

# ECE 209-L ASSIGNMENT GUIDELINES

This packet contains information for the assignments and assessment guidelines for ECE 209-L.

Assignment	Pages	Due Window
Grade Determination Guidelines	1	
Goal Setting	2	By 11:59 PM on 9/1
Goals Monitoring	2	
• Week 8	2	By 11:59 PM on 10/20
• Week 16	2	By 11:59 PM on 12/15
Reflections on Respect Paper	2-3	By 11:59 PM on 9/15
Play Materials Presentation	4	Be ready to share 11/11
Infant/ Family Case Study:	4-11	
1. Initial Contact with a Family Report	5 & 14	By 11:59 PM on 9/29
2. Interview with a Family Paper	5-7	By 11:59 on 11/13
3. Observation of an Infant Paper	7-9	By 11:59 PM on 10/27
4. Commentary Paper, Draft	9-10	By 11:59 PM 11/24
5. Commentary Paper, Final	9-11	By 11:59 PM on 12/8
APA Citation Guidelines	12-13	

## GRADE DETERMINATION GUIDELINES

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

- ECE 209-Seminar:** Successful completion of ECE 209-Seminar
- 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.
- 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:
  - Week 8
  - Week 16
- Conferencing:** At the end of the semester, you will schedule a conference with Jen during which we will discuss the following:
  - Your progress toward achieving your goals for ECE 209 that you developed at the start of the semester
  - 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
  - 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*

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?

### **Reflections on Respect Paper**

*3-4 pages, typewritten, double-spaced, 1” margins, 12 pt font, APA format for citations*

Purpose: The purpose of the Reflections on Respect Paper is to:

- Enhance your self-reflection skills
- Develop a develop of respect
- Conceptualize how to respect infants & families
- Continue to develop your identity as a teacher

**Task:** Respect is an important element of working with infants, families, and colleagues. In this paper, you will think about yourself and respect. Reflect on an experience you had with respect, what respect means to you, and how respect connects to working with infants and toddlers and families. Your paper should include the following five parts:

**Part 1: Story**

- Tell the story of an interaction when you felt respected
- Choose a story that you are willing to share with members of our learning community.

**Part 2: Definition of Respect**

- Based on your story, explain what "respect" means to you.
- Connect your definition of respect to your story of being respected.

**Part 3: Respecting infants and families**

- Infants
  - Describe how and why babies in infant classrooms should be respected. Explain your beliefs about respecting infants and the role respect plays in working with infants.
  - Give specific examples of how babies in infant classrooms should be respected.
- Families
  - Describe how and why families in infant classrooms should be respected. Explain your beliefs about respecting families and the role respect plays in working with families.
  - Give specific examples of how families in infant classrooms should be respected.
- Connect your definition of respect to how you believe babies and families should be respected.

**Part 4: Connections**

- Compare your ideas of respecting infants to Chesire (2007), Christie (2018), and Baker and Manfredi/Pettit (2004)
- Make specific connections between your concepts of respecting infants and families to class discussions

**Part 5: Conclusion**

- In a paragraph, summarize your thoughts and main ideas in a paragraph.

**REFLECTIONS ON RESPECT PAPER CRITERIA FOR ASSESSMENT**

ELEMENT	DOES YOUR PAPER:	Y/N
YOUR STORY	Contain a story that was clear, thorough & full of rich, vivid details so the reader could picture what happened?	
DEFINITION OF RESPECT	Include a clear, well-developed definition of respect in your own words that was meaningfully & thoughtfully connected to the story & working with infants & families?	
RESPECTING INFANTS	Include a clear, well-developed explanation of how infants should be respected, & several examples of how to respect infants, with rich, vivid details?	
RESPECTING FAMILIES	Included a clear, well-developed explanation of how families should be respected, several examples of how to respect families, with rich, vivid details?	
CONNECTIONS	Include 3+ assigned course readings in context, appropriately, & meaningfully connected to what you wrote? Are the sources cited in APA format?	
CONNECTIONS	Include 3+ thoughtful connections to class activities (videos, discussions, etc.)?	
CONCLUSIONS	Summarize the main ideas and key points from the paper?	
CLARITY	The paper was clear, organized, coherent, was full of examples, & there was evidence of proofreading	

## INFANT PLAY MATERIALS PRESENTATION

*5-7 minute engaging presentation, groups of 3-4*

**Purpose:** The purpose of the Play Materials Presentation is for you to:

- Refine your skills presenting information
- Identify play materials appropriate for infants
- Analyze play materials for infants

**Task:** As infant/ toddler professionals, we are responsible to identify appropriate materials for infants and toddlers. In this presentation, you will analyze play materials to explain how infants and toddlers explore or manipulate materials and how the materials support a child's learning. You will work in small groups with two or three others to create an infant play materials presentation. Your group will find play material(s) that support infant learning in the following domains/areas:

- fine motor skills
- gross motor skills
- language and communication skills
- cognition
- math concepts
- social and emotional skills

Your group will explain to the class how the play materials specifically supports the development and learning of infants and toddlers. Your group will also explain how the material relates to the NYS Early Learning Guidelines (2020).

For this project your group should:

1. Share a picture of the item(s)
2. Know the name of the item(s)
3. Explain how an infant would explore and manipulate the material in a classroom setting
4. Describe how the play material promotes development and learning in each domain.
5. Use information from 5 or more assigned course readings to support your presentation
6. Connect the play material to the NYS Early Learning Guidelines (2020)

### PLAY MATERIALS PRESENTATION CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PRESENTATION:	Y/N
PLAY MATERIALS SELECTION	Identify play materials that are appropriate for infants (0-18 mos) & provide a clear, thorough explanation of how the materials would be used with rich, vivid details?	
USE OF SOURCES	Include info from 5 or more course readings, materials, & NYS Early Learning Guidelines (2020) thoughtfully, meaningfully & in context?	
DEVELOPMENTAL EXPLANATION	Explain how the play materials promotes development accurately and appropriately?	
GROUP WORK	Have all members of the group contributing & presenting?	
CLARITY	Include content that was clear, organized, coherent, polished, & organized, that was presented in an engaging manner?	

## INFANT/ FAMILY CASE STUDY

To enhance your skills as an infant 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 last page of the Assignment Guidelines or on Blackboard*

Purpose: The purpose of the Initial Contact with the Family of an Infant Report is to:

- Identify a family for your Infant-Family Case Study
- Begin to form a relationship with a family you do not know
- Analyze the initial information you learn/ know about a family

Task: 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 2020 and July 2021 and is two to 18 months old
2. Is willing to meet with you for about an hour in the beginning of the semester
3. Enjoys talking to you about their child and family
4. *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 15 of your Assignment Guidelines and on Blackboard and OpenLab

### \*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 6<sup>th</sup>*-- 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*

Purpose: The purpose of the Interview with the Family of an Infant Paper is to:

- Develop a relationship with families you do not know
- Enhance your interview skills
- Learn about a baby and family through the family
- Create questions to learn about a family
- Summarize information from your interview and present it in a narrative

Task: In this 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/ how 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?

### INTERVIEW WITH THE FAMILY OF AN INFANT PAPER CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PAPER:	Y/N
INTRODUCTION	Include substantive info with answers to all of the questions about when & where the interview took place & who was involved with rich, vivid details?	
PREGNANCY, BIRTH EXPERIENCE, & 1 <sup>st</sup> WEEKS OF LIFE	included substantive info with answers to all of the questions in the sections about the pregnancy, birth experience & 1 <sup>st</sup> weeks of life with rich, vivid details & well-developed examples?	
EATING & SLEEPING PATTERNS	Include substantive info with answers to all of the questions about the child's eating & sleeping patterns with rich, vivid details & well-developed examples?	
LEARNING, PLAY & INTERESTS	Include substantive info with answers to all of the questions about the child's ability to learn new things, interests & play with rich, vivid details & well-developed examples?	
RELATIONSHIPS & REACTION TO STRANGERS	Include substantive info with answers to all of the questions about the child's relationships with key people & reaction to strangers with rich, vivid details & well-developed examples?	
COMMUNICATION	Include substantive info with answers to all of the questions about the family & child's communication with rich, vivid details & well-developed examples?	
SELF-REGULATION	Include thorough info with answers to all of the questions about the child's ability to self-regulate with rich, vivid details & well-developed examples	
CULTURE	Included substantive info with answered all of the questions about the family's culture & childrearing practices with rich, vivid details & well-developed examples?	
CONCLUSION	Include 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 coherent, clear, organized, had many rich, vivid supporting details & had been proofread?	

## 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=PLJl2Nb6CivEGHs1WN2a33PjzaM4rPBN4G>

Your observation should be detailed, descriptive, non-judgmental (objective) and written in chronological order..

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*

Purpose: The purpose of the Observation of an Infant Paper is for you to:

- Enhance your skills as an observer
- Focus on nuances in a child's behavior and interactions
- Create field notes of an observation of a child
- Document what you observed in a detailed, non-judgmental and chronological format

Task: In this 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

#### OBSERVATION OF AN INFANT PAPER CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PAPER:	Y/N
INTRODUCTION	Include a substantive description of the setting & baby with many rich, vivid details?	
SEQUENTIAL NARRATIVE	Have an observation that was written in chronological narrative format with 4 detailed vignettes & what happens at the start & end of the observation, & included a chronological overview of activities?	
DESCRIPTION OF THE BABY'S BEHAVIOR	Substantively describe the baby's vocalizations, behavior, or interactions with & reactions to their environment?	
OBJECTIVE LANGUAGE	Use objective, non-judgmental language throughout?	
USE OF DETAILS	Use many rich, vivid details to describe the baby's actions, reactions & interactions with their environment & people so the reader can picture the baby	
CONCLUSION	Substantively answer the questions outlined with meaningful & reflective responses?	
CLARITY	The paper was coherent, clear, organized, had many rich, vivid supporting details & had been proofread?	

### Commentary Paper Draft & Final Paper

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

Purpose: The purpose of the Commentary Paper is for you to:

- Engage in the recursive writing process of revising your writing based on feedback
- Analyze what you learned about a family from an interview
- Analyze what you learned when observing a child during the observation
- Create a report of the child and family that would provide the necessary information to support the family to transition to group programming

Task: In this paper you will have the opportunity to analyze all of the 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, then compare and analyze what you have learned about the baby and family to what you have 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 about analyzed information on:
  - The child's appearance
  - The child's prenatal history, birth, and early days
  - Developmental domains
  - Play & learning
  - Caregiving routines
  - 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.

**COMMENTARY PAPER CRITERIA FOR ASSESSMENT**

ELEMENT	DOES YOUR PAPER:	Y/N
USE OF FEEDBACK	Thoughtfully incorporate the feedback & comments, demonstrating evidence of revising & restructuring,	
INTRODUCTION	Include a substantive introduction of the baby and family that uses many rich, vivid details?	
BABY'S APPEARANCE	Include a rich, detailed vivid description of the baby's appearance so the reader could picture the baby?	
BABY'S PRENATAL HISTORY, BIRTH & EARLY DAYS	Include detailed info about the prenatal history, birth, & early days with thoughtful analysis & well-developed conclusions?	
DEVELOPMENTAL DOMAINS	Include detailed info about how the child used each developmental domain with thoughtful analysis of how it impacts the baby & their future teachers with well-developed examples?	
PLAY & LEARNING	Include detailed info about play & learning with thoughtful analysis of how it impacts the baby & their future teachers with well-developed examples?	
CAREGIVING ROUTINES	Include detailed info about the family's caregiving routines with thoughtful analysis of how it impacts the baby & their future teachers with well-developed examples?	

FAMILY & CULTURAL PRACTICES	Include 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 SOURCES	Clearly connect & integrate 6+ course readings/ materials into what was written about the child/ family & the materials were meaningfully used to support ideas presented?	
CONCLUSION	Substantively answer the questions outlined with meaningful & reflective responses?	
CLARITY	The paper was coherent, clear, organized, had many rich, vivid supporting details & had been proofread?	

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

#### ASSESSMENT RUBRIC

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

### **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 databases can change.

Author's last name, Author's initials. (year of publication). Title of article. *Title of Journal*, volume #(issue #), page #s. doi: xx.xxxxxxxx

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\\_bulletin.html](http://www.diw.de/en/diw_01.c.375799.en/publications_and_events/publications/diw_economic_bulletin.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/>

## **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: