**Course number:** PRDV 72925

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

**Dates & Times:** Spring 2022

**Credit:** 1

**Location:** Online

**Visiting Instructor:** Katherine Kaczynski

 kkaczynski@framingham.edu

 Cell: 508-574-9485

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 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 stress, affects child development and lifelong learning. 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.

**Course Content:**

Module 1 - The Effects of Poverty on Child Development

Module 2 - What Stress Does to the Learning, and Achievement of Young Children

Module 3 - Neglect and Three Core Concepts

Module 4 - How Educators/Specialists 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:**

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.

**Rubric for Asynchronous Discussion Participation**

The 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, to ﻿which participants must respond. Participants will use the following feedback to improve the quality of their discussion contributions.

**Grading Discussion Board**

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

**Rubric for Discussion Board**

There are four criteria, Posts throughout the week, Details in each post, The quality of the information in response to other’s posts, and the Frequency of Weekly Discussion Posts. The highest number of points that can be earned in one week, for a score of excellent, is a score of 10 points. See Rubric on Canvas.

**Weekly Assignment - Levels of Achievement**

\*Criteria: Proficient, Competent, Adequate, Unacceptable. See Rubric on Canvas.

**Final Project – Due on or before the last day of class**

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…

**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

**Copyright**

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material.

Note: Course content is subject to change without notice.