

# ECE 209-L ASSIGNMENT GUIDELINES

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

Type of Assignment	Pages	Points	Date Due
Reflections on Respect Paper	1-2	10 points	2/11
Reading Response Papers	2-3		
• Reading Response Paper #1	2-3	5 points	2/25
• Reading Response Paper #2	2-3	5 points	3/3
• Reading Response Paper #3	2-3	5 points	3/17
• Reading Response Paper #4	2-3	5 points	3/14
Infant/ Family Case Study:	3-12		
1. Initial Contact with a Family Report	3-4 & 19	5 points	2/18
2. Interview with a Family Paper	4-7	10 points	3/10
3. Observation of an Infant Paper	7-9	10 points	3/31
4. Commentary Paper, Draft	9-12	5 points	4/21
5. Commentary Paper, Final	9-12	15 points	5/5
Play Materials Presentation	12-13	10 points	5/5
Teaching Beliefs Paper	13-14	10 points	5/15
Class Participation	14-15	5 points	Throughout Semester
Opportunities for Extra Credit:	15-16		
1. Assignment Submission Policy	15		
2. Supplemental Instruction Sessions	15-16		
3. Extra Credit Reading Response Papers	16		
4. Writing Reviews of Infant Books	16		
APA Citation Guidelines	16-18		

## Reflections on Respect Paper

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

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. Your essay should include the following five parts:

### Part 1: Story

- Tell the story of an interaction when you either felt respected or disrespected.
- Please choose a story that you are willing to share with members of our class.

### 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/ disrespected.

### Part 3: Respecting infants

- Describe how infants in group programming should be respected. Explain your beliefs about respecting infants and the role respect plays in working with infants.
- Give specific examples of how infants in group programming should be respected.
- Connect your definition of respect to how you believe infants should be respected.

### Part 4: Connections

- Refer to Chesire (2007) and Christie (2018) comparing your ideas of respecting infants to each of the authors' ideas about respecting infants.

### Part 5: Conclusion

- In a paragraph, summarize the main ideas, themes and key points of your paper.

## SCORING RUBRIC (10 points):

ELEMENT	NOVICE (0.5 pts)	LEARNER (1 point)	COMPETENT (2 points)
YOUR STORY	The paper did not include a story	The paper included a story that was vague &/or had few details.	The paper included a clear, thorough story that was full of rich, vivid details
DEFINITION OF RESPECT	The paper did not include a definition of respect	The paper included a vague definition of respect; it wasn't in your own words; it wasn't connected to the story of being respected/ disrespected; &/or it wasn't connected to working with infants	The paper included a clear, well-developed definition of respect, in your own words that was meaningfully & thoughtfully connected to the story & working with infants
RESPECTING INFANTS	The paper did not include explanations or examples of how infants should be respected	The paper had a vague explanation of how infants should be respected with few, nonspecific examples of how to respect infants &/or few details	The paper had a clear, thoughtful explanation of how infants should be respected with many specific examples using rich, vivid details
USING SOURCES	The paper did not use or refer to sources	The paper used < 2 sources in context, appropriately, & meaningfully, &/or some of the sources were used but out of context &/or inappropriately	The paper used 2 or more sources in context, appropriately, & meaningfully
CLARITY	The paper was incoherent, disorganized, confusing & unclear	The paper was vague, disjointed &/ or not easy to understand at times	The paper coherent, clear, & organized

### Reading Response Papers

*~1 page in length, typewritten, double spaced, standard margins, 12 point font, APA format*

In this course, you will encounter many thought-provoking readings that contain essential insights that will help you understand infants and their development. To help you process and think about this information and for me to know what you are thinking, you will write four Reading Response Papers from four assigned course readings. Each Reading Response Paper should follow the three-paragraph format below:

Author(s), (Publication Year). Title of chapter. In *Title of book*. (p. start-end). City, State: Publisher.

- 1) Introduction paragraph:
  - a) Summarize each reading in four to six sentences, using your own words.
    - i) What is the main idea of the reading?
    - ii) What key concepts does the author make in the reading?
    - iii) What important details are included in the reading?
- 2) Reflections Paragraph:
  - a) What did you learn from each reading? What information was new to you?
  - b) What struck you from the reading? Why?
  - c) What were the unclear points from the reading, if any?
  - d) What quote was most meaningful to you? (identify page number) Why?
- 3) Connections Paragraph:

- a) How does the reading connect to class (discussions, materials, videos, activities, other readings, etc.)? Be very specific.
- b) How does this reading connect to your personal experience? Be specific and use vivid details.
- c) How will this reading help you be a better infant teacher?

## SCORING RUBRIC (5 points):

TASK	NOVICE (.1 points)	LEARNING (.5 points)	COMPOTENT (1 points)
SUMMARY	The paper did not identify the main idea, key concepts, or important details of the reading	The paper partially explained the main idea, key concepts, & important details of the reading, &/or summarized the reading with quotes from the text	The paper thoroughly explained the main idea, key concepts & important details of the reading thoroughly in your own words
REFLECTIONS	The paper did not include reflections from the text about what was learned, what struck you, or a meaningful quote	The paper included few, vague reflections from the text about what was learned, what struck you, &/or a meaningful quote	The paper included many well-thought out, detailed reflections about what was learned, what struck you, & a meaningful quote that were supported by rich, vivid details
CONNECTIONS	The paper did not connect the reading to class material, personal experiences, or career preparation	The paper vaguely connected the reading to class material, personal experience, &/ or career preparation with few details	The paper clearly connected the reading to class material, personal experiences, & career preparation using rich, vivid details
PROMPTS	The paper answered some of the prompts &/or only focused on 1 of the assigned readings	The paper answered most of the prompts &/or focused on most of the assigned readings	The paper answered all of the prompts for all of the assigned readings
CLARITY	The paper was incoherent, disorganized, confusing, unclear, & had no details	The paper was vague, disjointed, had few details, &/ or not easy to understand at times	The paper was coherent, clear, organized, & had many rich, vivid supporting details

## INFANT/ FAMILY CASE STUDY

To enhance your skills as an infant/ toddler professional, you will conduct research on an infant and family throughout this semester. You will gather information about the infant and his/ her family, then apply what you have learned from class to paint a picture of the child and the family. Instead of a final exam, you'll write a final 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 page -- of the Assignment Guidelines or on Blackboard*

The first step for your Infant/ Family Case Study is to find a family. After you initially speak with the family, you should complete the *Initial Contact with the Family of an Infant Report*, which is page 19 of your Assignment Guidelines and on Blackboard. You should carefully choose your family. Select a family who:

1. Has a child who was born between August 2018 and December 2019 (2-18 months)
2. Is willing to meet with you several times during the semester
3. Enjoys talking to you about their child
4. Lives near enough to you (or the school or your job) that you can complete this series of assignments conveniently
5. Is not someone you already know well

Contact the family and complete the attached *Initial Contact with the Family of an Infant Report* form on page 19 of the Assignment Guidelines or on Blackboard.

#### How to choose 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 assignment, 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 someone well who fits the age range and other criteria, please tell the rest of the class so one of your classmates can work with that family.**

When you contact "your" 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. Please schedule an appointment with the family to **visit** and talk. Ask that the child be present if at all possible. You will probably need an hour or so for 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.

Please use this interview as 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 March 1<sup>st</sup>* -- so you have plenty of time to write up your answers in detail. When you record the responses to these questions, please do not record what you and the parents said verbatim. Instead, summarize what you've 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*

In this 3-page paper, you will summarize your conversation with the family, sharing what you learned about the family and child. 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

#### 1) Introduction:

- Begin your paper by describing:
  - Who was involved in the interview?
  - When the interview take place? (date and time)
  - Where the interview took place?

#### 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

#### 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 the what you learned 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?

## SCORING RUBRIC (10 points):

ELEMENT	NOVICE (.1 points)	LEARNER (.5 points)	COMPETENT (1 point)
INTRODUCTION	The paper did not include info about when & where the interview took place & who was involved	The paper included some vague info about when & where the interview took place &/or who was involved with few details	The paper included thorough info about when & where the interview took place & who was involved with rich, vivid details
PREGNANCY, BIRTH EXPERIENCE, & 1 <sup>st</sup> WEEKS OF LIFE	The paper did not include info about the pregnancy, birth experience, & 1 <sup>st</sup> weeks of life	The paper included some vague info about the pregnancy, birth experience, &/or 1 <sup>st</sup> weeks of life with few details	The paper included thorough info about the pregnancy, birth experience & 1 <sup>st</sup> weeks of life with rich, vivid details
EATING & SLEEPING PATTERNS	The paper did not include info about the child's eating & sleeping patterns	The paper included some vague info about the child's eating &/or sleeping patterns with few details	The paper included thorough info about the child's eating & sleeping patterns with rich, vivid details
LEARNING, PLAY & INTERESTS	The paper did not include info about the child's ability to learn new things, interests, & play	The paper included some vague info about the child's ability to learn new things, interests & play with few details	The paper included thorough information about the child's ability to learn new things, interests & play with rich, vivid details
REALTIONSHPIS & REACTION TO STRANGERS	The paper did not include info about the child's relationships with key people or reaction to strangers	The paper included some vague info about the child's relationships with key people &/or reaction to strangers with few details	The paper included thorough info about the child's relationships with key people & reaction to strangers with rich, vivid details
COMMUNICATION	The paper did not include info about the family & child's communication	The paper included some vague info about the family &/or child's communication with few details	The paper included thorough info about the family & child's communication with rich, vivid details
TEMPERAMENT & SELF-REGULATION	The paper did not include info about the child's temperament & ability to self-regulate	The paper included some vague info about the child's temperament & ability to self-regulate with few details	The paper included thorough info about the child's temperament & ability to self-regulate with rich, vivid details
CULTURE	The paper did not include info about the family's culture & childrearing practices	The paper included some vague info about the family's culture & childrearing practices with few details	The paper included thorough info about the family's culture & childrearing practices with rich, vivid details

CONCLUSION	The paper did not include reflections about the what you learned from the interview & what you hope to learn during the observation	The paper included some vague reflections about the what you learned from the interview &/or what you hope to learn during the observation with few details	The paper included thorough reflections about the what you learned from the interview & what you hope to learn during the observation with rich, vivid details
CLARITY	The paper was incoherent, disorganized, confusing, unclear, & had no details	The paper was vague, disjointed, had few details, &/ or not easy to understand at times	The paper was coherent, clear, organized, & had many rich, vivid supporting details

## Conducting & Writing Observation of an Infant

Now it is time to get to know the child in more depth. At this **visit**, the child must be present, because your major task is to observe the child. Once again, you will probably need an hour or so for the visit.

Before you go on the observation visit, we'll talk in class about conducting and writing observations that are detailed, descriptive and as non-judgmental (objective). You'll need to take notes during part of your visit. Ask the family's permission to do so.

What to look for during your observation:

- 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?
- 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.

Combine watching the baby with conversing with the adults, but please make sure you spend a significant amount of time observing the baby. Try to notice and record scenarios. Try to capture the details of interactions between the baby and the environment, including the people in that environment, as if you were a video recorder. When you talk with the family, please do not give advice or express approval or disapproval for their childrearing.

### Observation of an Infant Paper

*~3 pages, type written, double spaced, standard 1" margins*

In this 3-page 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.
    - What day and time did the observation occur?
    - 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.
  - Where were you positioned during the observation?

### 2) Objective, Sequential Narrative Summary of the Observation

- Share a chronological narrative of the baby's actions during your observation.
- Start with the what happened at the beginning of your observation. How did the baby react when you arrived? Where did you position yourself during the observation?
- 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.
- Capture the baby's behavior, interactions and reactions in descriptive vignettes, or short stories.
- Close with what happened as you left the home. Explain how you said good-bye and how the baby reacted to you leaving.

### 3) Conclusion

- Answer the following questions in the final paragraph:
  - What did you learn about the baby and/ or family during your observation?
  - What struck you from the observation, either while you were with the baby and family or when you were writing your paper?
  - How does this observation connect to what you have learned in class? Make specific connections

### Scoring Rubric (10 points)

TASK	NOVICE (0.5 point)	LEARNER (1 point)	COMPETENT (1.429 pts)
INTRODUCTION	The paper did not include a description of the setting or child	The paper offered vague &/ or unclear description of the setting &/or child	The paper included a thorough, description of the setting & child
CHRONOLOGICAL NARRATIVE	The observation was not written in sequential narrative format	Some or part of the observation was written in sequential, narrative format	The observation was written in sequential narrative format
DESCRIPTION	The paper did not describe the child's	The paper vaguely described some of the	The paper thoroughly described the child's



OF THE CHILD'S BEHAVIOR	vocalizations, behavior, or interactions with & reactions to their environment	child's vocalizations, behavior, or interactions with & reactions to their environment	vocalizations, behavior, or interactions with & reactions to their environment.
OBJECTIVE LANGUAGE	The paper used subjective, judgmental language throughout.	The paper used some objective, non-judgmental language.	The paper used mostly objective, non-judgmental language.
USE OF DETAILS	The paper did not contain details.	The paper contained some vague details to describe the child's actions, reactions & interactions with their environment & people.	The paper contained rich, vivid details to describe the child's actions, reactions & interactions with their environment & people so the reader can picture the child.
CONCLUSION	The conclusion did not answer what was learned, was struck you or how the observation connected to class.	The conclusion vaguely answer what was learned, was struck you or how the observation connected to class.	The conclusion clearly & thoughtfully answered the questions outlined with meaningful & reflective responses.
CLARITY	The paper was unclear, disorganized & confusing.	The paper was vague, disjointed, &/ or hard to follow at times.	The paper was clear, organized & coherent.

### Commentary Paper Draft & Final Paper

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

In this paper you will have the opportunity to analyze all of that information you have gathered about your child and family to give a coherent and thoughtful picture of the child in the context of his/ her family. You will describe the child in great detail, then analyze your description based on what you have learned in class and from assigned course readings. Over the course of this semester, you've gathered information about the child and family in the following ways:

1. By interviewing/ talking to family members.
2. By observing the child and family.
3. By interacting with the child.

You will compare what you've observed, done, and heard to what you've read in the assigned course readings, and what you've learned in the class. Your Reading Response Papers, materials from class, and your class notes should help. You will need to reread everything you've written both formally and informally.

*Whenever you quote a **source**, please remember to use quotation marks and put the page number where I can find that quote (Barbre, 2012, p. 7). If you are using a direct quote, just put the authors' names and the date of publication or (Gonzalez-Mena, 2008) in parentheses next to the statement. At the end of your paper, please list your references on a separate page. All assigned readings are listed in APA format on Blackboard, in the Readings section. Copy the citation in APA format from the list.*

#### **Stage I: Draft** (5 points)

- Reread your interview and observation. Decide what you want to include from them. Make sure it connects with whatever else you're writing.

- Look over your reading journals. Flag the pages in the textbook and in other readings you have done on your own and 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've said in your papers so far.
- Cite your reading in the textbooks and articles whenever you refer to it. Always use quotation marks to show that you are copying directly from a text or article.
- Number your pages.

When developing your draft, ask yourself the following questions:

1. Is it complete? Have you written and analyzed about:
  - The child's appearance
  - The child's prenatal history, birth, and early days
  - Developmental domains
  - Caregiving routines
  - Play & learning
  - 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 child 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 child and family?

**Note:** You are expected to revise your draft based on the comments & feedback you receive to create the final version.

**Stage II: Final** (15 points):

This paper is in place of a final exam.

**SCORING RUBRIC** (15 points)

ELEMENT	NOVICE (.5 points)	LEARNER (1 point)	COMPETENT (1.667 points)
USE OF FEEDBACK	The paper was not revised based on feedback & comments.	Some revisions were made to the paper based on feedback & comments.	The paper was thoughtfully revised based on feedback & comments received.
BABY'S APPEARANCE	The paper did not include a description of the baby's appearance.	The paper included a vague description of the baby's appearance with few details	The paper included a rich, detailed vivid description of the baby's appearance so the reader could picture the baby
BABY'S PRENATAL HISTORY, BIRTH & EARLY DAYS	The paper included information about the prenatal history, birth, or early days	The paper included info about the prenatal history, birth, & early days.	The paper included detailed info about the prenatal history, birth, & early days with thoughtful analysis of how it impacted the baby, family & teachers.
DEVELOPMENTAL DOMAINS	The paper did not include info about how the child used each developmental domain	The paper included info about how the child used each developmental domain	The paper included detailed info about how the child used each developmental domain with thoughtful analysis of how the baby demonstrated each domain,

			skills/ processes, & milestones & what teachers can do
CAREGIVING ROUTINES	The paper did not include info about the family's caregiving routines	The paper included info about the family's caregiving routines	The paper included detailed info about the family's caregiving routines with thoughtful analysis of how it impacted the baby & their future teachers.
PLAY & LEARNING	The paper did not include info about play & learning	The paper included info about play & learning	The paper included detailed info about play & learning with thoughtful analysis of how it impacts the baby's future teachers.
FAMILY & CULTURAL PRACTICES	The paper did not include info about the family & cultural practices	The paper included info about the family & their cultural practices	The paper included info about the family's & their cultural practices with thoughtful analysis of how it impacts the baby & their future teachers
USE OF RESOURCES	The paper did not include assigned course readings or other sources.	The paper cited <6 sources &/or sources were used out of context or inappropriately	The paper clearly, & meaningfully integrated 6 or more assigned course readings, other materials.
CLARITY	The paper was incoherent, disorganized, confusing, unclear, & had no details.	The paper was vague, disjointed, had few details, &/or not easy to understand at times.	The paper was coherent, clear, organized, & had many rich, vivid supporting details.

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

#### SCORING RUBRIC (15 points)

TASK	NOVICE	LEARNER	COMPETENT
LEARNING ABOUT THE CHILD	There is no evidence of visits with the child.	The paper has few details, in not specific, & does not did not demonstrate significant learning about the child.	The paper included rich, vivid detailed info that demonstrated research & thoughtful reflection about the child over time.
LEARNING ABOUT THE FAMILY	There is no evidence of visits with the family.	The paper has few details, in not specific, & does not did not demonstrate significant learning about the family.	The paper included rich, vivid detailed info that demonstrated research & thoughtful reflection about the family over time.
UNDERSTANDING OF THE INFANT IN CONTEXT OF THEIR CULTURE	The paper expressed judgements as fact & ignored the family's culture	The paper partially described & interpreted the family's culture.	The paper analyzed the family's culture with rich vivid details & the interpretations show understanding & appreciation of the family's culture.

OBSERVING TO LEARN ABOUT DEVELOPMENT	The paper does not demonstrate an understanding of child development as illustrated by descriptions & analysis of the child.	The paper demonstrated little understanding of child development as illustrated by descriptions & analysis of the child.	The paper demonstrated in-depth understanding of child development as illustrated by rich, detailed descriptions & analysis of the child.
APPLICATION OF MATERIAL FROM CLASS	The paper showed no evidence that the material from class was applied & used 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 fully integrated, used & applied material from class in the paper (role of play, infant curriculum, etc.).

### Infant Play Materials Presentations

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

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 development and 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 development in the following domains:

- fine/gross motor
- language development
- cognitive development
- social and emotional development

Your group will explain to the class how the play materials specifically supports the development and learning of infants and toddlers.

For this project your group should:

1. Bring the play materials or 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 three or more assigned course readings to support your presentation.

SCORING RUBRIC (10 points):

ELEMENT	NOVICE (.5 points)	LEARNER (1 point)	COMPETENT (2 points)
PLAY MATERIALS SELECTION	The play materials were not appropriate for infants (0-18 mos) & there was no explanation of how the materials would be used	Some of the play materials were appropriate for infants (0-18 mos) &/ or there was a vague explanation of how the materials would be used with few details.	The play materials were appropriate for infants (0-18 mos) & there was a clear, thorough explanation of how the materials would be used with rich, vivid details.
USE OF SOURCES	The presentation did not reference assigned course readings	The presentation used < 3 course readings &/ or the readings were used inappropriately/ out of context.	The presentation included info from 3 or more course readings & the materials was connected thoughtfully, meaningfully & in context.

DEVELOPMENTAL EXPLANATION	The presentation did not explain how the play material(s) promoted development.	A few/some of the explanations of how the play materials promoted development are accurate &/ or the explanation was vague with few details.	The presentation explained how the play materials promote development accurately, was thorough & had many rich vivid details.
GROUP WORK	The group was unable to work together; planned & created toys separately, with each person speaking about their individual toys; each person "owned" individual toys"	The group needed support to work together; &/or some group members planned & created toys cooperatively & spoke about their toys together while others developed & spoke about the toys they created individually; some toys were "owned" by individual while other toys were "owned" by multiple group members	All group members contributed; planned & created toys together, taking turns to speak jointly about the toy(s) the group created cooperatively. All toys were "owned" by the group with each member contributing different skills to each toy during toy making.
CLARITY OF PRESENTATION	The presentation was unclear, confusing, disorganized & not engaging.	The presentation was vague, disjointed, hard to understand at times, &/or somewhat engaging.	The presentation was clear, organized, coherent, polished, organized, & engaging.

### Teaching Beliefs Paper

*~2 pages, typewritten, double spaced 12 pt font, standard 1" margins, cite in APA format*

As an infant professional, it is important to identify and articulate your beliefs about working with infants, and families. These beliefs will reflect what you believe is important as a teacher of infants.

As we finish ECE 209, you will transition to ECE 309 next semester, and begin your first fieldwork placement. In preparation for fieldwork placement, write a two-page statement about your beliefs on working with infants to the Cooperating Teacher you will work with in ECE 309. The paper should have the following three parts:

- Part 1: Your Beliefs about Infant Education
  - Part 2: Connections
  - Part 3: Conclusion
1. Explain your beliefs about infant education by discussing how you envision the following concepts will be implemented in your classroom (if you were the teacher):
    - a. Infant Curriculum
      - i. Relationship-based practices (the 3 R's):
        1. Respect
        2. Reciprocity
        3. Responsiveness
      - ii. Family-Like Environment
      - iii. Individualized Routines
      - iv. Following an Infant's Lead
    - b. Engaging families
    - c. Incorporating a baby's heritage culture
    - d. Supporting each baby's development in every developmental domain
    - e. Provide specific examples to demonstrate how you will practice each of these concepts in your infant class

## 2. Connections:

a. Explain, in detail, how your beliefs about infant education connect to:

i. 4 readings

1. At least 2 assigned course readings we have read in class
2. 2 additional articles from the BMCC library education databases focused on relationship-based practices, infant curriculum, or working with infants and families.

ii. 3 specific examples how what we learned/ did in class

3. Conclude with a paragraph that explains your career goals:

a. What do you hope to do after you finish your degree at BMCC?

b. What steps do you have to take to realize that goal?

## SCORING RUBRIC (10 points):

ELEMENTS	NOVICE (.5 points)	LEARNER (1 point)	COMPETENT (2 points)
CONCEPTS OF INFANT CURRICULUM, FAMILIES & CULTURE	The paper did not include concepts of infant curriculum engaging families or incorporating a baby's heritage culture.	The paper included some concepts of infant curriculum, engaging families &/or incorporating a baby's heritage culture with vague examples & few details.	The paper included concepts of infant curriculum, engaging families & incorporating a baby's heritage culture with many specific examples supported by rich, vivid details.
SUPPORTING INFANT DEVELOPMENT	The paper did not include how support each child's development.	The paper included some ideas of how support each child's development with vague examples & few details.	The paper included how support each child's development with many specific examples & rich, vivid details
USE OF SOURCES	The paper contained no sources.	The paper contained <4 sources &/or vaguely compared the sources to your philosophy with few details.	The paper contained 4 or more sources & meaningfully compared the sources to your philosophy with many rich, vivid details
CONNECTIONS TO CLASS	The paper did not describe how your philosophy of infant education connected to class	The paper vaguely described how your philosophy of infant education connected to class with few details &/or has <3 links.	The paper thoroughly described how your philosophy of infant education connected to class using at least 3 specific, meaningful links supported by rich, vivid details
CLARITY	The paper was incoherent, disorganized, confusing & unclear & had no details.	The paper was vague, disjointed, hard to understand in places with few details.	The paper coherent, clear, & organized, filled with rich, vivid supporting details.

### Class Participation

Your participation in class throughout the semester determines your score for class participation. Class participation is five points for the entire semester. The rubric below describes how your class participation is evaluated at the end of the semester.

## SCORING RUBRIC (5 points)

TASK	NOVICE (.25 points)	LEARNER (.5 points)	COMPETENT (1 point)
ENGAGEMENT	Student did not participate in class activities &/or discussions.	Student sometimes participated in class activities &/or discussions.	Student participated in class activities & discussions throughout each class.
MEMBER OF CLASS	Student did not work well with all colleagues.	Student worked well with all colleagues most of the time.	Student worked well with all colleagues all of the time.
BUILDING LEARNING ENVIRONMENT	Student did not work to create a learning environment that supported all members of class.	Student worked to create learning environment that supported all members of class most of the time.	Student worked to create learning environment that supported all members of class all of the time.
FOCUS	Student was distracted during class (chatting, using cell phone, etc.)	Student was sometimes distracted during class (chatting, using cell phone, etc.)	Student was attentive & on-task during each class.
PREPAREDNESS	Student was not prepared for class (read & had copy of assigned reading, brought materials for class, etc.).	Student was sometimes prepared for class (read & had copy of assigned reading, brought materials to class, etc.)	Student was prepared for class (read & had copy of assigned reading, brought materials for class, etc.).

## OPPORTUNITIES FOR EXTRA CREDIT

These are the four ways to earn extra in ECE 209-L:

1. Assignment Submission Policy
2. Supplemental Instruction Sessions
3. Completing additional Reading Response Papers (see page 1-2)
4. Writing reviews of infant books

### Assignment Submission Policy

You will receive 0.25 points of extra credit for each assignment that is handed in on during class on the day it is due. To receive 0.25 points of extra credit the following criteria must be met:

- Submit the assignment between 9 AM-12:40 PM on the date it is due
- You must bring a printed out hard copy of the paper to class
- This policy applies to all ECE 209-L written papers.

Assignments submitted after 12:40 PM on their due date should be handed in and will be accepted, but will not receive 0.25 extra credit points for on time submission

### Supplemental Instruction Sessions

You will receive 0.25 points of extra credit for time you engage with the Supplemental Instructional Leader for our class. You can engage with our Supplemental Instructional Leader in the following ways:

- Supplemental Instruction Sessions: In person, by phone or using video chat (FaceTime, Google Hangout). You do not have to stay for the entire session to receive extra credit.
- Blackboard Supplemental Instruction Group: Ask questions to the Supplemental Instructional Leader on Blackboard to receive extra credit.

- Virtual Supplemental Instruction Sessions: These Supplemental Instruction sessions are held on-line, through BMCC's Virtual Tutoring system.

### Reading Response Paper #5

By completing Reading Response Paper #5 you can earn up to 5 points of extra credit. Reading Response Paper #5 should use an assigned course reading that was not used for Reading Response Papers #1-4 or an optional reading from Blackboard. Please see pages 2-3 for guidelines on writing a Reading Response Paper and the scoring rubric for a Reading Response Paper.

### Writing Reviews of Infant Books

Another opportunity to earn extra credit is to review infant books from BMCC's library, my personal connection, or the NYC Public Library system. A list of suggested titles will be offered posted on Blackboard. In class we will develop a scoring rubric for the assignment. The reviews will be published on the BMCC's library website.

### 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**.

#### APA List of References

##### A BOOK:

Last name, First Initials. (Year). <i>Title</i> . Location: Publisher.
Wheelan, C. J. (2010). <i>Naked economics</i> . New York, NY: Norton.

##### A CHAPTER, ESSAY, OR STORY IN A BOOK:

Author Last name, First Initials (Year). Chapter Title. In Editor First Initials Last Name (Ed.), <i>Book Title</i> (pp. page numbers). Location: Publisher.
Cooter, R. D. (2000). Law from order: Economic development and the jurisprudence of social norms. In M. Olson & S. Kähkönen (Eds.), <i>A not-so-dismal science</i> (pp. 228-244). Oxford, England: Oxford University Press.

##### A JOURNAL ARTICLE (A JOURNAL IS SCHOLARLY, AND INTENDED TO BE READ BY EXPERTS.)

Last name, First initials (Year). Article Title. <i>Journal, Volume</i> (Issue), Pages.
Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. <i>Journal of Career Development, 37</i> (2), 503-518.

##### A MAGAZINE OR NEWSPAPER ARTICLE (THESE ARE INTENDED TO BE READ BY EVERYONE.)

Last name, First initials. (Year, Month Day). Article Title. <i>Publication</i> , pp. pages.
Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. <i>New York Times</i> , p. A17.

##### A WEBSITE

Author or Organization name. (Year, Month Day). Section title. Retrieved from url.
American Pediatric Surgical Association. (n.d.). Ethics. Retrieved from <a href="http://www.eapsa.org/Ethics.htm">http://www.eapsa.org/Ethics.htm</a>



**A JOURNAL, MAGAZINE, OR ARTICLE FROM AN ONLINE DATABASE**

If the article has a DOI (Digital Object Identifier), include it. If there is no DOI number, write "retrieved from" and the home page of the journal or database.

Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. *New York Times*. Retrieved from <http://www.nytimes.com>.

Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. *Journal of Career Development, 37*(2), 503-518. doi: 10.1177/0894845309352241

**A SOURCE WITH MULTIPLE AUTHORS**

List all of the authors, up to six. If there are more than six authors, list the first five, then put in an ellipsis, and then include the last name.

Park-Wyllie, L. Y., Mamdani, M. M., Juurlink, D. N., Hawker, G. A., Gunraj, N., . . . Laupacis, A. (2011). Bisphosphonate use and the risk of subtrochanteric or femoral shaft fractures in older women. *JAMA, 305*(8):783-789. doi: 10.1001/jama.2011.190

**A NOTE ON CAPITALIZATION AND MISSING DATES**

For books and articles, only capitalize the first word of the title, the first word of the subtitle (the subtitle will follow a colon), proper nouns, and acronyms.

If a source has no date information, replace the date with "n.d."

**Sample List of References**

American Pediatric Surgical Association. (n.d.). Ethics. Retrieved from

<http://www.eapsa.org/Ethics.htm>

Cooter, R. D. (2000). Law from order: Economic development and the jurisprudence of social norms. In M. Olson & S. Kähkönen (Eds.), *A not-so-dismal science* (pp. 228-244).

Oxford, England: Oxford University Press.

Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. *New York Times*, p. A17.

Park-Wyllie, L. Y., Mamdani, M. M., Juurlink, D. N., Hawker, G. A., Gunraj, N., . . . Laupacis, A. (2011). Bisphosphonate use and the risk of subtrochanteric or femoral shaft fractures in older women. *JAMA, 305*(8):783-789. doi: 10.1001/jama.2011.190

Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. *Journal of Career Development, 37*(2), 503-518. doi: 10.1177/0894845309352241

Wheelan, C. J. (2010). *Naked economics*. New York, NY: Norton.

## APA In Text Citations

### SUMMARY OR PARAPHRASE:

In a summary or paraphrase, you restate another author's ideas in your own words. The year that the article or book was published goes in parenthesis following the author's name. The page number is listed after the abbreviation "p." for one page or "pp." for multiple pages. If the author is not named in the sentence, put the name and year in the parentheses before the page number.

Sweeny (2010) argues that both teachers and students can use guides from the internet to help with their writing (p. 125).

Both teachers and students can use the internet to find writing assistance (Sweeny, 2010, p. 125).

### DIRECT QUOTE:

In a direct quote, you use the actual language of the author. You put the author's words in quotation marks, the way you would with any direct quotation. However, the parenthetical citation works the same way as in a summary or paraphrase. The quotation marks close before the parenthetical citation, and the period comes after the parenthetical citation.

In considering the use of new media for writing instruction, Sweeny (2002) writes, "One example is when a teacher created a blog and sent text messages about a Shakespeare assignment to groups of students in her class" (pp. 127-8).

### QUOTING A QUOTE (INDIRECT QUOTATION)

If you are using an article or book that quotes another author, it is best to find the original source. If you cannot find the original source, then you can make it clear that you found the quote in the article by adding "as cited in" to the source. In this example, the quote by Mark Bawden was found in the book *Bounce* by Matthew Syed.

Mark Bawden explains that "in order to make all the sacrifices necessary to reach world-class levels of performance, an athlete has to believe that winning is everything" (as cited in Syed, 2010, p. 199).

### CITING A SOURCE WITHOUT PAGE NUMBERS OR A NAMED AUTHOR.

If your source does not have page numbers or a named author, it might not be a good source. You should probably ask your professor before you use it. If there are no page numbers, use the abbreviation "para." for paragraphs and count the paragraphs as you would pages. If there is no named author, put the title of the source and the year separated by a comma in the parenthetical citation.

Davey (2011) reported two state senators, "Mr. Cullen and Ms. Coggs could be seen climbing into the building through a first-floor window" (para. 8).

According to the Union of Concerned Scientists, "No single solution can meet our society's future energy needs" ("Clean Energy," 2010).

### A PROSE QUOTE LONGER THAN FORTY WORDS:

If you have a quotation that is more than forty words long, start a new line for the quotation and indent it roughly half an inch (it should match the indentations on your paragraphs). Do not use quotation marks. Double space it as you would normally.

Matthew Syed (2010) explains the importance of negative emotions:

Anxiety facilitates escape from dangerous situations and helps us to avoid them in the future; mild depression enables us to disengage from unattainable goals; humiliation is triggered when we are faced with the threat of losing social status. (p. 212)

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. Other comments: