Course number: PRDV 72925
Title: Impact of Poverty and Stress on Young Learners
Dates & Times: Summer 2021
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 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:
80% = course content (tied to the number of quality posts (see Discussion Board Rubric)
20% = Final Project: PowerPoint, Prezi, Podcast or Paper
100%

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+ 69-67 D 66-63 D- 62-60 F 59-0
Impact of Poverty and Stress on Young Learners

Module 1 - The Effects of Poverty on Child Development
Module 2 - What Stress Does to the Learning, and Achievement of Young Children
Module 3 - Three Core Concepts and Neglect
Module 4 - Our Misconceptions, What Have We Learned and How we can help?

How to use the Discussion Board Prompts
Each weekly discussion will be based on the required readings/viewings. Each weekly Discussion Board will begin with one or more questions or prompts. Each Discussions Boards run week to week, once a week closes, posts cannot be made up. Please see the Rubric for Asynchronous Discussion Participation.

Discussion Board 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 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.

What to consider when posting:
• Discussion Board Prompt
• 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 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?
Note: Participants will review content, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the content.

**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 – 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, 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.

**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](http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf).

**Research/ Library Access,**
Impact of Poverty and Stress on Young Learners

Additional supporting information can be researched at the Framingham State University Online Library. Just logon to your FSU My Campus account and go to the tab that says Library. Go to: My Framingham; Click on the Library tab; Choose Books, Articles or Key E-resources.

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, based on 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: Syllabus is subject to change with notice. Check Blackboard regularly for updates.