ASSIGNMENTS GUIDELINES

This packet contains the assignments and assessment protocols for ECE 209-Seminar.

Assignment	Page	Suggested Due Date
Grade Determination Guidelines	1-2	*See ECE 209-L Syllabus*
Best Practices for Working with Families of Infants	2	Throughout the semester & 12/12
Teaching Belief Statement	3-4	By 11/21 at 11:59 PM
APA Citation Guidelines	4-6	

GRADE DETERMINATION GUIDELINES

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

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 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, citied 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 Statment
~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 out 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 ad 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.

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.

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 #(issue #), page #s. doi: xx.xxxxxxxxxx
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_bbulleti.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/