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2026

EECE310W OER Syllabus

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Fall 2026
EECE 310W
Generic Version
Please Refer to the Syllabus for Your Specific Section

Children in Cultural Contexts I: Child Development and Education
Queens College/CUNY
Education Preparation Provider (EPP)

INSTRUCTOR INFORMATION

Daisuke Akiba, PhD
Powdermaker Hall 054/**Email Address** dakiba@qc.cuny.edu

Response Time ⏰

- Replies typically within two business days, unless otherwise noted (if sent between Monday-Friday, 8AM-4PM)
- Emails sent outside those hours will be answered on the following business day or two

Pro Tips for Quick Responses 💡

- Use your college email address
- Be specific about your question or concern
- Check the syllabus first - the answer is often there!
- Avoid sending from random email addresses or without identifying yourself

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Remember: Clear communication helps me help you faster!

COURSE DESCRIPTION

The course will introduce developmental processes from birth through adolescence and their implications for classroom practice. Starting from an ecological perspective, students explore the influences of environmental factors such as family, culture, and economics on the development of the individual. Individual differences, the range of normal development, and strategies for accommodating individual variability in the classroom will be emphasized. THERE IS A REQUIRED FIELDWORK COMPONENT as noted in later sections. (3 credit hours)

This class uses open educational resources or zero-textbook-cost materials. There are no required textbooks for purchase. All materials are freely available or will be provided by the instructor. This initiative has been funded in part by the CUNY OER Initiative.

COURSE LEARNING GOALS & OBJECTIVES

1. Master the overview of the theories, principles, and other tenets of Child Development
2. Understand the nature and dynamics of individual and group differences in developmental pathways and outcomes
3. Observe, interpret, synthesize, and articulate a variety of contexts and practices in Child Development
4. Bridge the gap between theory and practice
5. Obtain the foundational knowledge and skills that will permit candidates to become effective scholar-practitioners

UNIQUE ASPECT OF THIS SECTION OF THE COURSE:

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This section has been designated by CUNY as a Computing and Digital Literacies (CDL)-integrated section. This means that, as part of the standard course content, you'll gain valuable skills and "attitudes" to shine in our increasingly CDL-dependent society. With funding from CUNY, this section is designed to help you earn **CDL training in Computational Thinking for Educators**, at no cost to you. To maximize your learning, you must fully complete all of the "CDL in action" activities as assigned.

Earning training in Computational Thinking can benefit students in a wide range of fields, including elementary and early childhood education, music education, psychology, data science, and physical education. Here are some potential benefits:

- **Enhanced problem-solving skills:** Computational Thinking helps you break down complex problems into smaller, more manageable parts, a skill valuable in any field.
- **Improved critical thinking and logical reasoning:** You'll learn to analyze information, identify patterns, and develop solutions, essential skills for educators, researchers, and therapists.
- **Enhanced communication skills:** Computational Thinking fosters the ability to prioritize information and express ideas clearly and concisely, thereby improving your overall communication skills.
- **Increased creativity and innovation:** Computational Thinking encourages you to think outside the box and find new ways to approach challenges, vital for developing engaging lessons, therapies, or training programs.
- **Data literacy and analysis:** You'll gain the ability to collect, organize, and interpret data, a skill increasingly important in research and evidence-based practice.
- **Technology integration:** You'll become more confident and competent in using technology, which can enhance your teaching, research, or practice.

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REQUIRED PURCHASES and MATERIALS

This is a zero-cost textbook course. Funded, in part, by the OER Initiative, the required open-access and Fair Use readings will be disseminated on Brightspace electronically well in advance. Weekly readings are typically one chapter (or equivalent) plus any additional resources.

Readings will be disseminated weekly on Brightspace from the following hyper-linked open-access or Fair Use resources:

Parnes, M., & Pagano, M. (2022) Infant and Child Development: From Conception Through Late Childhood.

Paris, J. et al. (2019) Child Growth and Development.

Gardiner, H. (2022) Lives Across Cultures.

All students are required to open a free ChatGPT account and a free Google account (to use Google Gemini). Both are free. If you are concerned about privacy, please set up accounts in manners you are comfortable (e.g., with throwaway email address, pseudonyms, etc.).

CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related issues are available to you at:

http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy

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If you are found to be in violation of CUNY's Academic Integrity Policy, you will be subject to disciplinary action, as described here.

Also, this class follows its own policy on the use of AI and Large Language Models (LLMs). These matters will be discussed throughout the term as part of our CDL-integrated learning.

USE OF CANDIDATE WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

COURSE FORMAT

This is an in-person course. However, your professor has professional obligations that would require him to be away on a couple of occasions as noted in the Course Calendar. In addition, there may be other emergencies (e.g., inclement weather). Any irregularities (e.g., meeting on Zoom rather than in person on a particular day) will be announced using multiple platforms, such as Brightspace, QC Navigate, and email, and you are expected to remain informed and participate fully on such occasions.

FYI - FREE ZOOM-ROOMS AVAILABLE ON CAMPUS

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* You have in-person and online classes on the same day?
* You have no access to a Zoom-conducive space or at home?
* You have limited access to stable WiFi at home?

QC has designated spaces available for students to access Zoom classes on campus, as follows (current as of January 2026 – you are encouraged to confirm):

* **Kiely** Hall 209A
* **Science** Building, first floor main lobby area
* **Klapper** Hall, fifth floor Mezzanine (to the right and left of the elevators)
* **Powdermaker** Hall, first, second, and third floors (located across from elevators on each floor)
* **Remsen** Hall, first, second, and third floors (across from Labs 151, 251, and 351, respectively, and at the end of the second and third floor corridors)
* **Queens** Hall, first floor (in front of Room 135 and across from the library) and second floor (open area to the left of the elevator, off the central staircase)
* Rosenthal **Library** also has Zoom rooms that are available by reservation only. Reserve a spot at https://qc-cuny.libcal.com/

Learn more: https://conta.cc/3ozf7n8

TECHNICAL REQUIREMENTS

To successfully complete this course, you are expected to have access to accounts, devices and infrastructures that will allow you to:

- Access QC email;
- Fully utilize the features on Brightspace;

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- Participate in Zoom classes, if any, from off- or on-campus, depending on your circumstances;
- View PowerPoint and other presentations on Brightspace;
- View online streaming videos on platforms such as YouTube;
- Access AI and other digital tools as required; and
- Submit written works in specified formats (e.g., MS Word-compatible files, etc.).

TECHNICAL ASSISTANCE

All technical support resources available to you, free of charge, are listed on the College's ITS website: https://support.qc.cuny.edu/support/home

Brightspace support, email access, software issues, etc. are all handled through this site, so you are urged to bookmark this website on your devices. Professors do not have the expertise to offer technical assistance, so please do not email your professors, unless otherwise instructed.

GRADING TIMELINE

Every effort will be made to provide feedback and/or grades within two weeks of the submission dates. NOTE: I do not have the "bandwidth" to provide detailed narrative feedback on all submissions; however: (a) scoring guide and the grading rubric will be available to help understand your performance and potential areas of improvement; and (b) you may contact me for detailed input if needed. You will, however, receive extensive and detailed formative feedback on your fieldwork paper drafts.

REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES AND CHRONIC HEALTH ISSUES

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→ **Students with disabilities needing academic accommodation MUST** register their accommodation requests with CUNYAccommodate. If the hyperlink does not work, please use the following URL - https://cuny-accommodate.symplicity.com/

- Faculty members are LEGALLY PROHIBITED from discussing your disability accommodations.
- "Disabilities" include, but not limited to: (a) physical disabilities that affects your mobility; (b) psychological, cerebral, and learning/developmental disabilities; and (c) other *chronic medical condition* that requires accommodation.
- If you have any questions or require further assistance regarding *CUNY Accommodate,* please contact Disability@cuny.edu ASAP.

Mental health-related challenges, such as anxiety and depression, have become increasingly common among our students. If you suffer from mental health issues and require accommodation at any point during the semester, please note that **you MUST absolutely work with the Special Services Office at your earliest convenience, as professors are legally prohibited from providing accommodation without explicit directives from the Special Services Office.** Take care, and please be sure to work with the Office, so I can best assist you.

Family emergencies: If your ability to complete the required tasks and assignments because **you take care of a family member** (or family members), please contact **Student Affairs** immediately. Professors are not authorized to provide accommodations for you to take care of your family, neighbors, or friends. Contact information: https://www.qc.cuny.edu/student-affairs-enrollment-management.

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GRADING POLICY and POLICY ON LATE SUBMISSIONS

- All assignments are to be submitted on Brightspace, unless otherwise instructed.
- Each assignment will include information how to submit your work.
    - Deadlines are noted in multiple places, including the Course Calendar, in class, assignments themselves, Brightspace announcements, email reminders, etc.
    - I cannot honor email/meeting requests for me to go over the deadlines with/for you, unless there are inconsistencies in the information provided.
- While you may make late submissions without extension requests, in such cases, **a late penalty of 10% per calendar day will be automatically imposed. No exceptions.**
- Extensions are not routinely granted, and they are a privilege rather than a right.
    - Extensions are only granted for true emergencies, such as documentable medical emergencies to self or immediate family member(s), documentable auto accidents, documentable loss of housing, etc.
    - Routine medical visits, non-emergency surgeries, etc. do not qualify as medical emergencies, so please plan accordingly.
- Quizzes cannot be made up once the answers are posted.
    - As a rule, if you have a scheduling conflict, you are to take the quiz BEFORE the scheduled quiz date.
    - Please contact the professor as soon as you know you'd need to take the quiz in advance.

Task	**Weight**
Observation planning work and one-on-one meeting	3.0%
Observation report draft	7.5%
Observation report final submission	15.0%
Quiz 1	19.0%
Quiz 2	22.0%
Peer lesson leading	12.5%
Participation and professionalism	21.0%
GRAND TOTAL	**100.0%**

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Letter Grades

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	0-59	F

ATTENDANCE AND PARTICIPATION

The participation/professionalism portion of the grade is **to be earned, not to be deducted**; in other words, **you do not earn the score if you do not demonstrate your active participation and professionalism.** You are expected to attend to all classes as scheduled and participate actively, substantively, and meaningfully.

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You can earn participation points, for example, by: (a) spontaneously voicing your answers and perspectives when solicited; (b) answering questions when called by the professor; and (c) engaging actively in class discussions.

Special message to SHY students: Please be sure to come to me at your earliest convenience, so we can discuss how best to help you maximize your learning and performance in this course—and beyond. I'd be delighted to work with you if you'd like me to help you overcome your anxieties about participating in class. Since this is an *educator preparation course,* inability to speak in public can and will prevent you from fully participating.

A quick note on professionalism: The final page of this syllabus outlines the importance of active participation in this course. You are expected to contribute to class discussions and other aspects of the course in a professional manner. **Missing classes will severely impact your ability to earn participation points.** Also, this class includes a number of student-led discussions and presentations. Not actively, constructively, and collaboratively participating WILL adversely impact your participation score as well as the peer lesson leading score.

PEER LESSON LEADING

The Basics

- You will be assigned a partner
- A topic (a concept, a theory, etc.) will be assigned.

What You'll Do

- You will explain the assigned topic, as a discussion leader, to class.
- You are encouraged to include in-class exercises for your classmates.

We've Got You Covered!

No need to stress - this will be a guided experience:

- Full details will be provided well in advance
- You'll have plenty of time to prepare
- Professor will guide you through the process
- You'll work with teammates to share the responsibility

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GROUP DEBATE

The Basics

- You'll team up with 3-4 classmates
- Topics will be provided by your professor
- Full details will be discussed in class

What You'll Do

Think of this as creating your own mini "podcast," "TED Talk" or engaging debate. Your team will:

- Get an interesting topic to explore (like "Does 'belongingness' really help learning?" How? How not?)
- Create an engaging debate session, which may involve hands-on activities
- Lead the class in discovering new ideas together

WRITING INTENSIVE REQUIREMENTS

This course is a Writing Intensive (W) course and fulfills one Writing Intensive requirement. W classes include a significant portion of time devoted to writing, with a minimum of 5,000 of written work required. There are additional descriptions on this requirement later in this document, linked to the fieldwork requirements.

FIELDWORK REQUIREMENTS

Due to the way in which QC's Elementary Education program has been registered with NYS, this course has a *ten-hour* fieldwork requirement in a community setting as approved by the professor. Your fieldwork hours will be completed as part of an assignment, which is also linked to the Writing Intensive requirements (noted above). Completion of all aspects of the assignment satisfies your fieldwork requirement. If you fail to complete any of the



required aspects of the assignment, not only will you receive zero points for the assignment, but you will also have incomplete hours for your fieldwork experience, putting your teacher certification eligibility in danger.

In summary, if you complete the assigned tasks as stipulated in the course, you will meet both the Writing Intensive and fieldwork requirements.

Details on the fieldwork assignment

Description of assignment	Understanding children's behavior through applying the major tenets of educational psychology in community settings.
Due dates	See course calendar
Number of hours required for assignment	10 hours total
Grading criteria (if applicable and/or if rubric not provided)	The rubric (scoring guide) is provided with the assignment instructions.
Percentage of overall course grade	Pls see Grading Policy for grading parameters
Special notation for attention to diverse student populations (if applicable)	On the assignment, there will be questions that will require you to consider individual and group differences.
Special notation for use of technology (if applicable)	n/a

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Fieldwork Paper Revisions (required for Writing Intensive credit): The field observation report will be completed in three waves: 1 = initial planning w/ the professor; 2 = draft submission; and 3 = revision submission. Details will be discussed in class.

Course Calendar – SUBJECT TO CHANGE
Generic Version
Actual Dates Vary

Readings will be disseminated weekly on Brightspace from the following hyper-linked open-access or Fair Use resources. No purchases are necessary:

Parnes, M., & Pagano, M. (2022) Infant and Child Development: From Conception Through Late Childhood.

Paris, J. et al. (2019) Child Growth and Development.

Gardiner, H. (2022) Lives Across Cultures.

Date	Major Topics	Notes / Assignments
Aug 31, 2026	Introduction to EECE310W; Info on CDL; credentialing	Read Gardiner Chapter 1 (Brightspace) after class

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Date	Major Topics	Notes / Assignments
		Video: What is the most important influence on child development | Tom Weisner | TEDxUCLA
Sept 7, 2026	NO CLASS – Labor Day	
Sept 14, 2026	Child development fundamentals: Theories and methodology	Gardiner Chapter 2 (Brightspace) Video: Get "Inside the Mind of a Baby" | Stella Lourenco | TEDxEmory
Sept 21, 2026	NO CLASS - Yom Kippur	
Sept 28, 2026	Developmental Theories – Psychoanalytic Approaches; Cognition: Piaget's theory	Assigned reading on Piaget (Brightspace) Group lesson 1: Freud and Erikson
Oct 5, 2026	Cognition: Piaget's theory 2	Assigned reading on Piaget (Brightspace) Group lesson 2: Behaviorism
Oct 12, 2026	NO CLASS – Columbus Day	
Oct 13, 2026 (Tue)	QC follows Monday schedule Cognition: Vygotsky's theory 1; CDL in action	Assigned reading on Vygotsky (Brightspace); Observation Report discussed Group lesson 3: Piaget's Substages
Oct 19, 2026	Cognition: Vygotsky 2 - Comparing Piaget & Vygotsky; Theories of Development – Social Learning	Assigned reading on Vygotsky (Brightspace) Group lesson 4: Social Learning
Oct 26, 2026	**Quiz 1 (Up to Piaget & Vygotsky)**	Stringent makeup policy applies!
Nov 2, 2026	CDL (Computing and Digital Literacies) activity	The required app download (or request a loaner device)
Nov 9. 2026	Observation planning conference (Virtual)	Conducted on Zoom (Must come w/ completed worksheet)
Nov 16, 2026	Language Development 1: Intro; Theories (Behaviorism, Chomsky, Bruner)	Readings as assigned (Brightspace) Group lesson 5: Kohlberg
Nov 23, 2026	Language Development 2; Intelligence	**Observation Report Draft Due on Brightspace at 11:59PM;** Gardiner Ch 5; Reading on Brightspace

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Date	Major Topics	Notes / Assignments
		Group lesson 6: Friendship
Nov 30, 2026	The self; human motivation; self-regulated learning	Readings as assigned (Brightspace) Group lesson 7: Learning Disabilities
Dec 7, 2026	Group debates	
Dec 14, 2026	Quiz 2	Final week of regular instruction; Stringent makeup policy applies
Dec 21, 2026	**Final Assessment Period** - No regular class meeting	Observation Report Final Submission Due on Brightspace @ 11:59PM

📑 Participation & Professionalism (21% of Final Grade)

🎯 Why This Matters for Your Future

As a future educator, you'll need to:

- **Lead** engaging instruction verbally
- **Respond** verbally to questions impromptu!
- **Communicate** with other teachers, parents, DOE personnel, etc. in person, on Zoom, etc. thoughtfully and effectively
- Work with others **effectively** in *real time*
- **No way to circumvent these things—or your career will suffer greatly**

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✅ How to Maximize Your Participation & Learning

In Class:

- **Share** your relevant thoughts in discussions
- **Ask** questions when you're curious
- **Listen** and **respond** to your classmates and the professor
- **Participate** actively in group activities
- Pay close **attention** to the professor
- **Engage** in **reflections** after class, and share any thoughts
- **Do not blame the professor for your lack of commitment**

💼 Being Professional:

- **Come prepared** and **on time**
- Keep **phones, earbuds, etc. away** during class
- Show **respect** to everyone
- **Follow through** on assigned tasks as stipulated
- Be **ready to accept consequences**
- **Do not expect others to motivate you OR monitor your progress.** You are a university student

👥 Different Ways to Participate

Not comfortable speaking up? I am here to help. You can start by:

- Emailing your reactions to the assigned readings to the professor at least one full day before class (for partial credit)
- Start in small group discussions
- Visit office hours for practice

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- Ask professor for help (e.g., you can't tell if your comment is relevant or "stupid.")

Note: These are ways to get your feet wet, but everyone will need to participate in real-time eventually! ***Read my article on class participation anxiety*** here.

⚠ **What HARMS Your Learning and Participation**

- **Using devices for non-class activities**
- **Keeping your earbuds/ AirPods or similar devices on, even if nothing is playing.**
- Shopping in class
- Not paying attention during discussions
- Staying silent when called on
- Being unprofessional with classmates or instructor
- Blaming others for your own lack of effort
- Conflating my friendliness with weakness/lenience.

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