

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Teacher Education Department

Title of Course: ECE 209-092W/Lecture Infant Care and Curriculum	Class hours: 2 Lab hours: 2 Seminar hours: 2
Semester: Spring 2021	Instructor Information: Name: Jen Longley, Ed.D. Office: S-616C Office hours: Wednesday 9-10:30 AM & Friday 12:30-2 PM Other times by appointment Phone: 212/ 220-1321 (office) or 917/318-3133 (cell) Email: jlongley@bmcc.cuny.edu
Day/Time: Friday 9 AM-12:30 PM on Zoom https://bmcc-cuny.zoom.us/j/7550991402 Meeting ID: 755 099 1402 1(929) 205-6099	
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 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.**

ECE 209-Lecture Mission Statement: ECE 209-Lecture will prepare preservice teachers to work with infants birth to 18 months by focusing on relationship-based practices, infant curriculum, infant development, practices that facilitate infant learning, and sensorimotor activities that support baby's learning. ENVIRONMENT

Course Format

Our class will be a hybrid synchronous and asynchronous, meaning we will meet weekly for class sessions on Zoom and you will complete assigned work independently each week. Our weekly Zoom sessions will be on Friday at 9-11 AM. The link for our Zoom sessions is: <https://bmcc-cuny.zoom.us/j/7550991402> Meeting ID: 755 099 1402, 1(929) 205-6099

Our section of ECE 209 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, you have to join our class. You can access our class here (<https://openlab.bmcc.cuny.edu/ece-209-092w-lecture-infant-care-curriculum-spring-2021-j-longley/>). We will use Blackboard to:

- 1) Submit papers and projects for ECE 209-Lecture
- 2) View your scores for ECE 209-Lecture on the Grade Center.

What makes this course a Writing Intensive Course?

This is a Writing Intensive course that fulfills the WI requirement for graduation. Writing intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework in general. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for a significant portion of your grade and will include opportunities for revision.

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) Add your Infant-Family Case Study Commentary Paper to your e-Portfolio, and 2) Update your initial professional development plan.

****Academic Portfolio Artifact:** For this course, you are required to complete an Infant-Family Study Project that meets the expectations for inclusion in your Academic Portfolio. By the end of semester, if you have an Infant-Family Study Project 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 Infant-Family Case Study Project to meet expectations and receive the grade you had earned at the end of the semester. **After these dates, if your Infant-Family Case Study 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 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	Infant-Family Case Study Class discussions
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	Infant-Family Case Study Class discussions
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	Reflections on Respect Paper Class discussions
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	Infant-Family Case Study Class discussions
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 Class discussions
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 Class discussions
7. Articulate their emerging identity as an early childhood professional	All assignments Class discussions
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.)	Interview with a Family of an Infant Paper Observation of an Infant Paper Infant and Family Case Study

	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 Class discussions
<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 Class discussions
<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 Class discussions

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. The course is a Zero Textbook Cost (ZTC) using Open Educational Resources (OER).
2. Assigned course readings and materials are housed on BMCC's OpenLab.
3. Read and review assigned material before class, be prepared to discuss the content during class

Technological Requirements to Successfully Participate in ECE 209-Lecture

TOOL	WHO TO CONTACT IF YOU HAVE A PROBLEM ACCESSING
A device (desktop, laptop, tablet, etc.) with internet/Wi-Fi connectivity	BMCC's Student Affairs Office studentaffairs@bmcc.cuny.edu in the subject line the problem you are experiencing (e.g. Need a Computer, Need Internet)
Blackboard, OpenLab and Zoom	BMCC's e-Learning Center (S-510A), 212/ 220-1243, elarning@bmcc.cuny.edu
BMCC email CUNY First account Other technical issues	BMCC's Service Desk (S-141), 212/ 220-8379 servicedesk@bmcc.cuny.edu
BMCC Library Video Databases	BMCC Libraray AT https://bmcc.libguides.com/az.php?t=35954
FlipGrid	Jen; https://info.flipgrid.com/
Flipsnack	Jen: https://www.flipsnack.com/
Google Folder & Google Documents	Jen: https://www.google.com/docs/about/
Hypothesis	Jen: https://web.hypothes.is/
Jamboard	Jen; https://jamboard.google.com/
Kahoot!	Jen; https://kahoot.com/
Remind	Jen; https://www.remind.com/
Slack	Jen
Slido	Jen; https://www.sli.do/
You Tube	Jen: https://www.youtube.com/

Evaluation & Coursework Requirements of Students:Coursework Requirements

Fieldwork Seminar*	Pass/Fail
Class Participation	1 point
Reflections on Respect	1 point
Infant/Family Case Study (5 parts)	
Initial Contact with a Family Report	
Interview with a Family of an Infant Paper	1 point
Observation of an Infant Paper	1 point
Commentary Paper, Draft	
Commentary Paper, Final	<u>1 point</u>
TOTAL	5 points

How Grades are Determined

Grade	Earned Points
A	5
A-	
B+	
B	
B-	
C+	
<u>C</u>	<u>4</u>
C-	
D+	
D	3
D-	
F	2 or below

Your Infant/ Family Case Study must "meet expectations" to be added to your e-Portfolio.

***NOTE:** In order to progress to the 300-level courses in the ECE sequence you **MUST:** 1) pass ECE 209-Seminar, and 2) earn a grade of “C” or better in ECE 209-Lecture.

COMMUNICATING WITH JEN

In addition to my office hours, I am available by:

- 1) cell phone at 917/318-3133, for voice call, text, What’s App, FaceTime, etc.
- 2) email at jlongley@bmcc.cuny.edu;
- 3) the Remind app, 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 work within 7 days after it has been submitted.

I want you to be successful– in ECE 209, but more importantly in life! If any issue is preventing you from fully demonstrating your abilities or participating in our learning community, please contact me as soon as possible! We will work together to facilitate your success.