

ECE 209-L GUIDELINES FOR PAPERS & PROJECTS

This packet contains information for the papers, projects and assessment guidelines for ECE 209-L.

Assignment	Pages	Points	Suggested Due Date
Grade determination Guidelines	1		
Self-Assessment	1		Throughout semester & 12/20
Completing Modules	1-2	1 point	Throughout semester
Play Materials Zine	3-4	1 point	Throughout semester & 12/13
Infant/ Family Case Study:	4-13		
1. Initial Contact with a Family Report	5 & 17		9/27
2. Interview with a Family Paper	5-8	1 point	10/11
3. Observation of an Infant Paper	8-10	1 point	10/26
4. Commentary Paper, Draft	10-13		11/16
5. Commentary Paper, Final	10-13	1 point	12/6
APA Citation Guidelines	13-16		

GRADE DETERMINATION GUIDELINES

Your grade for ECE 209-Lecture will be determined by the following three components:

1. Your successful completion of ECE 209-Lecture
2. The points you earn in ECE 209-Lecture
3. Your Self-Assessment for ECE 209

SELF-ASSESSMENT OF LEARNING & GROWTH

To align with this focus on development and life-long learning involved in being an infant teacher, you have the opportunity to reflect on and assess your learning and growth in ECE 209. For each module, you will write a self-reflection about what you learned, the insights, and skills you gained in that module. At the end of the semester, you will create a Self-Assessment in the form of a paper, audio message, or video recording that documents what you have learned and how you have grown, both personally and professionally, over the semester. Your Self-Assessment is one of the components that determines your grade for ECE 209. The Self-Assessment should include the following 5 parts:

1. The information/ knowledge you gained in ECE 209
2. The insights (ah-ha's or connections) you have made in ECE 209
3. The skills you have developed in ECE 209
4. How the knowledge, insights and skills you gained will prepare you to work with infants or impact your current work with infants and toddlers?
5. Based on your learning, growth, participation in, contribution to, and commitment to supporting the learning and growth of all members of the ECE 209 community, what grade should you receive for ECE 209? Why?

COMPLETING MODULES

The work for ECE 209-Lecture 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 early child development and education. Work from the modules will be assessed using the rubric below.

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

ELEMENT	NOVICE	LEARNER	COMPETENT
Modules	Most of the modules were completed.	Almost all of the modules were completed.	All of the modules, assignments & tasks were completed.
Assignments in Modules	Most of the assignments & task in each module were completed.	Almost all of the assignments & tasks in each module were completed.	All of the assignments & tasks in each module were completed.
Thoroughness	Many of the comments were thorough, with rich, well-developed, detailed answers.	Almost all of the comments were thorough, with rich, well-developed, detailed answers.	All comments were thorough, with rich, well-developed, detailed answers.
Reflection	Many of the comments had well-developed, thoughtful, rich, reflective answers.	Almost all of the comments had well-developed, thoughtful, rich, reflective answers.	All of the comments had well-developed, thoughtful, rich, reflective answers.
Uniqueness of Comments & Replies	Many of the comments & replies 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.	All of the comments & responses contained unique perspectives, insights, & info – as opposed to material repeated from previous comments & responses.
Connection to Content	Many 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.)	All of the comments & replies contained multiple direct, explicit, specific connections to the content in the module (readings, videos, etc.)
Replies to Comments	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 agree that helping families feel comfortable is important, <u>because</u> children feel more comfortable in early childhood programs when their families feel comfortable too.”	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 agree that helping families feel comfortable is important, <u>because</u> children feel more comfortable in early childhood programs when their families feel comfortable too.”	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 agree that helping families feel comfortable is important, <u>because</u> children feel more comfortable in early childhood programs when their families feel comfortable too.”
Clarity	Many of the responses were clear, organized, & coherent.	All of the responses were clear, organized, & coherent.	All of the responses were clear, organized, coherent & there was evidence of proofreading

Play Materials Zine

Over the semester, to expand your understanding of infant development and how various play materials support infant development we will create a Play Materials Zine. This project will allow you to apply your knowledge and insights then to share them with a larger audience. In groups, you will create pages of a zine (internet-based magazine) about an-open ended play material for babies. Our target audience for the zine is infant teachers. The zine will explain how to use open-ended play materials in infant classrooms, the benefits of, and connections to developmental domains.

You will create the content for the pages of your zine. Group members will rotate roles and responsibilities each week, so that each person has the opportunity to contribute to the zine in multiple ways. Weekly roles for the zine are:

1. Readings: Identifying quotes and concepts from the module's readings that apply to the open-ended play material and ensuring the material is cited in APA format.
2. Sources: Identifying information from the videos or other sources from the module that apply to the open-ended play material and ensuring the material is cited in APA format.
3. Using the material: a) explaining how the open-ended play material specifically supports development in the module's domain, and b) identifying the skills and process from the module's domain that apply to the open-ended play material and how the skills and processes are supported
4. NYS Early Learning Standards: a) Identify the NYS Early Learning Standards for infants 0-18 months that are supported by the activity and b) reviewing the text posted by other group members to create a cohesive narrative, ensuring it is seamlessly integrated into the existing zine content

In addition, your play material should have an introduction that explains what the play material is and how it can be used in an infant classroom. The conclusion should summarize the content presented. The layout of the zine pages should be organized, inviting, and clear.

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

ELEMENT	NOVICE	LEARNER	COMPONENT
Introduction	The introduction clearly explained what the play material was and how it can be used in an infant classroom	The introduction thoroughly explained what the play material was and how it can be used in an infant classroom including rich, vivid details.	The introduction substantively explained what the play material was and how it can be used in an infant classroom including many rich, vivid details & well-developed specific examples
Readings	The zine contained concepts or quotes from many assigned course readings that were meaningfully connected to the play material (using it/ supporting development) & cited in APA format.	The zine contained concepts or quotes from most of the assigned course reading that were meaningfully connected to the play material (using it/ supporting development) & cited in APA format.	The zine contained concepts or quotes from almost all of the assigned course reading that were meaningfully connected to the play material (using it/ supporting development) & cited in APA format.
Sources	The zine contained concepts or quotes from	The zine contained concepts or quotes from	The zine contained concepts or quotes from almost all of

	many assigned course materials (videos, Power Points, etc.) that were meaningfully connected to the play material (using it/ supporting development) & cited in APA format.	almost all of the assigned course materials (videos, Power Points, etc.) that were meaningfully connected to the play material (using it/ supporting development) & cited in APA format.	the assigned course materials (videos, Power Points, etc.) that were meaningfully connected to the play material (using it/ supporting development) & cited in APA format.
Developmental Explanation	The zine contained info on how the play material supports development in each of the developmental domains.	The zine contained thorough accurate, descriptive info on how the play material supports development in each of the developmental domains, including rich, vivid details.	The zine contained substantive accurate, descriptive info on how the play material supports development in each of the developmental domains including many rich, vivid & well-developed specific examples.
Skills & Processes	The zine contained info for many of the skills & processes demonstrated by the play material for each domain, & how the skills & processes were demonstrated	The zine contained thorough accurate, descriptive info for most of the skills & processes demonstrated by the play material for each domain, how the skills & processes were demonstrated, & included rich, vivid details	The zine contained substantive accurate, descriptive info for almost all of the skills & processes demonstrated by the play material for each domain, how the skills & processes were demonstrated, & included rich, vivid details & well-developed, specific examples
NYS Early Learning Standards	The zine contained many NYS ELS for each domain that connected to the play material	The zine contained most of the NYS ELS for each domain that connected to the play material	The zine contained almost all of the NYS ELS for each domain that connected to the play material
Conclusion	The conclusion summarized the content on the play material	The conclusion thoroughly summarized the content on the play material meaningfully	The conclusion substantively summarized the content on the play material richly & meaningfully
Clarity	The zine was written in a way that was vague, disjointed, hard to understand in places & had few details.	The zine was written in a way that was coherent, clear, & organized, filled with rich, vivid supporting details.	The zine was written in a way that was coherent, clear, organized, filled with rich, vivid supporting details, & clearly had been edited.
Layout	The layout of the zine was organized and clear.	The layout of the zine was clear, neat, inviting, & organized	The layout of the zine was polished, carefully planned, clear, neat, inviting, & organized.

INFANT/ FAMILY CASE STUDY

To enhance your skills as an infant/ toddler professional, you will conduct research on an infant and family throughout this semester. You will gather information about the infant and their family, then apply what you have learned from class to paint a picture of the baby and the family. Instead of a final

exam, you'll write a Commentary Paper about a child in the context of their family and culture. You will complete the Infant/ Family Case Study in five stages:

1. Initial Contact with the Family of an Infant Report
2. Interview with a Family of an Infant Paper
3. Observation of an Infant Paper
4. Commentary Paper, Draft
5. Commentary Paper, Final Paper

INITIAL CONTACT WITH THE FAMILY OF AN INFANT REPORT

complete & submit form on page 19 of the Assignment Guidelines or on Blackboard

The first step for your Infant/ Family Case Study is to find a family to work with. You should carefully choose the family. Select a family who:

1. Has a child who was born between March 2019 and July 2020 and is two to 18 months old
2. Is willing to meet with you several times during the semester
3. Enjoys talking to you about their child
4. Lives near enough to you (or the school or your job) that you can complete this series of assignments conveniently
5. *Is not someone you already know well**

After your approach the family to introduce yourself, explain the project, and ask if they are willing to participate complete the *Initial Contact with the Family of an Infant Report*, which is page 19 of your Assignment Guidelines and on Blackboard.

*Choosing a family:

It is okay for you to choose a family you know, but please **do not use a relative or close friend** for this assignment. We tend to have ideas and opinions about the people we know well. For this project, the goal is to learn about a family and child, and that will be easier to accomplish if you do not work with someone already close to you. **If you know a family well who fits the age range and other criteria, please let me and/or your peers know so one of your colleagues can work with that family.**

When you contact the family via phone or in person, introduce yourself as a student at BMCC who is studying infant and toddler development and learning. Explain that you are approaching this assignment as a professional and will respect the family's privacy. Although you will ask questions about the child's birth and earliest years, family members are welcome to respond to only those questions that they wish to answer. You also will be doing an observation to get to know the child. Assure the family that you are *not* assessing the child.

Please also explain that you are working within a tight time frame. Make sure that the family can be available when you need them. Ask the family if they can be available for additional visits and phone calls in case you have questions or want to gather more than the minimum amount of information.

CONDUCTING & WRITING THE INTERVIEW WITH THE FAMILY

Now it is time to get to know your family in more depth. To ensure everyone stays safe and healthy, conduct the visit remotely. Schedule an appointment with the family to talk by **phone** or **video conference**. You will need about an hour to conduct the interview; you may need longer. During the

interview, ask the family member for permission to take notes as you talk. If the family would like a note of introduction from me, please let me know.

This interview is an opportunity to gather background material for your Commentary Paper. Here are some categories of questions to ask:

- Pregnancy and birth
- First weeks and self-regulation
- Eating, sleeping, toilet learning
- Ability to do new things (such as rolling over or reaching, for example)
- Communication, including linguistic background, what languages the family speaks
- Gaze and interest
- Play activities
- Relationships with key people, who child spends time with, who's important
- Reactions to strangers
- Temperament
- Family culture, important beliefs and practices that affect childrearing
- Anything else you think of or that the parent wants to tell you

Try to conduct the interview as casually and conversationally as possible. Ask the family's permission to take notes during your interview. Together we will develop questions in class that will get the family members talking openly and in detail. Most people love to talk about their children when they know someone is respectful and interested. Please do not give advice.

Conduct the interview as soon as you can – *no later than October 4th*-- so you have plenty of time to write up your notes from the interview in detail. As you write your paper, do not write what you and the family said verbatim. Instead, summarize what you have learned from the interview for each question.

Interview with the Family of an Infant Paper

~3 pages, typewritten, double-spaced, 12 pt font, standard 1" margins

In this 3-page paper, you will summarize your conversation with the family, sharing what you learned about the family and baby. This will lay the foundation of knowledge and information for your Commentary Paper. Use the notes from your interview to write a paper with the following 3 sections:

Section 1: Introduction

Section 2: Summary of the Interview

Section 3: Conclusion

Section 1: Introduction:

- Begin your paper by describing:
 - Who was involved in the interview?
 - When the interview take place? (date and time)
 - Where the interview took place?

Section 2: Summary of the Interview

- Include detailed information on the following topics:
 - Pregnancy and birth experience
 - First weeks of life
 - Eating, sleeping, eliminating/ toilet learning

- Ability to do new things (such as rolling over or reaching, for example)
- Gaze and interest
- Play activities
- Relationships with key people (who child spends time with, who's important)
- Reactions to strangers
- Communication (including linguistic background, what languages family speaks)
- Temperament and self-regulation
- Family culture, important beliefs and practices that affect childrearing
- Anything else you think of or that the family wants to tell you

Section 3: Conclusion

- Close your paper with a concluding paragraph that explains:
 - What struck about the family when you when you were conducting the interview, reviewing the notes and/or reflecting on your interview while writing your paper?
 - How does what you learned during the interview connect to class? Make specific connections
 - What you hope to learn from your next visit with the family, which will be to observe the child?

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

ELEMENT	NOVICE	LEARNER	COMPETENT
INTRODUCTION	The paper included info about when & where the interview took place &/or who was involved	The paper included thorough info about when & where the interview took place & who was involved with rich, vivid details	The paper included substantive info about when & where the interview took place & who was involved with rich, vivid details
PREGNANCY, BIRTH EXPERIENCE, & 1 st WEEKS OF LIFE	The paper included info about the pregnancy, birth experience, &/or 1 st weeks of life	The paper included thorough info about the pregnancy, birth experience & 1 st weeks of life with rich, vivid details	The paper included substantive info about the pregnancy, birth experience & 1 st weeks of life with rich, vivid details & well-developed examples
EATING & SLEEPING PATTERNS	The paper included info about the child's eating &/or sleeping patterns	The paper included thorough info about the child's eating & sleeping patterns with rich, vivid details	The paper included substantive info about the child's eating & sleeping patterns with rich, vivid details & well-developed examples
LEARNING, PLAY & INTERESTS	The paper included info about the child's ability to learn new things, interests & play	The paper included thorough information about the child's ability to learn new things, interests & play with rich, vivid details	The paper included substantive info about the child's ability to learn new things, interests & play with rich, vivid details & well-developed examples
REALTIONSHIPS & REACTION TO STRANGERS	The paper included info about the child's relationships with key people &/or reaction to strangers	The paper included thorough info about the child's relationships with key people & reaction to strangers with rich, vivid details	The paper included substantive info about the child's relationships with key people & reaction to strangers with rich, vivid details & well-developed examples

COMMUNICATION	The paper included info about the family &/or child's communication	The paper included thorough info about the family & child's communication with rich, vivid details	The paper included substantive info about the family & child's communication with rich, vivid details & well-developed examples
TEMPERAMENT & SELF-REGULATION	The paper included info about the child's temperament & ability to self-regulate with few details	The paper included thorough info about the child's temperament & ability to self-regulate with rich, vivid details	The paper included thorough info about the child's temperament & ability to self-regulate with rich, vivid details & well-developed examples
CULTURE	The paper included info about the family's culture & childrearing practices with few details	The paper included thorough info about the family's culture & childrearing practices with rich, vivid details	The paper included substantive info about the family's culture & childrearing practices with rich, vivid details & well-developed examples
CONCLUSION	The paper included reflections about what you learned from the interview &/or what you hope to learn during the observation	The paper included thorough reflections about what you learned from the interview & what you hope to learn during the observation with rich, vivid details	The paper included substantive reflections about what you learned from the interview & what you hope to learn during the observation with rich, vivid details & well-developed examples
CLARITY	The paper was vague, disjointed, had few details, &/ or not easy to understand at times	The paper was coherent, clear, organized, & had many rich, vivid supporting details	The paper was coherent, clear, organized, had many rich, vivid supporting details & had been edited

Conducting & Writing Observation of an Infant

Now it is time to get to know the baby in more depth. To ensure everyone's health and safety, the observation will be conducted virtually. Pick 1 video to watch and use this footage as your observation of an infant. Pretend the baby in the video is the infant from your Infant/ Family Case Study family.

<https://www.youtube.com/watch?v=C71gk7wi480&list=PLJI2Nb6CivEGHs1WN2a33PjzaM4rPBN4G>

Your observation should be detailed, descriptive and as non-judgmental (objective).

When watching the video look for the following:

- Where the observation takes place? Describe the space in detail. Who was present?
- What the baby look like – hair, skin, facial features, body type, and clothing? (if you have seen your Infant/ Family Case Study baby, you can describe them in detail)
- What the baby does, in general, during your observation?
- How the baby moves (please include all types of movements)?
- What the baby looks at, gaze at?
- What seems to attract the baby's interest? How can you tell?
- What toys, materials, and/or furniture the baby uses while you are observing? How?

- How the baby vocalizes, including cries, babbling, and using real words?
- What other ways the baby communicates, including facial expressions and gestures?
- How the baby interacts with people including you?
- What routines (eating, sleeping, toileting/ diapering, bathing, playing, transitions, etc.) you observe the family engage in? What happens during the routines? How does the baby react?
- Anything else you notice.

Try to notice and record scenarios. Capture the details of interactions between the baby and the environment, including the people in that environment.

Observation of an Infant Paper

~3 pages, type written, double spaced, standard 1" margins

In this 3-page paper, you will summarize what you observed to share what you saw and learned about the infant. This will build on your foundation of knowledge and information for your Commentary Paper. Use the notes from your observation to write a paper that had the following three sections:

- Section 1: Introduction
- Section 2: Objective, Sequential Narrative Summary of the Observation
- Section 3: Conclusion

1. Introduction

- Provide the following details about the observation:
 - Describe the setting of the observation.
 - Where did the observation take place?
 - Describe the physical space.
 - What furniture, materials, equipment were in the space?
 - How was the furniture, materials and equipment positioned/ arranged?
 - Who was present?
 - Describe the child.
 - How old is the child?
 - Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

2. Objective, Sequential Narrative Summary of the Observation

- Share a chronological overview of the baby's actions during your observation.
- Begin with what happened at the start of your observation.
- Capture the baby's behavior, interactions and reactions in descriptive vignettes, or short stories. You should include 4 vignettes/ short stories of what the babies did, and how, from your observation. These vignettes/ short stories should be presented in sequential order. They should describe the baby's behavior in detail.
 - Use objective, non-judgmental language to describe the baby's actions, interactions, and reactions.
 - Describe the baby's behavior and reactions using rich vivid details so the reader can picture the baby's actions.
- Close with what happened at the end of the observation

3. Conclusion

- Answer the following questions in the final paragraph:
- What did you learn about the baby during your observation?

- What struck you from the observation, either while you watching the video or when you were writing your paper?
- How does this observation connect to what you have learned in class? Make specific connections

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

ELEMENT	NOVICE	LEARNER	COMPETENT
INTRODUCTION	The paper offered vague &/ or unclear description of the setting &/or baby	The paper included a thorough, description of the setting & baby	The paper included a substantive description of the setting & child with many rich, vivid details
CHRONOLOGICAL NARRATIVE	The observation was written in sequential, narrative format	The observation was written in sequential narrative format with 4 detailed vignettes & what happens at the start & end of the observation	The observation was written in sequential narrative format with 4 detailed vignettes & what happens at the start & end of the observation, & included a chronological overview of activities
DESCRIPTION OF THE CHILD'S BEHAVIOR	The paper vaguely described some of the child's vocalizations, behavior, or interactions with & reactions to their environment	The paper thoroughly described the child's vocalizations, behavior, or interactions with & reactions to their environment.	The paper substantively described the child's vocalizations, behavior, or interactions with & reactions to their environment
OBJECTIVE LANGUAGE	The paper used some objective, non-judgmental language.	The paper mostly used objective, non-judgmental language.	The paper used objective, non-judgmental language throughout
USE OF DETAILS	The paper contained details to describe the child's actions, reactions & interactions with their environment & people.	The paper used rich, vivid details to describe the child's actions, reactions & interactions with their environment & people	The paper used many rich, vivid details to describe the child's actions, reactions & interactions with their environment & people so the reader can picture the child.
CONCLUSION	The conclusion answered what was learned, was struck you or how the observation connected to class.	The conclusion thoroughly answered the questions outlined with meaningful & reflective responses.	The conclusion substantively answered the questions outlined with meaningful & reflective responses.
CLARITY	The paper was vague, disjointed, &/ or hard to follow at times.	The paper was clear, organized & coherent.	The paper was clear, organized, coherent & had been edited

Commentary Paper Draft & Final Paper

6+ pages, type written, double-spaced, 12 pt font, 1" margins, APA format for citations

In this paper you will have the opportunity to analyze all of that information you have gathered about the baby and family you studied to give a coherent and thoughtful picture of the infant in the context of their family. You will describe the child and family in detail, then analyze your description based on what you have learned in class and assigned course readings. You will compare what you have learned about the baby and family to what you have read learned in the class. Over the course of this semester, you have gathered information about the child and family in the following ways:

1. By interviewing/ talking to family members.
2. By observing the baby and family.
3. Interacting with the baby

Stage I: Commentary Paper Draft

- Reread your Interview with the Family of an Infant Paper and Observation of an Infant Paper. Decide what you want to include from each paper.
- Look over your course readings and materials. Mark pages in assigned course readings, other readings you have done on your own, and other materials from class. Note where in your paper you will want to include those ideas or quotations.
- Review your class notes. Decide how they support or are in contrast to what you have said in your papers so far.
- Cite your readings whenever you refer to one. See the APA Guideline starting on page 15.

When developing your draft, ask yourself the following questions:

1. Is it complete? Have you written and analyzed about:
 - The child's appearance
 - The child's prenatal history, birth, and early days
 - Developmental domains
 - Play & learning
 - The family & cultural practices
2. Does the paper refer to six assigned course readings, and class materials?
3. Are observations and interpretations non-judgmental (objective) and respectful of the baby and family?
4. Does the organization of the paper make sense?
5. Is it written in a way that enables the reader to picture the infant and family?

Note: *You are expected to revise your draft based on the comments & feedback you receive to create the final version.*

Stage II: Commentary Paper Final

This paper is in place of a final exam.

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

ELEMENT	NOVICE (.5 points)	LEARNER (1 point)	COMPETENT (1.667 points)
USE OF FEEDBACK	Several revisions were made based on feedback & comments.	The paper was thoughtfully revised based on feedback & comments received.	
BABY'S APPEARANCE	The paper included a description of the baby's appearance	The paper included a rich, detailed vivid description of the baby's appearance	The paper included a rich, detailed vivid description of the baby's appearance so the reader could picture the baby
BABY'S PRENATAL HISTORY, BIRTH & EARLY DAYS	The paper included info about the prenatal history, birth, & early days.	The paper included detailed info about the prenatal history, birth, & early days with thoughtful analysis of how it impacted the baby, family & teachers.	The paper included detailed info about the prenatal history, birth, & early days with thoughtful analysis & well-developed examples of how it

			impacted the baby, family & teachers.
DEVELOPMENTAL DOMAINS	The paper included info about how the child used each developmental domain	The paper included detailed info about how the child used each developmental domain with thoughtful analysis of how the baby demonstrated each domain, skills/ processes, & milestones & what teachers can do	The paper included detailed info about how the child used each developmental domain with thoughtful analysis of how the baby demonstrated each domain, skills/ processes, & milestones & what teachers can do with well-developed examples
CAREGIVING ROUTINES	The paper included info about the family's caregiving routines	The paper included detailed info about the family's caregiving routines with thoughtful analysis of how it impacted the baby & their future teachers.	The paper included detailed info about the family's caregiving routines with thoughtful analysis of how it impacted the baby & their future teachers with well-developed examples.
PLAY & LEARNING	The paper included info about play & learning	The paper included detailed info about play & learning with thoughtful analysis of how it impacts the baby's future teachers.	The paper included detailed info about play & learning with thoughtful analysis of how it impacts the baby's future teachers with well-developed examples
FAMILY & CULTURAL PRACTICES	The paper included info about the family & cultural practices	The paper included info about the family's & their cultural practices with thoughtful analysis of how it impacts the baby & their future teachers	The paper included info about the family's & their cultural practices with thoughtful analysis of how it impacts the baby & their future teachers with well-developed examples
USE OF RESOURCES	The paper cited 6 or fewer materials from class	The paper clearly, & meaningfully connected & integrated 6 or more assigned course readings into what was written about the child/ family	The paper clearly, & meaningfully connected & integrated 6+ course readings/ materials into what was written about the child/ family; the materials were used to support ideas presented.
CLARITY	The paper was vague, disjointed, had few details, &/or not easy to understand at times	The paper was coherent, clear, organized, & had rich, vivid supporting details.	The paper was coherent, clear, organized, had many rich, vivid supporting details, & had been edited

Your Commentary Paper must meet the criteria of a "Learner" in ALL FOUR criteria areas in order to be uploaded into your e-Portfolio:

SCORING RUBRIC (15 points)

TASK	NOVICE	LEARNER	COMPETENT
LEARNING ABOUT THE CHILD	There is no evidence of visits with the child.	The paper has few details, in not specific, & does not did not demonstrate	The paper included rich, vivid detailed info that demonstrated research &

		significant learning about the child.	thoughtful reflection about the child over time.
LEARNING ABOUT THE FAMILY	There is no evidence of visits with the family.	The paper has few details, in not specific, & does not did not demonstrate significant learning about the family.	The paper included rich, vivid detailed info that demonstrated research & thoughtful reflection about the family over time.
UNDERSTANDING OF THE INFANT IN CONTEXT OF THEIR CULTURE	The paper expressed judgements as fact & ignored the family's culture	The paper partially described & interpreted the family's culture.	The paper analyzed the family's culture with rich vivid details & the interpretations show understanding & appreciation of the family's culture.
OBSERVING TO LEARN ABOUT DEVELOPMENT	The paper does not demonstrate an understanding of child development as illustrated by descriptions & analysis of the child.	The paper demonstrated little understanding of child development as illustrated by descriptions & analysis of the child.	The paper demonstrated in-depth understanding of child development as illustrated by rich, detailed descriptions & analysis of the child.
APPLICATION OF MATERIAL FROM CLASS	The paper showed no evidence that the material from class was applied & used in the paper (role of play, infant curriculum, etc.).	The paper showed little evidence of the curriculum from class was applied &/ or used in the paper to the child (role of play, infant curriculum, etc.)	The paper fully integrated, used & applied material from class in the paper (role of play, infant curriculum, etc.).

APA Citation Guidelines

Overview:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. These guidelines will give you an overview of how to cite your sources in a **List of References** (which comes after the last page of your paper, and sources are listed in alphabetical order), as well as **In Text Citation**.

APA List of References

A BOOK:

Last name, First Initials. (Year). <i>Title</i> . Location: Publisher.
Wheelan, C. J. (2010). <i>Naked economics</i> . New York, NY: Norton.

A CHAPTER, ESSAY, OR STORY IN A BOOK:

Author Last name, First Initials (Year). Chapter Title. In Editor First Initials Last Name (Ed.), <i>Book Title</i> (pp. page numbers). Location: Publisher.
Cooter, R. D. (2000). Law from order: Economic development and the jurisprudence of social norms. In M. Olson & S. Kähkönen (Eds.), <i>A not-so-dismal science</i> (pp. 228-244). Oxford, England: Oxford University Press.

A JOURNAL ARTICLE (A JOURNAL IS SCHOLARLY, AND INTENDED TO BE READ BY EXPERTS.)

Last name, First initials (Year). Article Title. <i>Journal</i> , <i>Volume</i> (Issue), Pages.
Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. <i>Journal of Career Development</i> , 37(2), 503-518.

A MAGAZINE OR NEWSPAPER ARTICLE (THESE ARE INTENDED TO BE READ BY EVERYONE.)

Last name, First initials. (Year, Month Day). Article Title. *Publication*, pp. pages.

Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. *New York Times*, p. A17.

A WEBSITE

Author or Organization name. (Year, Month Day). Section title. Retrieved from url.

American Pediatric Surgical Association. (n.d.). Ethics. Retrieved from <http://www.eapsa.org/Ethics.htm>

A JOURNAL, MAGAZINE, OR ARTICLE FROM AN ONLINE DATABASE

If the article has a DOI (Digital Object Identifier), include it. If there is no DOI number, write "retrieved from" and the home page of the journal or database.

Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. *New York Times*. Retrieved from <http://www.nytimes.com>.

Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. *Journal of Career Development*, 37(2), 503-518. doi: 10.1177/0894845309352241

A SOURCE WITH MULTIPLE AUTHORS

List all of the authors, up to six. If there are more than six authors, list the first five, then put in an ellipsis, and then include the last name.

Park-Wyllie, L. Y., Mamdani, M. M., Juurlink, D. N., Hawker, G. A., Gunraj, N., ... Laupacis, A. (2011). Bisphosphonate use and the risk of subtrochanteric or femoral shaft fractures in older women. *JAMA*, 305(8):783-789. doi: 10.1001/jama.2011.190

A NOTE ON CAPITALIZATION AND MISSING DATES

For books and articles, only capitalize the first word of the title, the first word of the subtitle (the subtitle will follow a colon), proper nouns, and acronyms.

If a source has no date information, replace the date with "n.d."

Sample List of References

American Pediatric Surgical Association. (n.d.). Ethics. Retrieved from

<http://www.eapsa.org/Ethics.htm>

Cooter, R. D. (2000). Law from order: Economic development and the jurisprudence of social norms. In M. Olson & S. Kähkönen (Eds.), *A not-so-dismal science* (pp. 228-244).

Oxford, England: Oxford University Press.

Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. *New York Times*, p. A17.

Park-Wyllie, L. Y., Mamdani, M. M., Juurlink, D. N., Hawker, G. A., Gunraj, N., . . . Laupacis, A. (2011). Bisphosphonate use and the risk of subtrochanteric or femoral shaft fractures in older women. *JAMA*, *305*(8):783-789. doi: 10.1001/jama.2011.190

Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. *Journal of Career Development*, *37*(2), 503-518. doi: 10.1177/0894845309352241

Wheelan, C. J. (2010). *Naked economics*. New York, NY: Norton.

APA In Text Citations

SUMMARY OR PARAPHRASE:

In a summary or paraphrase, you restate another author's ideas in your own words. The year that the article or book was published goes in parenthesis following the author's name. The page number is listed after the abbreviation "p." for one page or "pp." for multiple pages. If the author is not named in the sentence, put the name and year in the parentheses before the page number.

Sweeny (2010) argues that both teachers and students can use guides from the internet to help with their writing (p. 125).

Both teachers and students can use the internet to find writing assistance (Sweeny, 2010, p. 125).

DIRECT QUOTE:

In a direct quote, you use the actual language of the author. You put the author's words in quotation marks, the way you would with any direct quotation. However, the parenthetical citation works the same way as in a summary or paraphrase. The quotation marks close before the parenthetical citation, and the period comes after the parenthetical citation.

In considering the use of new media for writing instruction, Sweeny (2002) writes, "One example is when a teacher created a blog and sent text messages about a Shakespeare assignment to groups of students in her class" (pp. 127-8).

QUOTING A QUOTE (INDIRECT QUOTATION)

If you are using an article or book that quotes another author, it is best to find the original source. If you cannot find the original source, then you can make it clear that you found the quote in the article by adding “as cited in” to the source. In this example, the quote by Mark Bawden was found in the book *Bounce* by Matthew Syed.

Mark Bawden explains that “in order to make all the sacrifices necessary to reach world-class levels of performance, an athlete has to believe that winning is everything” (as cited in Syed, 2010, p. 199).

CITING A SOURCE WITHOUT PAGE NUMBERS OR A NAMED AUTHOR.

If your source does not have page numbers or a named author, it might not be a good source. You should probably ask your professor before you use it. If there are no page numbers, use the abbreviation “para.” for paragraphs and count the paragraphs as you would pages. If there is no named author, put the title of the source and the year separated by a comma in the parenthetical citation.

Davey (2011) reported two state senators, “Mr. Cullen and Ms. Coggs could be seen climbing into the building through a first-floor window” (para. 8).

According to the Union of Concerned Scientists, “No single solution can meet our society's future energy needs” (“Clean Energy,” 2010).

A PROSE QUOTE LONGER THAN FORTY WORDS:

If you have a quotation that is more than forty words long, start a new line for the quotation and indent it roughly half an inch (it should match the indentations on your paragraphs). Do not use quotation marks. Double space it as you would normally.

Matthew Syed (2010) explains the importance of negative emotions:

Anxiety facilitates escape from dangerous situations and helps us to avoid them in the future; mild depression enables us to disengage from unattainable goals; humiliation is triggered when we are faced with the threat of losing social status. (p. 212)

Initial Contact with the Family of an Infant Report

Child's first name only:

Child's Nickname

Child's date of birth:

Child's Age:

1. What do you know about this child from your first contact with the family?
2. What do you know about the family based on this initial conversation?
3. What makes you think this will be an interesting child and family to get to know?
4. What are you hoping to learn about this child and family?
5. How did you identify or select this family to be your Infant/ Family Case Study family?
6. Other comments: