

ECE 209-L

Chart for Writing Reflections Paper

INTRODUCE YOURSELF	YOUR RESPONSE
<p>Identities How do you identify yourself? What are your identities? Sample identities may include:</p> <ul style="list-style-type: none"> • Dis/ability status • Education – 1st gen college student, child of college graduates, international student, etc. • Ethnicity/Nationality • Family composition/role – mother, brother, 1st born, middle child, youngest, etc. • Gender expression -- cisgender, transgender, non-binary, gender fluid, queer, etc. • Geographic region – where you were born, where you live, etc. • Race • Religion/Spiritual practice • Sexuality – LGBTQIA2S+ • Socioeconomic background – working class, middle class, income below poverty guidelines • Other factors <p>Why did you decide to enroll in college? Why did you choose BMCC?</p>	
<p>Learner</p> <ul style="list-style-type: none"> • How would you describe yourself as a learner? • What are your strengths as a learner? • What facilitates your learning in class? • What types of activities & assignments facilitate your learning? • How should our learning community be structured to facilitate your learning? • Why did you decide to attend college? • Why did you specifically select BMCC? 	
YOUR FAMILY/CULTURAL PRACTICES	YOUR RESPONSE
<p>Who did you interview?</p>	

When? Where? Why did you select this person? What is their experience caring for babies in your family/cultural community?		
Using info from your interview & detailed examples: <ul style="list-style-type: none"> • How were babies your family/cultural community raise & care for babies? • How were babies respected in your family/cultural community? • • How did your family/ cultural community support infant development? • What activities did your family/ cultural community do & engage in with babies? 		
Key points from Cheshire (2007) reading about respecting babies	How are your family/culture practices similar to Cheshire's (2007)?	How are your family/culture practices different from Cheshire's (2007)
Key points from Christie (2018) reading about respecting babies	How are your family/culture practices similar to Christie's (2018)?	How are your family/culture practice different from Christie's (2007)?
Key points from other Module 2 source(s) from ECE 209 about respecting babies	How are your family/culture practices similar to the practices described in the source(s)?	How are your family/culture practices different from the practices described in the source(s)?
CONCLUSION	YOUR RESPONSE	
<ul style="list-style-type: none"> • Why do you want to work with infants-toddlers? • Why are you in BMCC's ECE infant-toddler specialization? • What do you hope to learn in ECE 209? 		

<ul style="list-style-type: none"> • What are your goals for ECE 209? 	
CITING SOURCES	EXAMPLES
<p>Citing in text sample</p> <ul style="list-style-type: none"> • list the author’s last name (year) • identify concepts from the reading 	<p>Respect, relationships and responsiveness are fundamental when working with infants and toddlers (Cheshire, 2007). “When children are treated with respect, they are treated as human beings, not objects” (Cheshire, 2007, p. 36). Respect should be demonstrated in routines when working with infants, such as diapering. When changing an infant or toddler’s diapers, Cheshire (2007) suggests thinking about how it would feel to have your diapers changed. Cheshire (2007) suggests that “teachers explain what is happening and encourage the child’s participation” (p. 36). Following the baby’s pace and not rushing through routines also demonstrates respect (Christie, 2018).</p>
<p>Reference List (at end of paper)</p>	<p style="text-align: center;"><u>References</u></p> <p>Cheshire, N. (2007). The 3 R’s: Gateway to infant toddler learning. <i>Dimensions of Early Childhood, 35</i>(3), 36-38.</p> <p>Christie, T. (2018). Respect: The Heart of Serving Infants and Toddlers. <i>Young Children, 73</i>(3), 10-15.</p>