

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Teacher Education Department

Title of Course: ECE 209-091/S Infant Care and Curriculum	Class hours: 2 Lab hours: 2 Seminar hours: 2
Semester: Fall 2020	Instructor Information: Name: Jen Longley, Ed.D. Office: S-616C Office hours: Tuesday 7:30 – 9 PM & Thursday 9:30 – 11 AM Phone: 212/ 220-1321(office) or 917/318-3133 (cell) Email: jlongley@bmcc.cuny.edu
Day/Time: On-line	
Credits: 4	

Course Description: This course focuses on the theories, methods and materials of early childhood education for infants (birth to eighteen months), with an emphasis on addressing developmental needs and culturally appropriate practices in their education and care. The following topics are explored in depth: social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; the role of parents and establishing partnerships with families.

Prerequisites: ENG 95, ESL 95 and ACR 95; C or better in ECE 110

Basic Skills: N/A

***FIELDWORK SEMINAR**

Students complete the required 30 hours of fieldwork for this course by enrolling, attending and participating in the ECE 209 fieldwork seminar. The fieldwork seminar will meet two hours a week at your enrolled day/time/location*. The ECE 209 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 209 course, regardless of your earned grade in the lecture portion of ECE 209.**

The focus on ECE 209-Seminar is to explore the importance of working with families when working with babies. We will examine why working with families is an essential element to working with infants and ways to build trust, form relationships, engage families, and create partnerships with families of infants.

***Course Format**

Our class will be asynchronous with optional synchronous sessions. Asynchronous means you will complete the work assigned independently. Our section of ECE 209-Seminar will be housed on BMCC's Open Lab. Open Lab is a web-based platform that is an alternative to Blackboard. All course materials and activities will occur on BMCC's Open Lab. Join BMCC's Open Lab by logging on (<https://openlab.bmcc.cuny.edu/>) and creating a profile. Once you are a member of Open Lab, join our class. You can access our class here (<https://openlab.bmcc.cuny.edu/ece-209-091-seminar-infant-development-fall-2020-j-longley/>). We will use Blackboard for 2 functions:

- 1) to submit assignments for ECE 110-Seminar
- 2) to view your scores for ECE 110-Seminar on the Grade Center.

Synchronous means that we will meet as a group on Zoom. Our synchronous sessions are optional and will be held on Mondays, beginning at 10:30 AM, using Zoom video conferencing. This is the link to the Zoom sessions:

ECE 209 Optional Zoom Sessions

<https://bmcc-cuny.zoom.us/j/7550991402>

Meeting ID: 755 099 1402

1(929) 205-6099 then enter Meeting ID 755 099 1402#

Teacher Education Department Student Professionalism Policy Statement:

This semester, you will receive and be asked to sign the Teacher Education Department professional policy statement. 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.

ePORTFOLIO AND ACADEMIC PORTFOLIO ARTIFACTS

This semester, you will continue 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) Update your initial professional development plan and 2) Add your Site Visit Paper and Teaching Beliefs Paper to your E-Portfolio.

****Academic Portfolio Artifact:** For this course, you are required to complete a Site Visit Paper and Teaching Beliefs Paper that meets the expectations for inclusion in your Academic Portfolio. By the end of semester, if you have a Site Visit Paper and /or Teaching Beliefs Paper that has not met expectations, then you will receive an incomplete in the course. For the Fall semester, you will have until March 15th and for the Spring/Summer semesters, you will have until November 1st to revise your Site Visit Paper and/ or Teaching Beliefs Paper to meet expectations and receive the grade you had earned at the end of the semester. **After these dates, if your Site Visit Paper and/ or Teacher Beliefs Paper 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 209 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Recognize that each infant is a unique person with developing strengths and capacities who is worthy of respect	All assignments and activities
2. Identify multiple influences that impact infant behavior and development, in particular the relationships between the infant, the significant others in the infant's life, the environment and the cultural setting	All assignments and activities
3. Explain the benefit of building caring and responsive relationships with infants and families, including distinguishing the attributes of respect, consistency, trust and continuity of care	All assignments and activities
4. Apply knowledge of infant development and care practices that recognize the importance of social/cultural influences to design healthy and supportive learning environments for infants	All assignments and activities
5. Design meaningful, differentiated, relationship-based infant care experiences that emphasize play, multi-model integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional, physical and self-help)	All assignments and activities
6. Demonstrate an advocacy perspective for the need for high quality infant care, taking into account current early childhood policy and reform efforts as well as the responsibilities of early childhood educators	All assignments and activities

7. Articulate their emerging identity as an early childhood professional	All assignments and activities
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	BMCC General Education Goals: (Checked goals indicate college-wide goals that will be covered and assessed in ECE 209.)	Measurements (means of assessment for general education goals listed in first column)
<input checked="" type="checkbox"/>	1. Communication Skills- Students will write, read, listen and speak critically and effectively.	All assignments and activities
<input type="checkbox"/>	2. Quantitative Reasoning- Students will use quantitative skills and the concepts and methods of mathematics to solve problems.	
<input type="checkbox"/>	3. Scientific Reasoning- Students will understand and apply the concepts and methods of the natural sciences.	
<input checked="" type="checkbox"/>	4. Social and Behavioral Sciences- Students will understand and apply the concepts and methods of the social sciences.	All assignments and activities
<input type="checkbox"/>	5. Arts & Humanities- Students will develop knowledge and understanding of the arts and literature.	
<input type="checkbox"/>	6. Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies.	
<input checked="" type="checkbox"/>	7. Values- Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	All assignments and activities

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).

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

Required Text & Readings:

1. Assigned readings on Open Lab

Use of Technology:

- *This is an on-line course; all course material will be presented on Open Lab.*
- This semester, you will be adding artifacts to your electronic portfolio.
- During this course you will be accessing watching videos

Evaluation & Coursework Requirements of Students:

Coursework Requirements

Completing Modules	1 point
Site Visit Paper	1 point
Teaching Philosophy Paper	1 point
Other Assignments	
<i>Babies</i> Handout	0.25 points
Tri-semester Surveys (1/4 points per survey x 3 survey)	<u>0.75 points</u>
TOTAL	4 points

This Seminar is Pass/Fail.

You must pass the Seminar in order to pass ECE 209.

You must earn at least 3 points in order to pass the Seminar.

<u>How Grades are Determined</u>	
Grade	Earned Points
A	4
A-	
B+	
B	3.75
B-	3.5
C+	3.25
<u>C</u>	<u>3</u>
C-	
D+	
D	2
D-	
F	1

NOTE: You MUST pass ECE 209-Seminar and earn a grade of "C" or better in ECE 209-Lecture in order to progress to the 300-level courses in the ECE sequence.

COMMUNICATION WITH JEN

My goal is to support your success! In addition to my office hours, I am available:

- 1) via my cell phone at 917/318-3133, for voice call, text, What's App, and/ or FaceTime;
- 2) by email at jlongley@bmcc.cuny.edu;
- 3) on the Remind app, please find instructions on how to join the Remind app on Open Lab, in the "About this Class" menu item under "Instructor: Jen Longley".

I typically respond to emails or messages within 12 hours, so if I have not responded to you by then, please reach out again. I aim to provide feedback on student work within 7 days after it has been submitted.

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!

ASSIGNMENTS FOR ECE 110-SEMINAR

The focus on ECE 209-Seminar is to explore the importance of working with families when working with babies. We will examine why working with families is an essential element to working with infants and ways to build trust, form relationships, engage families, and create partnerships with families of infants. Below are the guidelines for ECE 209-Seminar assignments that will help you begin to investigate working with families of babies..

COMPLETING MODULES ON OPEN LAB

The asynchronous work for ECE 110-Seminar is divided into modules, which are posted on Open Lab. Within each module, there are assignments. Completing the modules, and the assignments, will build your knowledge and understanding of being an early childhood educator. Work from the modules will be assessed using the rubric below.

Assessment Rubric (1 point – must meet *Learner* in all tasks):

TASK	COMPETENT	LEARNER	NOVICE
MODULE ASSIGNMENTS	All of the modules, assignments & tasks were completed.	Almost all of the modules were completed.	Most of the modules were completed.
ACTIVITIES WITHIN ASSIGNMENTS	All of the assignments & tasks in each module were completed.	Almost all the assignments & tasks in each module were completed	Most of the assignments & task in each module were completed.
THOROUGHNESS	All comments were thorough, with rich, well-developed, detailed answers.	Almost all of the comments were thorough, with rich, well-developed, detailed answers.	Many of the comments were thorough, with rich, well-developed, detailed answers.
REFLECTION	All of the comments had well-developed, thoughtful, rich, reflective answers.	Almost all of the comments had well-developed, thoughtful, rich, reflective answers.	Many of the comments had well-developed, thoughtful, rich, reflective answers.
UNIQUENESS OF COMMENTS & REPLIES	All of the comments & responses contained unique perspectives, insights, & info – as opposed to material repeated from previous comments & responses.	Almost all of the comments & replies contained unique perspectives, insights, & info – as opposed to materials repeated from previous comments & responses.	Many of the comments & replies contained unique perspectives, insights, & info – as opposed to material repeated from previous comments & responses.
CONNECTION TO CONTENT	All of the comments & replies contained multiple direct, explicit, specific connections to the content in the module (readings, videos, etc.)	Almost all of the comments & replies contained multiple direct, explicit, specific connections to the content in the module (readings, videos, etc.)	Many of the comments & replies contained multiple direct, explicit, specific connections to the content in the module (readings, videos, etc.)
REPLIES TO COMMENTS	All of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add build, expand, or extend the original comment <u>using the word because</u> (Eg: “ <i>I agree that helping families feel comfortable is important, because children feel more comfortable in early childhood</i> ”)	Almost all of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add, build, expand, or extend the original comment <u>using the word because</u> (Eg: “ <i>I agree that helping families feel comfortable is important, because children feel more</i> ”)	Many of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add, build, expand, or extend the original comment <u>using the word because</u> (Eg: “ <i>I agree that helping families feel comfortable is important, because children feel more comfortable in early</i> ”)

	<i>programs when their families feel comfortable too.”</i>	<i>comfortable in early childhood programs when their families feel comfortable too.”</i>	<i>childhood programs when their families feel comfortable too.”</i>
CLARITY	All of the comments & replies were clear, organized, & coherent.	Almost all of the comments & replies were clear, organized, & coherent.	Many of the responses were clear, organized, & coherent.

Guidelines for Site Visit & Site Visit Paper

Guidelines for Site Visit:

The week of **November 23rd** you will conduct a Site Visit by watching the video on You Tube entitled “Infant Room Tunnel Activity” <https://www.youtube.com/watch?reload=9&v=Q7QQ6CQldP4> You will likely have to watch the video a few times.

When watching the video, try to pretend you are in the room. Use the Site Visit Chart to:

- Make a list of all the furniture and equipment you see. If you don’t know what something is, sketch it or describe it. You may be able to look up the name in a catalogue or on the Internet.
- Write down what you see on the walls.
- Draw a quick map of the room to note for yourself how the space is arranged.
- Choose a child to observe and write down what you see that child do for five minutes. Use descriptive, objective words to capture what you see.
- Observe the blond-haired teacher for a five-minute period. Write down what the teacher does during the five minutes. Be sure to write down the language the teacher uses and to describe their gestures.
- The video focuses on two major activities, choose one. Take detailed notes about what happens in the activity over a five-minute period.
- Describe at least one transition you observe in detail. What specifically do the staff do? How do the children respond? How do the staff react?

Site Visit Paper

~3 pages, typewritten, double-spaced 12 pt font, 1” margins, cite in APA format

When you finished your visit, use your fieldnotes to write your Site Visit Paper. The *Chart for Writing Your Site Visit Paper* may assist you in writing your paper. Your Site Visit Paper is an analysis of your observation and should include the following information in three parts:

- Part I: Description of Program
- Part II: Application
- Part III: Conclusion

Part I: Description of Program:

1. In your first paragraph, introduce the site you visited by including:
 - the number of children present
 - the children's ages in the room that you observed
 - the number of teachers and brief descriptions of them
2. Set the scene and describe the environment you observed. Be sure to include:
 - the types of materials and furniture
 - how the materials and furniture were arranged, used and stored.
 - Reference an assigned course reading from ECE 209-L on environments that connects to what you observed

3. Please describe children during play activities and during routines that you observed. Give examples or tell the story of what you saw and what you think it means. Be certain that when you draw conclusions, it is clear to your reader why you say what you do.
4. Please describe the interactions between teachers and children. Describe how adults interact with one another, too. How do they work together? Once, again, give examples.

Part II: Application:

1. Your Infant-Family Case Study

Think about the family you met this semester for the Infant/ Family Case Study in ECE 209-Lecture and what you've learned about the baby and the family. In a paragraph, answer the following questions:

- a. Would this make a good setting for the child you have been studying? Why or why not?
- b. Would this be a good setting for the family you have been working with? Why or why not?
- c. Try to picture the baby and family in the classroom and describe what you imagine.
- d. What would the infant and family you are studying need to adjust well to this setting?

2. Infant Curriculum

a. Use of Relationship-Based Practice

i. Respect

1. How did a teacher show respect for a baby?
2. Share a descriptive vignette or short story from your observation that demonstrated a teacher respecting a baby/babies.

ii. Responsiveness

1. How was a teacher responsive to a baby?
2. Share a descriptive vignette or short story from your observation that demonstrated a teacher being responsive to a baby/babies.

iii. Reciprocity

1. How was a relationship between a teacher and baby reciprocal?
2. Share a descriptive vignette or short story from your observation that demonstrated a reciprocal relationship between a teacher and baby.

iv. Reference to Assigned Course Reading

1. Cite an assigned class reading from ECE 209-L on relationship-based practices (respect, responsive, reciprocity) that connects to what you observed

b. Follow Infant's Lead

- i. How did a teacher follow an infant's lead during play, a routine, during an activity, or in another way connected to the curriculum?
- ii. Share a descriptive vignette or short story from your observation that shows a teacher following an infant's lead.

c. Family-like Environment

- i. How were the furniture, room arrangement, activities, groups of children, and staff organized to replicate home?
- ii. Describe what features of the space, groupings, and activities you observed indicated the setting was family-like.

d. Individualized Routines

- i. How did teachers differentiate and personalize routines (diapering, feeding, sleeping, play, transitions, separation, etc.) for children?
- ii. How did the teacher incorporate an infant's unique preferences, temperament, culture, family traditions, and needs into routines?
- iii. Share a descriptive vignette or short story from your observation that shows a teacher individualizing a routine.

e. Reference to Assigned Course Reading

- i. Cite an assigned class reading from ECE 209-L on following an infant's lead, family-like environment, individualized routines that connects to what you observed.

Part III: Conclusion:

End your paper by answering the following questions in a paragraph:

1. What did you learn from your site visit?
2. How does this visit connect to what you have learned in ECE 209?
3. What struck you from your site visit?
4. Can you see yourself working as another teacher in the classroom you visited? Why? Give specific reasons.
5. How will this observation help you become a better infant teacher?

When you quote the textbook, and article, or another source, please remember to use quotation marks and put the page number where I can find that, quote, for example (Gonzalez-Mena, 2008, p. 15). If you are not quoting directly, just put the authors' names and the date of publication in parentheses next to the statement, for example, (Gonzalez-Mena, 2008). At the end of your paper, please list your references on a separate page. You can copy and paste from the syllabus to list the text correctly in your reference list. Also see APA guideline for information on how to cite using format.

Assessment Rubric (1 point – must be learner in all tasks)

TASK	COMPETENT	LEARNER	NOVICE
BASIC DETAILS	The paper included the children's ages, number of children present, & number of caregivers, & brief descriptions of them using many rich, vivid details so the reader could picture the children & staff.	The paper included the name of the center visited, date & time of the visit, children's ages, number of children present, & number of caregivers, & brief descriptions of them using rich vivid details.	The paper included the name of the center visited, date & time of the visit, children's ages, number of children present, & number of caregivers,
SETTING THE SCENE	The paper described the room, including types of materials & furniture & how they were arranged & used using many rich vivid details so the reader could picture the space	The paper described the room, including types of materials & furniture & how they were arranged using rich vivid details	The paper described the room, including types of materials & furniture & how they were arranged
PLAY & ROUTINES	The paper described children during play activities & routines; gave examples or told the story of what was observed & what it meant, with clearly supported conclusions using rich, vivid details so the reader can picture the play & routines.	The paper described children during play activities & routines; gave examples or told the story of what was observed & what it meant, with clearly supported conclusions using rich, vivid details.	The paper described children during play activities & during routines that were observed.
INTERACTIONS	The paper described interactions between caregivers & children, how children interacted with each other, & how adults interacted with each another with rich, vivid details so the reader can picture the interactions.	The paper described interactions between caregivers & children, how children interacted with each other, & how adults interacted with each another using rich, vivid details.	The paper described interactions between caregivers & children, how children interacted with each other, & how adults interacted with each another
CASE STUDY FAMILY	The paper stated why the program would/ wouldn't be a good setting for the	The paper stated why the program would/ wouldn't be a good setting for the	The paper stated why the program would/ wouldn't be a good setting for the

	child & family you've visited this semester & compared the observation to what you know about the child & family, described what you imagine would take place if the child were in the setting, & what s/he would need to adjust with clearly supported conclusions that used rich, vivid details	child & family you've visited this semester & compared the observation to what you know about the child & family, described what you imagine would take place if the child were in the setting, & what s/he would need to adjust with clearly supported conclusions	child & family you've visited this semester & compared the observation to what you know about the child & family.
RELATIONSHIP-BASED PRACTICES	The paper described how the staff used each of the 3 elements of relationship-based practices with short stories or vignettes that contained rich, vivid details so the reader can picture what happened.	The paper described how the staff used each of the 3 elements of relationship-based practices with short stories or vignettes that contained rich, vivid details.	The paper described how the staff used relationship-based practices
INFANT CURRICULUM	The paper described how the staff used each of the 3 elements of infant curriculum with short stories or vignettes that contained rich, vivid details so the reader can picture what happened.	The paper described how the staff used each of the 3 elements of infant curriculum with short stories or vignettes that contained rich, vivid details.	The paper described how the staff used infant curriculum.
CONCLUSION	The paper's conclusion answered the assigned questions with thoughtful, reflective responses, & used rich, vivid details	The paper's conclusion answered the assigned questions with thoughtful, reflective responses	The paper's conclusion answered the assigned questions.
USE OF SOURCES	The paper cited 3 or more assigned course readings & clearly, meaningfully & thoughtfully integrated them to what was observed.	The paper cited 3 assigned course readings & connected them to what was observed into the text.	The paper cited 3 or fewer assigned course readings
CLARITY	The paper was clear, coherent, organized & there was evidence the paper had been edited.	The paper was clear, coherent, and organized.	The paper was vague, disjointed, and hard to understand in places.

Teaching Philosophy Paper

TEACHING BELIEFS PAPER

~2 pages, typewritten, double spaced 12 pt font, standard 1" margins, cite in APA format

As an infant professional, it is important to identify and articulate your beliefs about working with infants and families. These beliefs will drive your behavior and actions as a teacher. Our beliefs about working with infants and families evolve over time. They are influenced by our prior experiences, culture, education, fieldwork placements, mentors, work environments, and other factors.

After you finish ECE 209, you will progress to ECE 308 next semester. ECE 308 is your first course with a supervised fieldwork placement at BMCC. In preparation for fieldwork placement, share your beliefs about working with infants with your future ECE 308 fieldwork Cooperating Teacher. The paper should have the following four parts:

- Part 1: Introduction
 - Part 2: Your Beliefs about Infant Education and Connections to Class
 - Part 3: Goals
 - Part 4: Conclusion
1. In an opening paragraph, introduce yourself. Share background information about yourself including your work history. Describe why you want to work with infants-toddlers and families.
 2. Explain your beliefs about infant education and how you envision the following concepts will be implemented in the classroom:
 - a. Infant Curriculum
 - i. Relationship-based practices (the 3 R's):
 1. Respect
 2. Reciprocity
 3. Responsiveness
 4. Attachment
 - ii. Family-Like Environment
 - iii. Individualized Routines
 - iv. Following an Infant's Lead
 - b. Engaging families
 - c. Incorporating a baby's heritage culture
 - d. Supporting each baby's development in every developmental domain
 - e. Provide specific examples that demonstrate each concept in an actual infant class
 - f. Connect, in detail, how your beliefs about infant education connect to:
 - i. 4 readings
 1. At least 2 assigned course readings we have read in class
 2. 2 additional articles from the BMCC library education databases focused on relationship-based practices, infant curriculum, or working with infants and families.
 - ii. 3 specific examples how what we learned/ did in class
 3. Identify your goals for fieldwork by discussing:
 - a. What specifically do you hope to learn during your fieldwork placement?

- b. What goals do you have for yourself during your placement – both in your work with infants-toddlers and as a professional?
 - c. What are you looking forward to during your fieldwork placement?
 - d. What strengths do you bring to your field placement?
 - e. What concerns or fears do you have about fieldwork?
 - f. What are opportunities for growth or change you hope to address in your field placement? What role could your cooperating teacher play in supporting you?
4. Conclude with a paragraph that explains your career goals:
 - a. What are your career plans after you finish your degree at BMCC?
 - b. What are your career plans/ do you hope to be doing in 5 years?
 - c. What are your career plans/ do you hope to be doing in 10 years?
 - d. What steps do you have to take to realize that goal?

Assessment Rubric (1 point – must meet *Learner* in all tasks):

ELEMENTS	NOVICE	LEARNER	COMPETENT
INTRODUCTION	The paper included an introduction, some background info, & why you want to work with infants-toddlers.	The paper included a thorough introduction, background info, & why you want to work with infants-toddlers using rich, vivid details.	The paper included a substantive introduction, background info, & why you want to work with infants-toddlers using many rich, vivid details & well-developed specific examples.
INFANT CURRICULUM, FAMILIES & CULTURE	The paper explained your beliefs about infant curriculum, engaging families &/or incorporating a baby's heritage culture	The paper thoroughly articulated your beliefs about infant curriculum, engaging families & incorporating a baby's heritage culture using rich, vivid details.	The paper substantively articulated your beliefs about infant curriculum, engaging families & incorporating a baby's heritage culture using many rich, vivid details & well-developed specific examples.
SUPPORTING INFANT DEVELOPMENT	The paper described some ideas of how to support each child's development	The paper thoroughly described how to support each child's development using rich, vivid details	The paper substantively described how to support each child's development with many rich, vivid details & well-developed specific examples
USE OF SOURCES	The paper contained 4 or fewer sources	The paper integrated 4 sources by comparing the sources to your philosophy meaningfully using rich, vivid details	The paper integrated 4+ sources by comparing the sources to your philosophy meaningfully using many rich, vivid, details & well-developed specific examples
CONNECTIONS TO CLASS	The paper described how your beliefs about infant	The paper thoroughly described how your beliefs about infant	The paper substantively described how your beliefs about of infant

	education connected to class &/or used 3 or fewer links	education connected to class using 3 specific, meaningful links supported by rich, vivid details	education connected to class using 3+ specific, meaningful links supported by many rich, vivid, details & well-developed examples
GOALS	The paper described your goals for your fieldwork placement.	The paper thoroughly articulated your goals, what you hope to learn, your strengths, concerns & opportunities for growth for your fieldwork with rich, vivid details	The paper substantively articulated your goals, what you hope to learn, your strengths, concerns & opportunities for growth for your fieldwork with rich, vivid details & well-developed specific examples.
CONCLUSION	The conclusion described your career goals	The conclusion thoroughly described your career goals using rich, vivid details	The conclusion substantively described your career goals using rich vivid details & well-developed specific examples
CLARITY	The paper was vague, disjointed, hard to understand in places with few details.	The paper coherent, clear, & organized, filled with rich, vivid supporting details.	The paper coherent, clear, & organized, filled with rich, vivid supporting details & clearly had been edited.

***Babies* Handout**

To deepen your understanding of how culture impacts children, watch the movie *Babies*. Complete the handout while watching the movie *Babies*. Submit the completed handout on Blackboard after you watched the video. To access and watch the video, you have to log into the BMCC library video database. You can watch the video from home or on campus. The video is 1 hour and 20 minutes long. If you plan to watch the video from home, please test to be sure you can remotely access the video from the library's database before week 12.

Mid-Semester & End-of-Semester Survey

Your feedback helps me ensure our learning community is meeting your needs to identify what can be improved. The mid-semester and end-of-semester surveys are times when I formally ask you to share your insights about our learning community. Survey responses are anonymous, and I cannot see who wrote which responses. A Google Form survey will be posted on Open Lab at the mid-semester and end-of-semester. Taking a photo of the final page of the survey and submitting the photo on Blackboard serves as documentation that you completed the survey. Please contact me at any time to let me know how I can better meet your needs or improve our learning community!