

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Teacher Education Department

Title of Course: ECE 209.191W-Lecture Infant Care and Curriculum	Class hours: 2 Lab hours: 2 Seminar hours: 2
Semester: Spring 2024 1/25-5/22/24	Instructor Information: Name: Jen Longley, Ed.D. Office: S-616C Office hours: M 4:45-6:45 PM & Th 7:30-8:30 PM on Zoom & other times by appointment Phone: 212/ 346-8401 (office) or 917/318-3133 (cell) Email: jlongley@bmcc.cuny.edu
Day/Time: Monday 7-8:40 PM on Zoom https://bmcc-cuny.zoom.us/j/7550991402 Meeting ID: 755 099 1402	
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

***FIELDWORK SEMINAR**

Students complete the required 30 hours of fieldwork for this course by enrolling, attending and participating in the ECE 209 fieldwork seminar. The fieldwork seminar will meet two hours a week at your enrolled day/time/location. The ECE 209 fieldwork seminar is graded pass/fail based on participation in class activities. **Any student who fails the fieldwork seminar AUTOMATICALLY fails the entire ECE 209 course, regardless of your earned grade in the lecture portion of ECE 209.**

What makes this course a Writing Intensive Course?

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

Supplemental Instruction:

BMCC is committed to student success; many foundational and gateway courses, including this course, utilizes Supplemental Instruction (SI). SI is a free, voluntary academic success program that offers study sessions led by SI Leaders. SI Leaders are paid student advocates, who have mastered the content of the course, and been trained to facilitate group sessions. SI Leaders attend class meetings and schedule two out-of-class small group sessions per week to review course material, discuss important concepts, develop study strategies, and prepare for exams and assignments. Students who attend SI out-of-class sessions regularly, typically earn higher final course and exam grades than students who do not participate in SI. NOTE: The SI Leader does not grade student assignments or influence student grades. If you have questions about how SI

works class, please reach out to the SI Leader and the professor. The SI Leader for our course is: Madeline Acosta

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	Reflections Paper; Interview with the Family of an Infant; Observation of an Infant; New Infant and Family Report
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	Interview with the Family of an Infant; Observation of an Infant; New Infant and Family Report
3. Explain the benefit of building caring and responsive relationships with infants and families, including distinguishing the attributes of respect, consistency, trust and continuity of care	Reflections Paper: New Infant and Family Report
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	Introducing Baby & Family to Team Presentation; New Infant and Family Report
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)	Introducing Baby & Family to Team Presentation; New Infant and Family Report
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	New Infant and Family Report; Best Practices Project
7. Articulate their emerging identity as an early childhood professional	Teaching Beliefs Paper
8. Complete formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.)	Reflections Paper: Interview with a Family of an Infant Paper; Observation of an Infant Paper; New Infant and Family Report
9. Attend 5 or more out-of-class Supplemental Instruction sessions facilitated by the course's Supplemental Instructional Leader to review course material, discuss important concepts from class, develop study strategies, and/or prepare for exams and assignments.	All assignments & class activities

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.	Reflections Paper; Interview with a Family of an Infant Paper; Observation of an Infant Paper; New Infant and Family Report
<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.	Reflections Paper; Interview with a Family of an Infant Paper; Observation of an Infant Paper; Introducing Baby & Family to Team Presentation; New Infant and Family Report; Best Practices Project
<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.	Reflections Paper; Teaching Belief Paper; Interview with a Family of an Infant Paper; Observation of an Infant Paper; Introducing Baby & Family to Team Presentation; New Infant and Family Report

What is ECE 209?

ECE 209 is two courses -- ECE 209-Lecture and ECE 209-Seminar. The courses focus on preparing teachers to work with infants birth to 18 months and their families. ECE 209-Lecture emphasizes infant development and curriculum in infant classrooms. ECE 209-Seminar delves into working with families, specifically, understanding how our cultural heritage impacts our work; supporting infants and families to grow and thrive in their cultural identity; and, engaging with families.

Who should enroll in ECE 209?

ECE 209 is designed for teacher candidates who want to work with infants-toddlers and families. BMCC teacher candidates take ECE 209 if they are in the infant-toddler specialization, have successfully completed ECE 110, and are also enrolled in ECE 210.

ECE 209 Mission Statement: ECE 209 will prepare teacher candidates to work with families who have infants birth to 18-months by building knowledge and skills in: relationship-based practice; infant development; infant curriculum; activities that facilitate infant learning; environments to support infant well-being; relationships with families built on trust and open-communication; partnerships that engage families; culturally sustaining practice; and reflect on the impact of our culture and background in our work.

ECE 209 Accessibility & Inclusivity Statement: I strive to facilitate a learning community that is inclusive and embraces all members. I aim to remove barriers based on dis/ability, race, ethnicity, culture, language, age,

religion/spiritual practice, sexuality, gender, and/or gender expression. Contact me if you: 1) experience hostility, 2) feel unwelcome, 3) our learning community is not conducive to your learning, and/or 4) you identify ways I can improve access to support your learning.

Course Format

Our class will be blended, synchronous and asynchronous, meaning we will meet weekly on Zoom and you will complete assigned work independently each week. Our weekly Zoom sessions will be on Monday 7-8:40 PM. The Zoom link for our weekly sessions is <https://bmcc-cuny.zoom.us/j/7550991402> Meeting ID: 755 099 1402

Plan to devote:

- a minimum of 1 hour 40 minutes each week to work on the asynchronous ECE 209-Lecture module;
- a minimum of 1 hour 40 minutes each week to work on the asynchronous ECE 209-Seminar module;
- additional time on the papers and projects for ECE 209.

Our section of ECE 209 will be housed on BMCC's Open Lab. Open Lab is a web-based platform that is an alternative to Blackboard. All course materials and activities will occur on BMCC's Open Lab. Join BMCC's Open Lab by logging on (<https://openlab.bmcc.cuny.edu/>) and creating a profile. Once you are a member of Open Lab, you have to join our class. You can access our class here (<https://openlab.bmcc.cuny.edu/ece-209-191-spring-2024-j-longley/>). We will use Blackboard to:

- 1) Submit ECE 209 papers and projects
- 2) View feedback on work submitted on "My Grades".

ePORTFOLIO AND ACADEMIC PORTFOLIO ARTIFACTS

This semester, you will continue working on your electronic portfolio which is a required record of your preparation in early childhood education at BMCC. In this course, you will: 1) Add your New Infant and Family Report (Commentary Paper) to your e-Portfolio, 2) Add your Teaching Belief Paper, and 2) Update your initial professional development plan.

****Academic Portfolio Artifact:** For this course, you are required to complete an Infant-Family Study Project that meets the expectations for inclusion in your Academic Portfolio. By the end of semester, if you have an Infant-Family Study Project that has not met expectations, then you will receive an incomplete in the course. For the Fall semester, you will have until March 15th and for the Spring/Summer semesters, you will have until November 1st to revise your New Infant and Family Report (Commentary Paper) to meet expectations and receive the grade you had earned at the end of the semester. **After these dates, if your New Infant and Family Report (Commentary Paper) still does not meet the expectation for inclusion in your Academic Portfolio, then your final course grade will automatically become an "F".**

BMCC POLICIES & SUPPORTS

Gender-Inclusivity

BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here: <https://www.bmcc.cuny.edu/student-affairs/lgbtq/> Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity: <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>. 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 <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/> 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 212220-8080.

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).

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.

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

Required Text & Readings:

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

Technological Requirements to Successfully Participate in ECE 209

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, elarning@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, elarning@bmcc.cuny.edu ; https://openlab.bmcc.cuny.edu/blog/help/how-tocreate-your-early-childhood-ed-required-portfolio-ece-majors-only/
Google Sheets & Google Documents	Jen: https://www.google.com/docs/about/
Jamboard	Jen; https://jamboard.google.com/
Remind	Jen; https://www.remind.com/
You Tube	Jen: https://www.youtube.com/

EVALUATION AND COURSEWORK REQUIREMENTS:Coursework Requirements:

Module Handouts - 23 Handouts x .0434 pts per handout	1 point
Attending 5 Out-of-Class SI Sessions	
Reflections Paper	1 point
Infant-Family Case Study – 5 parts **	
Initial Contact with the Family of an Infant Report	
Interview with the Family of an Infant Paper	1 point
Observation of an Infant Paper	1 point
Introducing the Baby & Family to the Team	1 point
New Baby & Family Report (Commentary Paper)	1 point
Teaching Belief Paper	1 point
Evidence-Based Practices: Working with Families Project - 3 parts	
Part 1: Practices & Themes Chart	1 point
Part 2: Practices & Themes Chart	1 point
Part 3: Themes Presentation	1 point

How Grades Are Determined		
Grade	Points	Score
A	11 points	93 – 100
A-		90 - 92
B+		87 - 89
B	10 points	83 – 87
B-		80 - 82
C+		77 - 79
C	9 points	70 - 72
D+		67 - 69
D	8 points	63 – 67
D-		60 - 62
F	< 8 points	Below 60

TOTAL 11 points

** Your Infant-Family Case Study must **meet expectations** to be added to your Academic portfolio.

***NOTE:** In order to progress to the 300-level courses in the ECE sequence you MUST:

- 1) complete your Infant-Family Case Study
- 2) earn a grade of “C” or better in ECE 209

COMMUNICATION

With me:

1. 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 ‘Remind App.
2. 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*

KEY

Black – 209 Lecture Zoom meetings

Red – Changes in schedule

Blue – 209 Lecture asynchronous modules, papers & projects

Highlighted – 209 Seminar asynchronous modules, papers & projects

DATE	LECT/SEM	EVENT	TOPIC	ASYNCHRONOUS ACTIVITIES	WHAT’S DUE
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1/29	Lecture	Zoom meeting	Introductions		
1/31	Seminar	Module 1	Who are Families?	<p><u>Activity #1: S-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Deiner (2021) 2. Read VLS (2013) 3. Complete Handout <p><u>Activity #2: Members</u></p> <ol style="list-style-type: none"> 1. Introduce yourself on OpenLab <p><u>Activity #3: Evidence-Based Practices for Working with Families who Have Infants</u></p> <ol style="list-style-type: none"> 1. Post evidence-based practices on from reading & video 	<p>Due by 1/31 at 11:59 PM:</p> <p>Seminar Module 1 Handout</p> <p>Post Evidence-Based Practices on OpenLab</p>
2/4	Lecture	Module 1	Prenatal Development	<p><u>Activity #1: L-Module Handout</u></p> <ol style="list-style-type: none"> 1. Watch <i>Prenatal to Birth</i> 2. Watch What Babies Learn Before OR Read Davis & Thompson (2014) 3. Complete Handout 	<p>Due by 2/4 at 11:59 PM:</p> <p>Lecture Module 1 Handout</p>
2/5	Lecture	Zoom meeting	Prenatal Development		
2/7	Seminar	Module 2	Babies Movie	<p><u>Activity #1: S-Module Handout</u></p> <ol style="list-style-type: none"> 1. Watch <i>Babies</i> movie 2. Complete handout 	<p>Due by 2/7 at 11:59 PM:</p> <p>Seminar Module 2 Handout</p>
2/12	Lecture	NO MEETING			
2/14	Seminar	Module 3	What is Culture?	<p><u>Activity #1: Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Gonzalez-Mena (2008) OR Day (2013) 2. Watch <i>Individualism vs Collectivism</i> 3. Review handout <i>Individualists & Collectivists</i> 4. Complete Handout <p><u>Activity #2: Evidence-Based Practices for Working with Families who Have Infants</u></p> <ol style="list-style-type: none"> 1. Post evidence-based practices from reading & video 	<p>Due by 2/14 at 11:59 PM:</p> <p>Seminar Module 3 Handout</p> <p>Post Evidence-Based Practices on OpenLab</p>
2/18	Lecture	Module 2	Relationship-Based Practice	<p><u>Activity #1: L-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Cheshire (2007) 2. Read Christie (2018) 	<p>Due by 2/18 at 11:59 PM:</p>

				<ol style="list-style-type: none"> 3. Watch <i>Quality Infant Care: Investing in Relationships</i> 4. Watch <i>Primary Caregiving</i> 5. Complete Handout <p><u>Activity #2: Interview an Elder Family/ Cultural Community Member</u></p> <ol style="list-style-type: none"> 1. Identify an elder family/ cultural community member 2. Ask questions in module 	<p>Lecture Module 2 Handout</p> <p>Interview Elder Family/Cultural Community Member</p>
2/19	Lecture	NO MEETING			
2/21	Seminar	Module 4	Cultural Aspects to Working with Families	<p><u>Activity #1: S-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Gonzalez-Mena & Bhavnagri (2000) 2. Watch <i>TAPS NQS PLP Cultural Competency Part 1 (2012)</i> 3. Review handout <i>Natural Rhythms vs Set Schedules</i> 4. Complete Handout <p><u>Activity #2: Evidence-Based Practices for Working with Families who Have Infants</u></p> <ol style="list-style-type: none"> 1. Post evidence-based practices from reading & video 	<p>Due by 2/21 at 11:59 PM: Seminar Module 4 Handout</p> <p>Post Evidence-Based Practices on OpenLab</p>
Th 2/22	Lecture	Zoom meeting	Relationship-Based Practice		
2/25	Lecture	Module 3	Attachment	<p><u>Activity #1: L-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Post, Hohmann & Epstein (2011) 2. Read Gillespie & Hunter (2011) 3. Read Snyder (2011) 4. Watch <i>Attachment Theory: Understanding the Essential Bond</i> 5. Watch <i>How Babies Form Attachments</i> 6. Watch <i>Children's Attachment and the Strange Situation Primary Caregiving</i> 7. Complete Handout 	<p>Due by 2/25 at 11:59 PM: Lecture Module 3 Handout</p> <p>Reflections Paper</p>

				<u>Activity #2: Reflections Paper</u> 1. Write Reflections Paper	
2/26	Lecture	Zoom meeting	Attachment		
Tu 2/27	Lecture	Module 4	State of Babies		Due by 2/27 at 11:59 PM: Lecture Module 4 Handout
W 2/28	Lecture	Zoom meeting	State of Babies		
2/28	Seminar	Module 5	Culture in Infant Classrooms	Activity #1: Tri-Semester Survey Week 5 1. Complete Tri-Semester Survey Week 5 Activity #2: S-Module Handout 1. Read Test (2015) 2. Read Im, Parlakian & Sanchez (2007) 2. Watch <i>Culture, Diversity & Equity</i> 3. Complete Handout Activity #3: Best Practices for Working with Families who Have Infants 1. Post evidence-based practices from reading & video	Due by 2/28 at 11:59 PM: Seminar Module 5 Handout Post Evidence-Based Practices on OpenLab
3/3	Lecture	Module 5	Social/Emotional Development	<u>Activity #1: L-Module Handout</u> 1. Read Reschke (2021) 2. Read Darling-Bohlander & Kuria (2014) OR Elliott & Gonzalez-Mena (2011) 3. Watch <i>Flexible, fearful, feisty</i> 3. Watch <i>Infants: Social-Emotional</i> 5. Complete Handout <u>Activity #2: Initial Contact with the Family of an Infant Report</u> 1. Identify family who meet criteria for program 2. Introduce, explain & ask family to join program 3. Complete & submit the Initial Contact with the	Due by 3/3 at 11:59 PM: Lecture Module 5 Handout Initial Contact with the Family of an Infant Report

				Family of an Infant Report	
3/4	Lecture	Zoom meeting	Social/Emotional Development		
3/6	Seminar	Module 6	Evidence-Based Practices Working with Families who Have Infants	Activity #1: Practices & Themes Chart 1. Complete Practices & Themes Chart	Due by 3/6 at 11:59 PM Practices & Themes Chart (Part 1)
3/10	Lecture	Module 6	Language & Communication	Activity #1: L-Module Handout 1. Read Kovach & Da Ros-Voseles (2011) 2. Watch <i>Promoting Language and Literacy: Infant & Toddler Care</i> 3. Watch <i>Theories of Language Development</i> 4. Complete Handout Activity #2: Interview Family of an Infant 1. Use questions we developed to interview family you identified to join program	Due by 3/10 at 11:59 PM: Lecture Module 6 Handout Interview Family of an Infant
3/11	Lecture	Zoom meeting	Language & Communication		
3/13	Seminar	Module 7	Relationships with Families	Activity #1: S-Module Handout 1. Read Baker & Manfredi/Petitt (2004) 2. Watch <i>Building Relationships</i> 3. Complete Handout Activity #2: Evidence-Based Practices for Working with Families who Have Infants 1. Post evidence-based practices from reading & video	Due by 3/13 at 11:59 PM: Seminar Module 7 Handout Post Evidence-Based Practices on OpenLab
3/17	Lecture	Module 7	Physical Development	Activity #1: L-Module Handout 1. Read Pica (2010) 2. Read Honig (2007) Physical 3. Watch <i>Infants: Physical Development</i> 4. Complete Handout Activity #2: Interview with Family of an Infant Paper	Due by 3/17 at 11:59 PM: Lecture Module 7 Handout Interview with the Family of an Infant Paper

				1. Use family's responses from interview questions to write paper	
3/18	Lecture	Zoom meeting	Physical Development		
3/20	Seminar	Module 8	Partnering with Families	<p><u>Activity #1: S-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read KidsMatter (2012) 2. Watch TAPS: <i>Partnerships with Families Part 5</i> 3. Complete Handout <p><u>Activity #2: Evidence-Based Practices for Working with Families who Have Infants</u></p> <ol style="list-style-type: none"> 1. Post evidence-based practices from reading & video 	<p>Due by 3/20 at 11:59 PM</p> <p>Seminar Module 8 Handout</p> <p>Post Evidence-Based Practices on OpenLab</p>
3/24	Lecture	Module 8	Infant Learning	<p><u>Activity #1: L-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Honig (2005) 2. Read Honig (2007) Sensory 3. Watch <i>Piaget: Sensorimotor Stage</i> 4. Watch <i>Vygotsky's Theory of Cognitive Development</i> 5. Complete Handout <p><u>Activity #2: Observe the Infant</u></p> <ol style="list-style-type: none"> 1. Arrange to conduct a 1-hour observation of baby 2. Take objective, detailed notes as you observe 	<p>Due by 3/24 at 11:59 PM:</p> <p>Lecture Module 8 Handout</p> <p>Observe the Infant</p>
3/25	Lecture	Zoom meeting	Infant Learning		
3/27	Seminar	Module 9	Getting to Know Families	<p><u>Activity #1: S-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Goldsmith & Theilheimer (2015) 2. Read Block (2014) 3. Watch TAPS: <i>Partnerships with Families Part 2</i> 4. Complete Handout <p><u>Activity #2: Evidence-Based Practices for Working with Families who Have Infants</u></p> <ol style="list-style-type: none"> 1. Post evidence-based practices from reading & video 	<p>Due by 3/27 at 11:59 PM</p> <p>Seminar Module 9 Handout</p> <p>Post Evidence-Based Practices on OpenLab</p>

3/31	Lecture	Module 9	Cognitive Development	<p><u>Activity #1: L-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Peterson (2012) 2. Watch <i>Discoveries in Infancy: Cognitive Development & Learning</i> 3. Read Geist (2009) OR Greenberg (2012) 4. Complete Handout <p><u>Activity #2: Observation of an Infant Paper</u></p> <ol style="list-style-type: none"> 1. Use notes from observing baby to write paper 	<p>Due by 3/31 at 11:59 PM: Lecture Module 9 Handout</p> <p>Observation of an Infant Paper</p>
4/1	Lecture	Zoom meeting	Cognitive Development		
4/3	Seminar	Module 10	Getting to Know Families	<p><u>Activity #1: Tri-Semester Survey</u></p> <ol style="list-style-type: none"> 1. Complete the Tri-Semester Survey <p><u>Activity #2: S-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Keyser (2017) 2. Watch <i>TAPS: Partnerships with Families Part 4</i> 3. Complete Reading & Video Handout & submit on Blackboard <p><u>Activity #2: Evidence-Based Practices for Working with Families who Have Infants</u></p> <ol style="list-style-type: none"> 1. Post evidence-based practices from reading & video 	<p>Due by 4/3 at 11:59 PM Seminar Tri-Semester Survey</p> <p>Module 10 Handout</p> <p>Post Evidence-Based Practices on OpenLab</p>
4/7	Lecture	Module 10	Infant Curriculum	<p><u>Activity #1: L-Module Handout</u></p> <ol style="list-style-type: none"> 1. Read Gillespie & Adams (2014) 2. Read Maguire-Fong (2021) 3. Watch <i>Supporting Young Infants Learning</i> 4. Watch <i>Supporting Older Infants Learning</i> 5. Watch <i>Supporting Young Toddlers Learning</i> 6. Complete Handout 	<p>Due by 4/7 at 11:59 PM: Lecture Module 10 Handout</p>
4/8	Lecture	Zoom Meeting	Infant Curriculum		
4/10	Seminar	Module 11	Engaging Families	<p><u>Activity #1: Family Engagement</u></p>	<p>Due by 4/9 at 11:59 PM</p>

				<ol style="list-style-type: none"> 1. VLS (2013) Promoting Family Engagement 2. Steen Foster (2022) 3. Watch TAPS: <i>Partnerships with Families Part 1</i> 4. Complete Handout <p>Activity #2: Evidence-Based Practices for Working with Families who Have Infants</p> <ol style="list-style-type: none"> 1. Post evidence-based practices from reading & video 	<p>Seminar Module 11 Handout</p> <p>Post Evidence-Based Practices on OpenLab</p>
4/14	Lecture	Module 11	Infant Play	<p>Activity #1: L-Module Handout</p> <ol style="list-style-type: none"> 1. Read McMullen & Brody (2022) 2. Read Guyton (2011) 3. Watch <i>Let's Talk About Following the Baby</i> 4. Complete Handout 	Due by 4/11 at 11:59 PM: Lecture Module 11 Handout
4/15	Lecture	Zoom meeting	Play with Babies		
4/17	Seminar	Module 12	Conflicts & Difficult Conversations	<p>Activity #1: When Conflicts Arise</p> <ol style="list-style-type: none"> 1. Read Gillespie (2006) 2. Read Zero to Three (2022) 3. Watch TAPS: <i>Partnerships with Families Part 3</i> 4. Watch <i>Effective Communication with Parents</i> 5. Complete Handout <p>Activity #3: Evidence-Based Practices for Working with Families who Have Infants</p> <ol style="list-style-type: none"> 1. Post evidence-based practices from reading & video 	<p>Due by 4/17 at 11:59 PM</p> <p>Seminar Module 12 Handout</p> <p>Post Evidence-Based Practices on OpenLab</p>
4/22 & 29	Lecture	NO MEETINGS			
5/1	Seminar	Module 13	Teaching Belief Paper	<p>Activity #1: Teaching Belief Paper</p> <ol style="list-style-type: none"> 1. Review Teaching Beliefs Paper guidelines 2. Write the paper 	Due by 5/1 at 11:59 PM Teaching Belief Paper
5/5	Lecture	Module 12	New Infant & Family Report Draft	Activity #1: New Infant & Family Report Draft	

				<ol style="list-style-type: none"> 1. Review New Infant & Family Report guidelines 2. Write the paper 	
5/6	Lecture	Zoom meeting	New Infant & Family Report Draft Work Time		Due by 5/6 at 11:59 PM: New Infant & Family Report Draft
5/8	Seminar	Module 14	Evidence-Based Practices Working with Families who Have Infants	Activity #1: Practices & Themes Chart <ol style="list-style-type: none"> 1. Complete Practices & Themes Chart 	Due by 5/8 at 11:59 PM Themes & Practices Chart II (Part 2)
5/12	Lecture	Module 13	Environments	Activity #1: L-Module Handout <ol style="list-style-type: none"> 1. Read Gonzalez-Mena (2013); Isbell & Isbell (2007) OR Post, Hohmann & Epstein (2011) 2. Watch <i>Let's Talk About Environments!</i> 3. Complete Handout 	Due by 5/12 at 11:59 PM: Lecture Module 13 Handout
5/13	Lecture	Zoom meeting	Environments		
5/15	Seminar	Module 15	Evidence-Based Practices Working with Families who Have Infants	Activity #1: Themes Presentation <ol style="list-style-type: none"> 1. Review themes 2. Develop presentation 	Due by 3/6 at 11:59 PM Themes Presentation (Part 3)
5/19	Lecture	Module 14	Introducing Baby & Family to the Team Presentation	Activity #1: Introducing Baby & Family to the Team <ol style="list-style-type: none"> 1. Review Introducing Baby & Family to Team guidelines 2. Create presentation 	Due by 5/19 at 11:59 PM: Introducing Baby & Family Presentation Revised New Infant & Family Report ALL WORK FOR ECE 209 DUE BY 5/19
5/20	Lecture	Zoom meeting	Introducing Baby & Family to Team Presentations		

ECE 209 ASSIGNMENT GUIDELINES

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

Assignment	Pages	Suggested Due Date	POINTS
Module Handouts	16	Throughout semester	1 point
Attend 5 Out-of-Class SI Sessions	17	Throughout semester	1 point
Reflections Paper	17-18	By 2/25 at 11:59 PM	1 point
Teaching Belief Paper	18-20	By 5/1 at 11:59 PM	1 point
Evidence-Based Practices: Working with Families Project	20-21		
1. Part 1: Practices & Themes Chart	20	By 3/6 at 11:59 PM	1 point
2. Part 2: Practices & Themes Chart	20	By 5/8 at 11:59 PM	1 point
3. Part 3: Themes Presentation	20-21	By 5/15 at 11:59 PM	1 point
Infant/ Family Case Study:	21-29, 32		
1. Initial Contact with a Family Report	21-22, 32	By 3/3 at 11:59 PM	
2. Interview with a Family Paper	22-24	By 3/17 at 11:59 PM	1 point
3. Observation of an Infant Paper	24-26	By 3/31 at 11:59 PM	1 point
4. Introducing the Baby & Family to the Team	26	By 5/19 at 11:59 PM	1 point
5. New Baby & Family Report, Draft & Revised	27-29	By 5/6 & 19 at 11:59 PM	1 point
ALL WORK FOR ECE 209 DUE		BY 5/19 at 11:59 PM	
APA Citation Guidelines	29-31		

MODULE HANDOUTS

Purpose: The purpose of the Module Handout is to:

- Explore insights, ideas, and perspectives on topics related to working infants and their families;
- Enhance your college-level reading and writing skills;
- Ensure you are prepared to engage in class activities on course topics;
- Reflect on what you learned and how it applies to the field;
- Develop a critical lens of practices in the field;

Task: Completing the Module Handouts involves reading, watching the videos, and or listening to podcasts for the module, answering the questions on the handout, then submitting the completed handout on Blackboard.

Steps: Follow these steps to complete the Module Handouts

1. Go to BMCC's OpenLab for ECE 209.
2. Go to the module on OpenLab.
3. Download the handout.
4. Answer the questions on the handout as you read, watch, and/or listen to the content.
5. Submit the completed handout on Blackboard.

MODULE READING & VIDEO HANDOUTS ASSIGNMENT CRITERIA – if you can answer 'yes' to all questions, your paper meets expectations for the assignment

ELEMENT	DOES YOUR HANDOUT:	Y/N
COMPLETION	Answer all of the questions on the handout?	
THOROUGHNESS	Answer each question thoroughly & completely using information from the reading/video/podcast in the module?	
RESPONSES	Answer each question thoughtfully in your own words?	
CLARITY	Have clear & organized answers, with evidence of proofreading?	

ATTEND 5 OUT-OF-CLASS SI SESSIONS

Earn 1 point by attending & participating in 5 out-of-class SI sessions with the SI Leader for our course.

REFLECTIONS PAPER

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

Purpose: The purpose of the Reflections Paper is to:

- Enrich your ability to conduct interviews;
- Enhance your self-reflection skills;
- Explore your identity, purpose, and belonging in the field;
- Compare practices from your family/culture to author's ideas;
- Continue to develop your identity as a teacher;

Task: Reflectivity is an important skill for infant teachers. Masterful practitioners continuously reflect on their practices, interactions with children, families, and colleagues. Being reflective is a skill that requires time and practice to develop. This paper allows you to continue the journey of being reflective and developing reflectivity. In this paper, you will reflect on your identity and family/cultural community's practices related to raising and caring for infants. After reading about practices in the field, you will compare your family/cultural community's practices to those you read about.

Steps: To write this paper, follow these suggested steps:

1. Identify an elder family or cultural community member to interview. Schedule an interview. Ask the questions provided.
2. Reflect on your identities. How do you identify yourself? How do you describe your identity? How do you introduce yourself? Make a list of your identities.
3. Reflect on yourself as a learner, your strengths as a learner, and what facilitates your learning. Free write or make lists describing:
 - a. How you describe yourself as a learner
 - b. Your strengths as a learner
 - c. What facilitates your learning in class, including the types of activities, assignments & structures
4. Reflect on why you chose to attend college and why you selected BMCC. Make a list of the reasons.
5. Reflect on why you enrolled in the infant-toddler specialization in BMCC's early childhood education program and why you want to work with infants-toddlers. Make a list of the reasons.
6. Reflect on what you hope to learn in ECE 209. Make a list of what you hope to learn from ECE 209.
7. Read Cheshire (2007) & Christie (2018) from ECE 209-Lecture. As you read, make lists of how infants are respected according to each author.
8. Compare how infants are respected in your family/cultural community (from your interview) to the authors' descriptions:
 - a. How are the practices the authors' described about respecting infants similar to practices of your family/cultural community?
 - b. How are the practices the authors' described about respecting infants different from of your family/cultural community?
9. Use the lists you created to construct paragraphs.
10. Cite your sources in APA format.
11. Proofread the paper.
12. The paper should contain the following parts:

Part 1: Introduce Yourself

- Identities
 - How do you identify yourself?
 - What are your identities?

- Why are you in college? Why did you choose to attend BMCC?
- Learner
 - How would you describe yourself as a learner?
 - What are your strengths as a learner?
 - What facilitates your learning in class settings?
 - What types of activities and assignments facilitates your learning?
 - How should class be structured to facilitate your learning?

Part 2: Your Family/ Cultural Practices

- Who did you interview? When? Where?
- Why did you select this elder family/ cultural community member to interview? What experience does this person have caring for infants in your family/ cultural community?
- Describe how babies were respected in your family/culture using information from your interview. Give specific examples.
- From your interview, how did your family/ cultural community raise and care for infants?
 - From your interview, how did your family/cultural community support infant learning?
 - From your interview, what activities did your family/ cultural community do & engage in with babies?

Part 3: Respecting Infants

- Compare how babies were respected in your family/culture to Cheshire (2007) and Christie (2018). Give specific examples of how the authors ideas of respecting infants is similar to and different from how babies were respected in your family/culture.

Part 4: Conclusion

- Why do you want to work with infants-toddlers?
- Why the infant-toddler specialization of BMCC's Early Childhood Education Program?
- What do you hope to learn from ECE 209? What are your goals for ECE 209?

REFLECTIONS PAPER CRITERIA FOR ASSESSMENT – if you can answer 'yes' to all questions, your paper meets expectations for the assignment

ELEMENT	DOES YOUR PAPER:	Y/N
INTRODUCTION	Contain a detailed introduction of you, your identifies, who you are as a learner, & why you are in college at BMCC?	
FAMILY/CULTURAL PRACTICES	Describe who you interviewed & your family/ cultural community's practices for working with infants?	
RESPECTING INFANTS	Include a clear, well-developed comparison of your family/cultural community's practices of respecting infants to the practices identified by Cheshire (2007) and Christie (2017)?	
CONCLUSIONS	Clearly & thoughtfully explain why you want to work infant-toddlers, are in the infant-toddler specialization at BMCC, & your goals for ECE 209?	
CLARITY	Clear, organized, coherent, full of examples to expand the points you are making, proofread, & followed APA format?	

TEACHING BELIEFS PAPER

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

Purpose: The purpose of the Teaching Beliefs Paper is to:

- Continue to develop your identity as a teacher;
- Articulate your beliefs about infant education;
- Define practices you believe support infant education;

- Compare your beliefs/practices regarding infant education to evidence-based practices;

Task: When working with infants, identifying and articulating your beliefs about infant education is important. These beliefs will influence your behavior and actions as a teacher. A teacher's beliefs about working with infants and families evolve over time; prior experiences, culture, education, fieldwork placements, mentors, and work environments impact beliefs. Reflecting on and documenting your beliefs helps to define the rationale for your actions, which infant teachers must do often. Infant teachers are called to explain the reasoning behind their behavior, as they engage with families, colleagues, supervisors, and advocate for babies, families, and our profession.

Steps: To write this paper, follow these suggested steps

1. Review your Reflections Paper.
2. Reflect on why you want to work with infants.
3. Identify the qualities you possess that will make you a successful infant teacher – review your ECE 110 Professional Development Plan.
4. Make a list of what is important to you about infant education and working with families. Describe what these practices will look like in your classroom.
5. Create a list of 3 concepts you learned in ECE 209. Compare the concepts to your beliefs about infant education.

The paper should contain the following four parts:

1. Part 1: Introduction
 - a. In an opening paragraph, introduce yourself.
 - i. Describe why you want to work with infants-toddlers and families.
 - ii. Explain the qualities & skills you possess that will enable you to be a successful infant teacher.
 - iii. What are your career plans after you graduate from BMCC? What is your dream job?
2. Part 2: Your Beliefs about Infant Education
 - a. Explain your beliefs about infant education.
 - i. What is important to you when working with babies & families? Why?
 - ii. What will you do in your infant classroom when working with infants and families? Why?
 - b. Provide specific examples of how your beliefs will be demonstrated in your classroom.
3. Part 3: Connections
 - a. Identify 3 concepts we learned in ECE 209 (from class or sources):
 - i. Explain how your beliefs are similar to what we learned in ECE 209
 - ii. Explain how your beliefs are different from what we learned in ECE 209
4. Part 4: Conclusion
 - i. Summarize the main points of your paper

TEACHING BELIEF PAPER CRITERIA FOR ASSIGNMENT -- *if you can answer 'yes' to all questions, your paper meets expectations for the assignment*

ELEMENT	DOES YOUR PAPER:	Y/N
INTRODUCTION	Include why you want to work with infants-toddlers, the skills/qualities you possess enabling you to be a successful, and your career plans using many rich, vivid details & well-developed specific examples to support your conclusions?	
YOUR BELIEFS INFANT EDUCATION	Articulate your beliefs about infant education, & how your beliefs would be implemented using many rich, vivid details & well-developed specific examples to support your conclusions?	

CONNECTIONS TO ECE 209	Identify 3 concepts from ECE 209, describe how your beliefs are similar to &/or different from ECE 209 using specific, meaningful links supported by many rich, vivid, details & well-developed examples to support your conclusions?	
CONCLUSION	Include a concluding paragraph that summarizes the main points of your paper?	
CLARITY	Clear, organized, coherent, full of examples, & had evidence of proofreading?	

EVIDENCE-BASED PRACTICES: WORKING WITH FAMILIES WHO HAVE INFANTS PROJECT

Purpose: The purpose of the Evidence-Based Practices: Working with Families is for you to:

- Recognize the importance of working with families who have infants;
- Identify evidence-based practices for work with families who have infants from 2-18 months old;
- Build a toolkit of strategies to engage and partner with families;
- Identify culturally responsive practices to work with families;

Task: To expand and deepen your knowledge of working with families of infants, you will engage in a semester-long group project to identify evidence-based practices for your working families who have infants. In each module, you will develop a list of evidence-based practices for working with families who have infants from all the readings, videos, and materials. Cite the source from which you located the evidence-based practices.

Steps: Follow these steps to complete the Evidence-Based Practices Working with Families who Have Infants Project:

1. As you review the materials in each module -- readings, videos, podcasts, etc. -- develop a list of the evidence-based practices working with families who have infants;
2. Post the list of evidence-based practices working with families who have infants identified, citing the source, on each Seminar module in the activity "Evidence-Based Practices Working with Families who Have Infants";
3. For Module 6, write the practices from modules 1,3-5 into the Chart: Part 1. What practices do you see repeated? What practices are similar, related, or connected? Those are "themes". Give each list of themes a name that best describes the practices in the list. List the practices under each theme.
4. In Module 14, write the practices from module 7-12 into the Chart: Part 2. What practices do you see repeated? What practices are similar, related, or connected? Those are "themes". Give each list of themes a name that best describes the practices in the list. List the practices under each theme.
5. In Module 15, Themes Presentation, review the practices and themes from Chart: Part 1 and Chart: Part 2. Are any practices or themes connected, similar, or related? If so, combine them into 1 theme.
6. Create a presentation of the themes, explain the themes and practices that comprise each theme.
7. Determine your presentation format -- a paper, graphic, slide deck, comic strip, video, or another way. Include your sources.

EVIDENCE-BASED PRACTICES FOR WORKING WITH FAMILIES WHO HAVE INFANTS ASSIGNMENT CRITERIA -- if you can answer 'yes' to all questions, your paper meets expectations for the assignment

ELEMENT	DOES YOUR CHART:	Y/N
PRACTICES	Identify multiple evidence-based practices for working with families from each module?	
THEMES	Label the practices that are similar, connected, &/or related?	
SOURCES	Identify the sources in APA format?	
CLARITY	Present in a coherent, clear, organized manner, with evidence of being proofread?	

ELEMENT	DOES YOUR PRESENTATION:	Y/N
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THEMES	Identify evidence-based themes for working with families who have infants from ECE 209-Seminar?	
PRACTICES	Identify multiple evidence-based practices for working with families that comprise each theme?	
ORGANIZATION	Have a clear, organized, engaging layout?	
SOURCES	Identify the sources from the practices in APA format?	
CLARITY	Present content in a coherent, clear, organized manner, with evidence of being proofread?	

INFANT/ FAMILY CASE STUDY

To enhance your skills as an infant teacher, 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. For this project imagine you are an infant teacher and a new child is starting in your group; you have been asked to conduct a home visit and get to know the child/family before they begin the program; you will share what you learn with your colleagues. Instead of a final exam, you'll write a New Baby & Family Report (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. New Baby & Family Report (Commentary Paper), Draft and Revised
5. Introducing the Baby and Family to the Team Presentation

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. Carefully choose a family who:

1. **Has a child who is two to 18 months old**, born between December 2023 and August 2022;
2. Can meet 2 to 3 times, for one hour each, at convenient times based on assignment timelines;
3. Enjoys talking to you about their child and family;
4. Will allow you to visit their home to observe their child for ~ 1 hour;
5. *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*, (last page of your Assignment Guidelines)

Steps: To complete this assignment, follow these steps:

1. Identify a family with a child 2-18 months old who you do not know well;
2. If you cannot think of a family, ask your family, friends, co-workers, neighbors, and communities if they know anyone with a child 2-18 months old;
3. Contact the family, introduce yourself, explain the project, and ask if they will participate;
4. If the family agrees to participate, complete *Initial Contact with the Family of an Infant Report* (last page);
5. Schedule a time to interview the family.

***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 colleagues 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. You are seeking a family, who has a child 2-18 months that you can visit twice for approximately one hour each visit. The first visit will be to interview of the family. Although you will ask questions about the child's birth and earliest years during the interview, family members are welcome to respond to only those questions that they wish to answer. The second visit will be to observe the child; therefore the child needs to be present. The observation is 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

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

- Develop a relationship with families you do not know well;
- Enhance your interview skills;
- Create questions to learn about a family;
- To gather background information for your New Family and Baby Report (Commentary Paper);

Task: The second step for your Infant/Family Case Study is to conduct an interview with the family. You will learn about the family, family's culture, child, and child in the context of their family. We will create the questions for the interview together. You will spend ~1 hour interviewing the family. The information collected during the interview will be transferred into the Interview with the Family of an Infant Paper.

Steps: To conduct the interview, follow the steps below:

1. Together, we will develop questions that should get family members talking openly and in detail;
2. Schedule a time to meet with the family – in person, by phone, or virtually (Zoom, FaceTime, What's App, etc.). The meeting should last ~1 hour;
3. At the onset of the meeting, ask permission to take notes;
4. Conduct the interview as casually and conversationally as possible;
5. Using the questions we develop together in class, ask the family each of the questions. Take notes on the responses to the questions and other important details;

Most people love to talk about their children when they know someone is respectful and interested. Please do not give advice. If the family would like a note of introduction from me, please let me know.

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;

- Learn about a baby and family through the family;
- Summarize information from your interview and present it in a narrative;

Task: In this paper, you will summarize your interview with the family, sharing what you learned about the family and baby. This will lay the foundation of knowledge and information for your New Baby and Family Report (Commentary Paper).

Steps: Follow the steps below to complete this assignment:

1. After the interview, summarizing what you learned from the interview into paragraphs;
2. Add the introduction and conclusion paragraph (see prompts below);
3. Proofread the paper;
4. Submit the paper on Blackboard;
5. The paper should have the following sections:

Section 1: Introduction:

- Begin your paper by describing:
 - Who was involved in the interview?
 - When the interview take place? (date and time)
 - Where did the interview take place? Describe the space in detail.
 - What mode did the interview occur?

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 you about the family while conducting the interview, reviewing the notes and/or writing your paper?
 - How does the interview connect to ECE 209? Make specific connections.
 - What do you hope to learn during your next visit with the family, when you observe the child?

INTERVIEW WITH THE FAMILY OF AN INFANT PAPER CRITERIA FOR ASSESSMENT– *if you can answer 'yes' to all questions, your paper meets criteria for the assignment*

ELEMENT	DOES YOUR PAPER:	Y/N
INTRODUCTION	Include substantive info about when, where the interview took place, who was involved, & a description of the space with rich, vivid details?	
PREGNANCY, BIRTH EXPERIENCE, & 1 st WEEKS OF LIFE	Include substantive info about the pregnancy, birth experience & 1 st weeks of life with rich, vivid details & well-developed examples?	
EATING & SLEEPING PATTERNS	Include substantive info about the child's eating & sleeping patterns with rich, vivid details, & well-developed examples?	

LEARNING, PLAY & INTERESTS	Include substantive info 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 about the child's relationships with key people & reaction to strangers with rich, vivid details & well-developed examples?	
COMMUNICATION	Include substantive info about the family & child's communication with rich, vivid details & well-developed examples?	
SELF-REGULATION	Include thorough info about the child's ability to self-regulate with rich, vivid details & well-developed examples	
CULTURE	Include substantive info 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, connections to 209, & what you hope to learn during the observation with rich, vivid details & well-developed examples?	
CLARITY	Have coherent, clear, organized content, with many rich, vivid supporting details & evidence of being proofread?	

CONDUCTING & WRITING OBSERVATION OF AN INFANT

Now it is time to get to know the baby in more depth. You will visit the family again. At this **visit**, the child must be present, because your major task is to observe the child. Once again, you will probably need an approximately one hour for the visit. Before the observation visit, we'll discuss conducting and writing observations that are detailed, descriptive and non-judgmental (objective). Take notes during part of your visit. Ask the family's permission to do so.

Combine watching the baby with conversing with the adults, but please spend a significant amount of time observing the baby. Write what you observe in chronological, sequential order. When you talk with the family, please do not give advice or express approval or disapproval for their childrearing.

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.

Think of yourself as a video recorded, taking notes on what you see. Notice and record scenarios. Capture the details of interactions between the baby and the environment, including the people in the 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, objective 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 New Baby and Family Report (Commentary Paper). Use the notes from your observation to write a paper with 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.
 - When did the observation occur? What day and time?
 - 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

- 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 6 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 & family during your observation?
 - What struck you from the observation, either while observing the child or when writing the paper?
 - How does this observation connect to ECE 209? Make specific connections.

OBSERVATION OF AN INFANT PAPER CRITERIA FOR ASSESSMENT– if you can answer 'yes' to all questions, your paper meets criteria for the assignment

ELEMENT	DOES YOUR PAPER:	Y/N
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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 6 detailed vignettes & what happens at the start & end of the observation?	
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 rich, vivid details to describe the baby's actions, reactions & interactions in their environment & people so the reader can picture the child?	
CONCLUSION	Substantively & thoughtfully identify what you learned, what struck you, & how the observation connects to 209?	
CLARITY	Have coherent, clear, organized content; many rich, vivid supporting details; & evidence of being proofread?	

INTRODUCING THE BABY & FAMILY TO THE TEAM

3-4 minute engaging presentation

Purpose: The purpose of the Introducing the Baby & Family to the Team Presentation is to:

- Refine your skills presentation skills;
- Identify information important for working with babies & families;
- Analyze the information you collected during your Infant/ Family Case Study;

Task: As infant/ toddler professionals, we welcome new families to our programs regularly. You interviewed a family and observed a baby who will be joining your program/ classroom. Prepare a 3-5 minute engaging presentation to introduce the baby and family to your colleagues.

Steps: Follow these steps to complete the assignment:

1. Think about information infant teachers need to know to effectively welcome a new family & baby;
2. Review your Initial Contact with the Family of an Infant, Interview with the Family of an Infant Paper, Observation of an Infant Paper, and Commentary Paper to identify important information;
3. Identify info about the family and baby that is unique, special & important to other teachers special;
4. Sort the information into categories – start with 2 categories: “baby” and “family”. Can you identify more categories, such as “family’s culture” or “baby’s development”?
5. Once you have your categories, prepare your presentation.
6. Rehearse the presentation.

INTRODUCING THE BABY & FAMILY TO THE TEAM PRESENTATION CRITERIA FOR ASSESSMENT – if you can answer ‘yes’ to all questions, your project meets criteria for the assignment

ELEMENT	DOES YOUR PRESENTATION:	Y/N
FAMILY	Provide detailed & thorough info that a team working with the family needs to know?	
BABY	Provide detailed & thorough info that a team working with the baby needs to know?	
PROFESSIONALISM	Share info about the baby & family in a professional, non-judgmental, respectful tone?	
CLARITY	Include content in a clear, organized, coherent, polished, & engaging manner?	

NEW BABY & FAMILY REPORT (COMMENTARY PAPER) DRAFT & REVISED

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

Purpose: The purpose of the New Baby & Family Report (Commentary Paper) is 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;
- Apply what you learned in ECE 209 to the child & family;
- 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 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.

Imagine you are a teacher in an infant class and the baby/family you interviewed and observed are starting in your classroom. You were asked to conduct a home visit with the baby/family, and introduce the baby and family to the other members of your team so they are prepared for the child and family when they start the program.

Steps: Stage I: New Baby & Family Report (Commentary Paper)

- Reread your Interview with the Family of an Infant Paper and Observation of an Infant Paper. What you want to include from each paper. What information will help your colleagues get to know the child?
- Include 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
- Review the NY Early Learning Guidelines (<https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>). For each of the 5 domains, identify 2-3 subdomains, indicators an educator might observe, the age range, and explain what you observed/ how the child demonstrated each indicator.
- Look over your module handouts, course readings, and materials. What connects to the child and family? Note where in your paper you will want to include those ideas, concepts, or quotations. Identify 6+ sources using APS format. (See the APA Guidelines at the end of this syllabus)
- Review your class notes. Decide how they support or contrast with what you wrote in your paper so far.

When developing your paper, ask yourself the following questions:

1. Is it complete? Have you included and 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 6+ 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 New Baby & Family Report (Commentary Paper) based on the feedback you receive.

Stage II: New Baby & Family Report (Commentary Paper) Revised

This paper is in place of a final exam.

NEW BABY & FAMILY REPORT (COMMENTARY PAPER) CRITERIA FOR ASSESSMENT– if you can answer 'yes' to all questions, your paper meets criteria for the assignment

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 & thoughtful analysis of the child's developmental functioning according to the NY Early Learning Guidelines domain 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 New Baby & Family Report (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 &	The paper has few details, in not specific, & does not did not	There is no evidence of visits with the child.

	thoughtful reflection about the child over time.	demonstrate significant learning about 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 provide an overview of how to cite your sources in a **List of References** (which comes after the last page of your paper in which 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 online sources with a 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.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 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.

Your Name:

Date of Contact:

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: