergarten teachers. Through *Special Topics*, the course examines the complexities and the effects of poverty and stress, on child development. Participants will explore the resources cited in each of the weekly assignments, have completed all readings (Read, Watch, Listen) prior to the online discussions. Participants will come prepared for in depth discussions and ready to participate actively in the online discussion forum, from the start to the completion of the week. A final project is required and a *Suggested Reading* list will be provided.

#### **Course Content:**

Students will learn how poverty and stress, affects child development and lifelong learning  
Week 1: The Effects of Poverty on Child Development  
Week 2: What Stress Does to the Learning, and Achievement of Young Children  
Week 3: Neglect and Three Core Concepts  
Week 4: How Educators Can Help

#### **Student Outcomes**

Students will be able to:

- identify how poverty and stress impacts child development
- describe and discuss the impact of neglect on child development
- examine how to apply this information to their teaching
- discuss and analyze our own misconceptions about children, learning and poverty

#### **Grading Components:**

80%= the readings (tied to attendance, number of quality posts (see Discussion Board Rubric)

20% = Final Project: PowerPoint, Prezi, Podcast or Paper

**100%**

#### **Grading/Grade Points**

A, A- (94-100 A, 90-93 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.

### How to use the *Tables* and Guiding Questions

The information found in the *Tables*, are presented in a variety of formats (Read, Watch and Listen) so that participants can best meet their learning needs. Each weekly discussion will be based on the required readings/viewings. Each weekly Discussion Board will begin with one or more questions, referred to as *Guiding Questions* or *GQ*. Discussions boards run week to week, once a week closes, posts cannot be made up. Please see the **Rubric for Asynchronous Discussion Participation**.

#### Week 1 – March 20 – 26

*Topic: The Effects of Poverty on Child Development*

Information Format	Title	Retrieved from:
Watch, Listen	Brain Hero	<a href="http://www.youtube.com/watch?v=s31HdBeBgg4">http://www.youtube.com/watch?v=s31HdBeBgg4</a>
Read, Watch, Listen	The Impact of Adversity on Child Development	<a href="http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity">http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity</a>
Read	Effects of Poverty	<a href="http://www.princeton.edu/futureofchildren/publications/docs/07_02_03.pdf">http://www.princeton.edu/futureofchildren/publications/docs/07_02_03.pdf</a>

#### Week 2 – March 27 – April 2

*Topic: What Stress Does to the Learning, and Achievement of Young Children*

Information Format	Title	Retrieved from:
Read	Stresses of poverty may impair learning ability in young children	<a href="http://www.nih.gov/news/health/aug2012/nichd-28.htm">http://www.nih.gov/news/health/aug2012/nichd-28.htm</a>
Watch	The Spectrum of Neglect	<a href="http://developingchild.harvard.edu/resources/multimedia/interactive_features/our_types_of_unresponsive_care">http://developingchild.harvard.edu/resources/multimedia/interactive_features/our_types_of_unresponsive_care</a>
Read	Jensen, E. (2013). Volume 70. Number 8. Faces of Poverty Pages 24-30. How Poverty	<a href="http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-">http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-</a>

	Affects Classroom Engagement	<a href="#">Poverty-Affects-Classroom-Engagement.aspx</a>
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**Week 3 – April 3 - 9**

*Topic: Three Core Concepts and Neglect*

Information Format	Title	Retrieved from:
Read/Listen (PlayAll)	Three Core Concepts in Early Development	<a href="https://www.youtube.com/playlist?list=PL0DB506DEF92B6347">https://www.youtube.com/playlist?list=PL0DB506DEF92B6347</a>
Watch/Listen – <b>Note: Watch video then download 2 page PDF - InBrief: The Science of Neglect</b>	Neglect: Importance of Serve and Return	<a href="http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect">http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect</a>
Read	Growing up poor and stressed impacts brain function as an adult	<a href="http://news.uic.edu/growing-up-poor-and-stressed-as-a-child-impacts-brain-function-as-an-adult">http://news.uic.edu/growing-up-poor-and-stressed-as-a-child-impacts-brain-function-as-an-adult</a>
Listen	Mp3 of Growing up poor and stress impacts brain as an adult	<a href="https://uic.blackboard.com/bbcswebdav/institution/web/news/podcasts/PdCst98_Oct21_13_Phan.mp3">https://uic.blackboard.com/bbcswebdav/institution/web/news/podcasts/PdCst98_Oct21_13_Phan.mp3</a>

**Week 4 – April 10 - 14**

*Topic: Our Misconceptions, What Have We Learned and How we can help?*

Information Format	Title	Retrieved from:
Watch & Listen	Shonkoff, J. (2011). Building Adult Capabilities to Improve Child Outcomes:	<a href="http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change">http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change</a>

	A Theory of Change	
Read	Firth, P. (2014). Innovating Toward Academic Success: Empowering Students Who Are Homeless or Living with Toxic Stress.	<a href="http://firesteelwa.org/2014/09/innovating-toward-academic-success-empowering-students-who-are-homeless-or-living-with-toxic-stress/">http://firesteelwa.org/2014/09/innovating-toward-academic-success-empowering-students-who-are-homeless-or-living-with-toxic-stress/</a>
Read	King K., Ohlsson, S. & Walker, M. T. (2016.) Toxic stress' in the classroom: How a public health approach could help. The Washington Post.	<a href="https://www.washingtonpost.com/news/education/wp/2016/06/06/toxic-stress-in-the-classroom-how-a-public-health-approach-could-help/">https://www.washingtonpost.com/news/education/wp/2016/06/06/toxic-stress-in-the-classroom-how-a-public-health-approach-could-help/</a>
Read	Benson, P. L., Leffert, N., Scales, P. C. & Blyth, D. A. (2012). Beyond the "Village" Rhetoric: Creating Healthy Communities for Children and Adolescents, Applied Developmental Science. 16(1), 3–23.	<a href="http://web.b.ebscohost.com/fscproxy/framingham.edu/ehost/pdfviewer/pdfviewer?sid=a79eba7f-70e6-4d00-b83f-4cd95f642060%40sessionmgr102&amp;vid=6&amp;hid=125">http://web.b.ebscohost.com/fscproxy/framingham.edu/ehost/pdfviewer/pdfviewer?sid=a79eba7f-70e6-4d00-b83f-4cd95f642060%40sessionmgr102&amp;vid=6&amp;hid=125</a>

## Rubric for Asynchronous Discussion Participation

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

**Discussion Board Rubric**

	<b>Criteria</b>	<b>Excellent 4 Points</b>	<b>Good 3 Points</b>	<b>Acceptable 2 Points</b>	<b>Unacceptable 1-0 Points</b>
1	<b>Initial Posting: Guiding Question (GQ)</b>	Posts fully addresses the topic and Guiding Questions (GQ). Post demonstrates a proficient understanding.	Posts address the topic, GQ and shows above average understanding.	Posts address the topic, GQ and shows adequate understanding.	Posts not tied to the topic, or no post at all.
2	<b>Additional postings throughout the weekly discussions</b>	Builds on other's posts & comments analytically. <u>Quotes directly from other's posts.</u>	Builds on others posts & comments analytically w/o direct quotes.	Posts lacks depth & respond to others posts, w/o quoting directly or indirectly.	Posts are not relevant to the discussion.
3	<b>Details in postings</b>	Posts offer information that is highly detailed & correct. Quotes 3 or more times from readings to support statements.	Posts offer information that is detailed & correct. Quotes 1 to 2 times from readings to support statements.	Posts offer information that is somewhat detailed & correct. Does not quote but refers to readings.	Post responds to others with few details or facts. No quotes or references from readings.
4	<b>Information</b>	Posts refer to what others have written, provides details from information gathered within the course, and encourages new ideas.	Posts refer to what others have written, provides some details from information gathered within the course.	Posts refers only to what others have written, does not provide information gathered within the course.	Posts does not refer to what others have posted.
5	<b>Frequency of weekly discussion posts</b>	Post often, at least 7-8 times throughout the week.	Posts at least 5-7 times throughout the week.	Posts at least 3-4 times throughout the week.	Posts 0-2 times.

**Note:**

All Discussion Board rubric points are evaluated on a 4-3-2-1-0 basis. The highest score for each Discussion (4) would be 20 points, or a total of 80 points.

## **IMPORTANT - What to Consider when posting**

### ***Initial post must:***

Address the Guiding Question/s (GQ)

Refer to at least two specific points, from the article or reading.

Conveying new information

Contrasting earlier information learned in the course of new information (after week1).

Convey information from the read, watch, listen to information gathering, to personal experiences.

### ***Following the Initial Post your posts should:***

Bring the discussion to a *\*critical level*, by not just giving back facts from information gathered, 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

Analyzing 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?

Consider the importance of your final post to the weekly Discussion board

Note: Participants will review readings/viewings, by analyzing the content of information, what is interesting, and what is new, what is considered honest and/or bad aspects of the information. Participants should justify the analysis, provide their own opinions, not just quote information.

## **Final Project**

Participants are required to create a Final Project focused on what they have learned. The Final Project should address how the course content has influenced their thinking. The Final Project should reflect new thinking and not an overview of the course. The Final Project can be a tool, a presentation or an activity, to be used by the participant. It should be short, for example, no more than 20 slides, concise, and cite from 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. Note: If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines is required.
4. Writing a 10-page double-spaced APA style paper. One page of the paper may include a Wordle.
5. Or any other application that you choose to create your Final Project.

### Rubric for the Final Project

Criteria	Excellent 4 Points	Good 3 Points	Acceptable 2 Points	Unacceptable 1-0 Points
<b>1. Question</b>	Directly relates to the course topic	Somewhat relates to the topic	Indirectly relates to the topic	Does not directly relate to the topic
<b>2. Information</b>	Information is highly detailed & correct	Information is somewhat detailed & correct	Information has some detail & and somewhat correct	Information lacks detail, and is not correct
<b>3. Analytical</b>	Information is analytical and demonstrates a proficient understanding.	Information is analytical and demonstrates above average understanding.	Information is analytical and demonstrates an adequate understanding.	Information is not analytical and demonstrates a poor understanding
<b>4. Using quotes to support assertions</b>	4 quotes or more are used to support statements	3 quotes or more are used to support statements	2 quotes or more are used to support statements	1 quote is used to support statements
<b>5. Encourages new thinking</b>	Responds to misconceptions, GQ and encourages new ideas.	Responds to misconceptions encourage somewhat new ideas	Responds to misconceptions does little to encourage new ideas	Responds to misconceptions does not encourage new ideas

#### Grading Criteria

80 points= the readings (Response to the Guided Question (GQ), and the number of quality posts (see Discussion Board Rubric)

20 points = Final Project: PowerPoint, Prezi, Podcast or Paper

#### 100 points

#### Grading/Grade Points

A, A- (94-100 A, 90-93 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. 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. Meets 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.

#### 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.