

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Teacher Education Department

Title of Course: ECE 209.130-Seminar Infant Care and Curriculum	Class hours: 2 Lab hours: 2 Seminar hours: 2
Semester: Fall 2021	Instructor Information: Name: Jen Longley, Ed.D. Office: S-616C Office hours: Thursday 2:45-4:15 PM & 5-6:30 PM Other times by appointment Phone: 212/ 220-1321 (office) or 917/318-3133 (cell) Email: jlongley@bmcc.cuny.edu
Day/Time: On-line, Asynchronous	
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.**

Supplemental Instruction:

BMCC is committed to student success, so many foundational and gateway courses have the support of a Supplemental Instructor (SI). Supplemental Instructors are paid student advocates who work with students in and out of the classroom. Our SI will attend all class meetings and join with the professor to engage students in working with the course content. Additionally, our SI will schedule sessions (2 hours per week) to meet with students to review course content and assignments. These sessions will offer the opportunity for one-on-one meetings and/or small group work. NOTE: The SI does not grade student papers or influence student grades. If you have questions about how SI works in our class, please reach out to the SI and the professor.

ECE 209-Seminar Mission Statement: ECE 209-Seminar will explore why supporting families is essential when working with infants, help future infant teachers to build a tool kit of strategies to build trust, form relationships, engage families, and create partnerships in a culturally sustaining manner with families of infants.

***Course Format**

Our class will be asynchronous. 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-209-130s-seminar-infant-care-curriculum-fall-2021-j-longley-1268135866/>). We will use Blackboard to:

- 1) Submit assignments for ECE 209-Seminar
- 2) View your scores for ECE 209-Seminar on the Grade Center.

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 add your Site Visit Paper or Teaching Beliefs Paper to your E-Portfolio.

****Academic Portfolio Artifact:** For this/ or course, you are required to complete a Site Visit Paper or 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	Infant-Family Case Study
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	Best Practices for Working with Families of Infants
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	Best Practices for Working with Families of Infants; Site Visit Paper; Teaching Belief Statement
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	Site Visit Paper
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)	Teaching Beliefs Statement

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	Best Practices for Working with Families of Infants
7. Articulate their emerging identity as an early childhood professional	Teaching Beliefs Statement

	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.	Best Practices for Working with Families of Infants; Teaching Belief Statement; Site Visit Paper
<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.	Best Practices for Working with Families of Infants; Teaching Belief Statement; Site Visit Paper
<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.	Best Practices for Working with Families of Infants; Teaching Belief Statement

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. This course is a Zero Textbook Cost (ZTC) and uses Open Educational Resources (OER).
2. Assigned readings and materials are housed on BMCC's OpenLab

Technological Requirements to Successfully Participate in ECE 209-Seminar

TOOL	WHO TO CONTACT IF YOU HAVE A PROBLEM ACCESSING
A device (desktop, laptop, tablet, etc.) with internet/Wi-Fi connectivity	BMCC 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 & Zoom	BMCC e-Learning Center (S-510A), 212/ 220-1243, elearning@bmcc.cuny.edu
BMCC email CUNY First account Other technical issues	BMCC Service Desk (S-141), 212/ 220-8379 servicedesk@bmcc.cuny.edu
BMCC Library Video Databases	BMCC Library https://bmcc.libguides.com/az.php?t=35954
ECE E-Portfolio	Jen; BMCC e-Learning Center (S-510A), 212/ 220-1243, elearning@bmcc.cuny.edu
FlipGrid	Jen; https://info.flipgrid.com/
Google Folder & Google Documents	Jen: https://www.google.com/docs/about/
Hypothesis	Jen: https://web.hypothes.is/
Jamboard	Jen; https://jamboard.google.com/
Remind	Jen; https://www.remind.com/
Slido	Jen; https://www.sli.do/
You Tube	Jen: https://www.youtube.com/

Evaluation & Coursework Requirements of Students: Coursework Requirements

- Site Visit Paper
- Teaching Belief Statement

How Grades Are Determined

Your grade for ECE 209 will be determined by the following four components:

1. **ECE 209-Seminar:** Successful completion of ECE 209-Seminar
2. **Goal Setting:** At the start of the semester, you will create goals that you hope to achieve in ECE 209. The goals will focus on what you hope to learn, how you hope to grow, the tasks you hope to achieve, and the processes you hope to acquire as a result of participating in ECE 209.
3. **Goals Monitoring:** At the mid-point and end of the semester you will submit and reflect upon work and assignments that you believe demonstrates your progress towards meeting, or have achieving, your goals for ECE 209. Goal monitoring will happen during:
 - a. Week 8
 - b. Week 16
4. **Conferencing:** At the end of the semester, you will schedule a conference with Jen during which we will discuss the following:
 - a. Your progress toward achieving your goals for ECE 209 that you developed at the start of the semester
 - b. How assignments and work you select demonstrates your progress towards achieving the goals for ECE 209 that you developed at the start of the semester
 - c. The grade you should receive for ECE 209 and why; we decide together which grade you will receive.

You will receive feedback from me for all assignments you submit; however, you will not receive a score for any assignments. Again, your grade for ECE 209 is determined during the end-of-semester conference you have with me based on your progress towards achieving the goals you identify for ECE 209. Please contact me at any time if you would like to set-up a meeting to discuss your progress toward achieving your goals

This Seminar is Pass/Fail.

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

***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.

Outline of Topics: subject to change

Module & Topic	Activities for in each Module	Assignments
8-25-8/29 <i>at 11:59 PM</i> Module 1: Introductions	Activity #1: Scavenger Hunt <ol style="list-style-type: none"> 1) Locate Syllabus, Course Guide, Assignment Guidelines & Course Policies 2) Use Hypothesis to ask questions or make a comment on each document 3) Answer the Scavenger Hunt questions Activity #2: Being a Successful in Online classes <ol style="list-style-type: none"> 1) Watch video 2) Answer questions (FlipGrid or comment) 3) Reply to 1-2 others 	
8/30-9/7* (<i>note date change</i>) <i>at 11:59 PM</i> Module 2: 1) Relationships	Activity #1: Relationships with Families <ol style="list-style-type: none"> 1) Read Baker & Manfredi/ Petitt (2004) 2) Watch <i>Building Relationships</i> 3) Answer questions Activity #2: Relationship-Based Scenarios <ol style="list-style-type: none"> 4) Read & reply to scenarios 5) Respond to 2 other comments 	
9/6-9/12 <i>at 11:59 PM</i> Module 3: Who are Families?	Activity #1: Thinking about Families Activity #2: Exploring Families <ol style="list-style-type: none"> 1) Pick 1 reading (Fox, 2014; Jor'dan & Lee, 2014; Luckenbill & Zide, 2017; Parnell et al., 2018; Paula & DaSilva, 2014; Ray, Pewitt-Kinder & George, 2009) 2) Watch <i>Our Family: A Film about Family Diversity</i> 3) Reply to questions 	
9/13-9/19 <i>at 11:59 PM</i> Module 4: <i>Babies</i>	Activity #1: Watching <i>Babies</i> <ol style="list-style-type: none"> 1) Watch the movie <i>Babies</i> 2) Complete handout Activity #2: Reflecting on <i>Babies</i> <ol style="list-style-type: none"> 1) Answer the questions on FlipGrid or post comments 2) Reply to other comments 	<i>Babies</i> Handout Tri-Semester Survey: Week 5
9/20-9/26 <i>at 11:59 PM</i> Module 5: What is Culture?	Activity #1: Overview of Culture <ol style="list-style-type: none"> 1) Answer questions on FlipGrid or Post 2) Read Gonzalez-Mena (2008) 3) Read & reply to 3 Cultural Differences Scenarios 4) Reply to other comments Activity #2: Individualism & Collectivism <ol style="list-style-type: none"> 1) Watch video <i>Individualism vs Collectivism</i> 2) Read handout 3) Answer questions on FlipGrid or post comments Activity #3: Tri-Semester Survey Week 5 <ol style="list-style-type: none"> 1) Complete Tri-Semester Survey Week 5 	Tri-Semester Survey: Week 5
9/27-10/3 <i>at 11:59 PM</i> Module 6: Impact of Culture	Activity #1: <ol style="list-style-type: none"> 1) Answer questions Activity #2: <ol style="list-style-type: none"> 1) Read Hyun (2007) 2) Read Test (2015) 3) Answer questions 	
10/4-10/10 <i>at 11:59 PM</i> Module 7:	Activity #1: Exploring Cultural Aspects to Working with Infants & Families <ol style="list-style-type: none"> 1) Answer the <i>What is Normal?</i> questions on FlipGrid or post responses 	

Module & Topic	Activities for in each Module	Assignments
Cultural Aspects to Working with Families & Babies	2) Read Gonzalez-Mena & Bhavnagri (2000) and Im, Parlakian & Sanchez (2007) Activity #2: Feeding & Sleeping Scenarios 1) Read <i>Feeding & Sleeping Scenarios</i> and <i>Natural Rhythms vs Set Schedules</i> 2) Chose 2 feeding & 2 sleeping scenarios 3) Answer the questions 4) Reply to 1-2 other comments	
10/11-10/17 at 11:59 PM Module 8: Getting to Know Families & Babies	Activity #1: Reflecting on Getting to Know Families 1) Answer the questions on FlipGrid or post comments Activity #2: Getting to Know Families in Actions 1) Read Goldsmith & Theilheimer (2015) & Block (2014) 2) Watch <i>TAPS: Partnerships with Families Part 2</i> 3) Answer the questions. 4) Reply to 1-2 other comments	
10/18-10/24 at 11:59 PM Module 9: Keeping in Touch with Families	Activity # 1: Reflecting on Keeping in Touch with Families 1) Answer the questions on FlipGrid or post comments Activity #2: Ways to Keep in Touch with Families 1) Read Keyser (2017) 1) Watch <i>TAPS: Partnerships with Families Part 4</i> 2) Answer the questions 3) Reply to 1-2 other comments.	
10/25-10/31 at 11:59 PM Module 10: Communicating with Families	Activity #1: Touchpoints 1) Read Gudrais (2012) 2) Answer the questions on FlipGrid or post comments Activity #2: Touchpoints in Action 1) Read Sad Little Bird scenario. 2) Answer the questions 3) Reply to 1-2 other comments.	Tri-Semester Survey: Week 10
11/1-11/7 at 11:59 PM Module 11: What is Family Engagement?	Activity #1 Tri-Semester Survey 1) Complete the Tri-Semester Survey Activity #2: Reflecting on Family Involvement 1) Answer the questions on FlipGrid or post comments Activity #3: Defining Family Engagement 1) Read Halgunseth (2009) 2) Watch <i>TAPS: Partnerships with Families Part 1</i> 3) Answer the questions 4) Reply to 1-2 other comments	
11/8-11/14 at 11:59 PM Module 12: Family Engagement in Action	Activity #1: Examining Family Engagement 1) Read Koraleck, Nemeth & Ramsey (2019) 2) Answer the questions Activity #2: Scenarios 3) Read <i>Practices that Engage Families.</i> 4) Answer the questions 5) Respond to 1-2 comments	
11/15-11/21 at 11:59 PM Module 13: Paper	Activity #1: Paper 1) Review Teaching Belief Statement Paper guidelines 2) Write the paper	Teaching Beliefs Statement Paper
11/22-11/29* (note date change)	Activity #1: Reflecting on Partnerships 1) Answer the questions on FlipGrid or post comments	

Module & Topic	Activities for in each Module	Assignments
at 11:59 PM Module 14: Partnering with Families	Activity #2: What Does it Mean to Partner with Families 2) Read Allred & Hancock (2015) 3) Watch <i>TAPS: Partnerships with Families Part 5</i> 4) Review the scenario 5) Answer the questions regarding the scenario	
11/28-12/5 at 11:59 PM Module 15 When Conflicts Arise	Activity #1: Reflecting on Partnerships 1) Answer the questions on FlipGrid or post comments Activity #2: What Does it Mean to Partner with Families 1) Read Gillespie (2006) 2) Watch <i>TAPS: Partnerships with Families Part 3</i> 3) Review the <i>When Conflicts Arise Scenarios</i>	
12/6-12/12 at 11:59 PM Module 15: Wrapping Up, Reflecting & Thinking Ahead	Activity #1 1) Best Practice for Working with Families of Infant Project 2) Tri-Semester Survey: Week 15	Best Practice for Working with Families of Infants Project Trisemester Survey: Week 15

ASSIGNMENTS GUIDELINES

Assignment	Page	Suggested Due Date
Grade Determination Guidelines	8-9	See <i>ECE 209-L Syllabus</i>
Best Practices for Working with Families of Infants	9-10	Throughout the semester & 12/12
Teaching Belief Statement Paper	10-11	By 11/21 at 11:59 PM
APA Citation Guidelines	11-13	

GRADE DETERMINATION GUIDELINES

Your grade for ECE 209 will be determined by the following four components:

5. **ECE 209-Seminar:** Successful completion of ECE 209-Seminar
6. **Goal Setting:** At the start of the semester, you will create goals that you hope to achieve in ECE 209. The goals will focus on what you hope to learn, how you hope to grow, the tasks you hope to achieve, and the processes you hope to acquire as a result of participating in ECE 209.
7. **Goals Monitoring:** At the mid-point and end of the semester you will submit and reflect upon work and assignments that you believe demonstrates your progress towards meeting, or have achieving, your goals for ECE 209. Goal monitoring will happen during:
 - a. Week 8
 - b. Week 16
8. **Conferencing:** At the end of the semester, you will schedule a conference with Jen during which we will discuss the following:
 - a. Your progress toward achieving your goals for ECE 209 that you developed at the start of the semester
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have with me based on your progress towards achieving the goals you identify for ECE 209. Please contact me at any time if you would like to set-up a meeting to discuss your progress toward achieving your goals

GOAL SETTING & GOAL MONITORING

Purpose: The purpose of Goal Setting & Goal Monitoring is to develop the following skills and knowledge required to be a masterful ECE teacher:

- Identify goals for professional learning and growth
- Monitor learning and growth
- Continue to build your identity as an ECE teacher
- Foster your ability to reflect
- Evaluate the process of life-long learning

Task – Goal Setting involves the following 2 process:

Goal Setting

At the onset of the semester, identify 3 or 4 goals that you would like to achieve in ECE 209. The goals should be based on the knowledge, skills, and/ or abilities, that you would like to master during ECE 209. Throughout the semester, you will work toward achieving the goals and monitor your progress. You will determine your grade for ECE 209 based on your self-assessment of your progress toward reaching the goals.

Goals should be written using the following format, “By the end of ECE 209, I will... (the knowledge, skills, and/ abilities you would like to achieve in ECE 209).”

Goal Monitoring

Throughout the semester, you will track your progress towards meeting your goals in the following ways:

- For each module, you will write a self-reflection describing how what you learned, the insights, and skills you gained in that module relates to your goals and the progress you have made toward achieving your goals.
- At two points in the semester (week 8 and week 16) you will formally reflect on and assess your learning, growth, and progress toward achieving your goals by submitting a Goal Monitoring Reflection.
- At the end of the semester, you will meet with Jen to discuss what you have personally and professionally learned, how you have grown, and the progress you have made toward achieving your goals. *At the conference, you will determine your grade for ECE 209.*

Goals Monitoring Reflection questions:

1. What are your goals for ECE 209?
2. What specific information/knowledge have you gained in ECE 209 thus far toward achieving your goals?
3. The insights (ah-ha’s or connections) you have made in ECE 209 thus far toward achieving your goals?
4. The skills you have developed in ECE 209 thus far toward achieving your goals?
5. What papers and projects from ECE 209 thus far best demonstrates your growth and development toward achieving your goals?
6. Why?
7. How?
8. *(Week 16 only)* Based on your learning, growth, and progress towards your goals, what grade should you receive for ECE 209? Why?

Best Practices for Working with Families who have Infants

Purpose: The purpose of the Best Practices for Working with Families is for you to:

- Identify best practices for working with families
- Build a toolkit of strategies to engage and partner with families
- Recognize the importance of working with families as an infant teacher

Task: To expand and deepen your knowledge of working with families of infants, you will engage in a semester-long group project to identify best practices for your working families of infants. In each module, you will identify the best practices for working with families who have infants from the readings and materials in the module. Summarize your findings, in your own words, but cite the sources from which you located the information/ best practices. Ideas from all readings, videos, podcasts, or other materials in the module should be included in the post.

Towards the end of the semester, we will determine how to best share the information we have gathered.

BEST PRACTICES FOR WORKING WITH FAMILIES WHO HAVE INFANTS ASSESSMENT CRITERIA:

ELEMENT	DOES YOUR POST:	Y/N
READINGS	Contain best practices from all of the assigned course readings from the module, cited in APA format?	
SOURCES	Contain best practices from all of the assigned course materials (videos, podcasts, Power Points, etc.) from the module, cited in APA format?	
CLARITY	Demonstrate coherent, clear, organized writing that is filled with rich, vivid supporting details, & has evidence it has been edited?	

Teaching Beliefs Paper

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

As an early childhood professional working with infants, it is important to identify and articulate your beliefs about working with infants and families. These beliefs will influence your behavior and actions as a teacher. Our beliefs about working with infants and families evolve over time; our prior experiences, culture, education, fieldwork placements, mentors, and work environments impact our beliefs. Reflecting on and documenting your beliefs helps to articulate the rationale for your actions, which infant teachers must do often. We are called to explain the reasoning behind our behavior. As we advocate for babies, families, and our profession,

Consequently, the paper should contain the following four parts:

- Part 1: Introduction
- Part 2: Your Beliefs about Infant Education
- Part 3: Connections to Class
- Part 4: Conclusion

1. Introduction

- a. In an opening paragraph, introduce yourself.
 - i. Describe why you want to work with infants-toddlers and families.
 - ii. Explain what qualities & skills you possess that will enable you to develop strong, healthy, positive relationships with babies, families and colleagues.

2. Your Beliefs about Infant Education and Connections to Class

- a. Explain your beliefs about infant education and how you envision the following concepts will be implemented in the classroom:
 - i. Infant Curriculum
 1. Relationship-based practices (the 3 R's):
 - a. Respect
 - b. Reciprocity
 - c. Responsiveness
 - d. Attachment
 2. Family-Like Environment
 3. Individualized Routines
 4. Following an Infant's Lead
 - ii. Engaging & Partnering with Families
 - iii. Incorporating a baby's heritage culture in the classroom

- iv. Supporting each baby's learning in every developmental domain
 - v. Provide specific examples that demonstrate each concept in an actual infant classroom
3. Connection
- a. Meaningfully explain how your beliefs about infant education connect to:
 - i. 3 specific examples that link your philosophy to what we learned/did in class
 - ii. 4 readings
 - 1. At least 2 assigned course readings from ECE 209-Lecture/Seminar
 - 2. 2 additional articles from the BMCC library education databases focused on relationship-based practices, infant curriculum, or working with infants and families.
 - 3. Embed the readings into your paper as you discuss the topics
4. Conclusion
- a. Conclude with a paragraph that explains:
 - i. What has struck you as you participated in ECE 209?
 - ii. What has been the most meaningful material you have learned in ECE 209?
 - iii. What questions about working with babies and families do you still have?
 - iv. What are your career plans after you finish your degree at BMCC?

REFLECTIONS ON RESPECT PAPER CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PAPER:	Y/N
INTRODUCTION	Include background info, & why you want to work with infants-toddlers using many rich, vivid details & well-developed specific examples?	
INFANT CURRICULUM	Substantively articulated your beliefs about infant curriculum (relationship-based practices, individualized routines, following a baby's lead, & family-like setting) using many rich, vivid details & well-developed specific examples?	
ENGAGING & PARTNERING WITH FAMILIES	Substantively articulated your beliefs about how to engage & partner with families using many rich, vivid details & well-developed specific examples?	
INCORPORATING A BABY'S HERITAGE CULTURE	Substantively articulated your beliefs about infant curriculum, supporting each incorporating a baby's heritage culture into an infant classroom using many rich, vivid details & well-developed specific examples?	
SUPPORTING LEARNING	Substantively articulated your beliefs about how to support each child's learning using many rich, vivid details & well-developed specific examples?	
USE OF SOURCES	Integrate 4+ (2+ assigned course readings & 2+ researched from the BMCC library database) sources by comparing the sources to your philosophy meaningfully using many rich, vivid, details & well-developed specific examples?	
CONNECTIONS TO CLASS	Substantively described how your beliefs about of infant education connected to class using 3+ specific, meaningful links supported by many rich, vivid, details & well-developed examples?	
CONCLUSIONS	Substantively described what struck you, meaningful material you learned, questions you have, & your career goals using rich vivid details & well-developed specific examples?	
CLARITY	The paper was clear, organized, coherent, was full of examples, & there was evidence of proofreading	

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**.

Step One: Parenthetical Notes in the Text of Your Paper

Always cite when you quote sources, paraphrase them, or summarize their ideas in your paper, like this:

If the author whose ideas are being summarized or quoted is not named in the sentence, include the author's last name and the date of publication in parentheses.

Social networking is good for students, not bad for them (Sanders, 2010).

If the author's name is included in the sentence, the note has two parts.

The date is inserted after the author's name. The page number is listed at the end of the quote, preceded by the abbreviation "p."

Klinger (2010) wrote that the story "symbolized the frustration of women being confined" (p. 53).

Step Two: The References Page at the End of Your Paper

The References page is at the end of your paper, alphabetized by authors' last names, and double-spaced.

Book

Author's last name, Author's initials. (Year of publication). *Title of book*. Place of publication: Publisher.

Kutner, L., & Olson, C. K. (2008). *Grand theft childhood: The surprising truth about violent video games and what parents can do*. New York: Simon & Schuster.

A book with an editor has the abbreviation (Ed.) after the editor's name. Plural is (Eds.)
E-book in library databases: APA Style no longer requires database information in citations.

Author's last name, Author's initials. (Year of publication). *Title of book*. Place of publication: Publisher.

Jacobson, M. (2005). *Downsizing prisons: How to reduce crime and end mass incarceration*. New York: New York University Press.

Chapter from an e-book:

Kellaghan, T., & Madaus, G. F. (2000). Outcome evaluation. In D. L. Stufflebeam, G. F. Madaus, & T. Kellaghan (Eds.), *Viewpoints on educational and human services evaluation* (2nd ed., pp. 97-112). Hingham, MA: Kluwer Academic Publishers.

Encyclopedia article in a database:

Author's last name, Author's initials. (year of publication). Title of chapter or entry. Editor's first initial Editor's last name (Ed.), *Title of book* (Vol. #, pp #s). Place of Publication: Publisher.

Baron-Cohen, S. (2005). Autism. In B. Hopkins (Ed.), *The Cambridge encyclopedia of child development* (pp. 398-401). Cambridge, UK: Cambridge University Press.

Electronic journal article from databases or sources with DOI number:

The DOI number is a consistent link to the article's location online, since web addresses and databased can change.

Author's last name, Author's initials. (year of publication). Title of article. *Title of Journal*, volume

Fields, S., Collins, C., Leraas, K., & Reynolds, B. (2009). Dimensions of impulsive behavior in adolescent smokers and nonsmokers. *Experimental and Clinical Psychopharmacology*, 17(5), 302-311.
doi:10.1037/a0017185

Electronic journal, magazine and newspaper articles without a DOI number in databases or online:

Cite the URL of the publication's homepage, not the database. Do not include the date retrieved.

Fratzscher, M. Steffen, C. G., & Reith, M. (2014). GDP-linked loans for Greece, *DIW Economic Bulletin*, 4(9), 40-49. Retrieved from http://www.diw.de/en/diw_01.c.375799.en/publications_and_events/publications/diw_economic_bulleti.html

MacFarquhar, L. (2015, August 3). The Children Of Strangers. *The New Yorker*, 91(22), 30. Retrieved from <http://www.newyorker.com/>

Smale, A. (2015, August 19). German parliament approves Greek bailout. *New York Times*. Retrieved from <http://www.nytimes.com/>

Corporate reports from a database or a print version:

Apple, Inc. (2014). Annual report pursuant to section 13 or 15(d) of the securities and exchange act of 1934 pursuant to section 13 or 15(d) of the securities exchange act of 1934: For the fiscal year ended September 27, 2014. Cupertino, CA: Author.

(“Author” indicates that the author (the corporation) is also the publisher of the report.)

Corporate reports found online:

Apple, Inc. (2014). Annual report pursuant to section 13 or 15(d) of the securities and exchange act of 1934 pursuant to section 13 or 15(d) of the securities exchange act of 1934: For the fiscal year ended September 27, 2014. Retrieved from <http://investor.apple.com/secfiling.cfm?filingid=1193125-14-383437&cik=>

Web pages on websites:

Kappelman, J. (2001). *The eSkeletons project*. Retrieved from the University of Texas at Austin website: <http://www.eSkeletons.org/>

Source: American Psychological Association (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association. Also see “How to Cite: APA” on the BMCC Library website: <http://lib1.bmcc.cuny.edu/help/citing/citingapa.html> Revised by Professor Lane Glisson 08-19-2015.