

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Teacher Education Department

Title of Course: ECE 110.181 (Lecture) Psychological Foundations of Early Development and Education	Class hours: 2 Lab hours: 2
Semester: Summer 2020	Instructor Information: Name: Jen Longley Office: S-616C Office hours: Phone: 212/220-1321 Email: jlongley@bmcc.cuny.edu
Day/Time: Online	
Credits: 3	

COURSE DESCRIPTION: This course examines the psychological and psychosocial foundations of early childhood and relates these foundations to educational practice with young children, birth to eight years. It focuses on historical and contemporary theories of childhood development. Early learning is considered in relation to biological factors, child and family factors, program factors and social factors, particularly in diverse urban settings. Young children's physical, cognitive, communicative, social and emotional development is explored as contributors to and as consequences of early learning experiences. This course requires 15 hours of fieldwork.

FIELDWORK SEMINAR:

Students complete the required 15 hours of fieldwork for this course by enrolling, attending and participating in the ECE 110 fieldwork seminar. The ECE 110 fieldwork seminar is graded pass/fail based on attendance and participation in class activities. **Any student who fails the fieldwork seminar AUTOMATICALLY fails the entire ECE 110 course, regardless of your earned grade in the lecture portion of ECE 110.**

EPORFOLIO AND ACADEMIC PORTFOLIO ARTIFACTS:

This semester, you will begin working on your electronic portfolio, which is a required record of your preparation in early childhood education at BMCC. In this course, you will: (1) Create your Personal Profile; (2) Create your initial Professional Development Plan; and 3) Add your Analysis of Child Development Project as an artifact to your Academic Portfolio.

****Academic Portfolio Artifact:** For this course, you are required to complete an Analysis of Child Development Project that meets the expectations for inclusion in your Academic Portfolio. By the end of semester, if you have an Analysis of Child Development Project that has not met expectations, then you will receive an incomplete in the course. For the Fall semester, you will have until March 1st and for the Spring/Summer semesters, you will have until November 1st to revise your Analysis of Child Development Project to meet expectations and receive the grade you had earned at the end of the semester. **After these dates, if your Analysis of Child Development Project still does not meet the expectation for inclusion in your Academic Portfolio, then your final course grade will automatically become an "F".**

STUDENT LEARNING OUTCOMES:

ECE 110 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
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1. Identify biological and environmental influences on child development	Class activities, Observation Summary Papers, Commentary Paper,
2. Describe the universal and differential characteristics of cognitive, physical, social/ emotional, communicative and self-help development for children birth through eight years	Class activities, Observation Summary Papers, Commentary Paper,
3. Analyze the impact of multicultural (race, class, gender, etc.) and social ecological (family, community, etc.) factors on child development	Class activities, Observation Summary Papers, Commentary Paper,
4. Perform systematic observations, documentation, and other authentic assessment strategies of child behavior	Observation Summary Papers
5. Discuss professional and ethical codes of conduct in the early childhood field	Fieldwork Seminar
6. Critically examine their roles and responsibilities as early childhood educators, in particular the protection of young children from physical and psychological harm	Fieldwork Seminar
7. Articulate their emerging identity as an early childhood professional	Class activities, Fieldwork Seminar, Commentary Paper
8. Complete formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.)	Observation Summary Papers, Commentary Paper

	BMCC General Education Goals: (Checked goals indicate college-wide goals that will be covered and assessed in ECE 110.)	Measurements (means of assessment for general education goals listed in first column)
x	1. Communication Skills- Students will write, read, listen and speak critically and effectively.	All ECE 110 Assignments
	2. Quantitative Reasoning- Students will use quantitative skills and the concepts and methods of mathematics to solve problems.	
	3. Scientific Reasoning- Students will understand and apply the concepts and methods of the natural sciences.	
x	4. Social and Behavioral Sciences- Students will understand and apply the concepts and methods of the social sciences.	All ECE 110 Assignments
	5. Arts & Humanities- Students will develop knowledge and understanding of the arts and literature.	
	6. Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies.	

x	7. Values- Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	All ECE 110 Assignments
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Teacher Education Department Student Professionalism Policy Statement:

If you have not already received and signed the Professional Policy Statement, you will receive and be asked to sign it. The policy is summarized here: The Teacher Education Department of Borough of Manhattan Community College requires that all students conduct themselves in a professional manner during class, site visits, internships, course related activities and interactions with members of the Teacher Education Department and college community. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics (NAEYC, 2005). By reading and signing a copy of the Teacher Education Student Professionalism Policy, you agree to abide by these policies and understand the ramifications of failure to abide by these policies. If you have any questions concerning this policy, please contact me or a faculty member of the Teacher Education Department.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original

source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Required Course Readings:

Assigned course readings on OpenLab.

USE OF TECHNOLOGY:

During the semester, course readings, materials and assignments will be posted on OpenLab. You will create and add material to your e-Portfolio.

EVALUATION AND COURSEWORK REQUIREMENTS:

Coursework Requirements:

Fieldwork Seminar*	Pass/Fail
Completing Modules	1 point
Analysis of Child Development Capstone Project (5 parts)**	
Observation Summary Paper: Infant-Toddler	1 point
Observation Summary Paper: Preschool Age Child	1 point
Observation Summary Paper: Young School Age Child	1 point
Commentary Paper	1 point

TOTAL	5 points

*You must pass the Fieldwork Seminar to pass ECE 110

** Your Analysis of Child Development must *meet expectations* to be added to your Academic portfolio.

Your grade for ECE 110-Lecture will be determined by:

- 1) successful completing of ECE 110-Seminar
- 2) your Self-Assessment (see Assignment Guidelines)
- 3) the points you earn for ECE 110-Lecture.

You **must** earn a grade of "C" or better in this course in order to progress to the 200-level courses in the ECE sequence complete the ECE sequence.

Clarification of assignments: If you have questions about an assignment, please give yourself ample time to seek clarification about the assignments.

If any issue is preventing you from fully demonstrating your abilities, please speak to me as soon as possible! We can discuss accommodations to facilitate your educational opportunities. I want you to be successful!

How Grades Are Determined

Grade	Earned Points
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 87
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 67
D-	60 - 62
F	Below 60