

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Teacher Education Department

Title of Course: ECE 209-091W/L Infant Care and Curriculum	Class hours: 2 Lab hours: 2 Seminar hours: 2
Semester: Spring 2020	Instructor Information: Name: Jen Longley, Ed.D. Office: S-616C Office hours: Tuesday 12:45 PM– 3:45 PM Phone: 212/220-1321 Email: jlongley@bmcc.cuny.edu
Day/Time: Tuesday 9:00 AM -10:40 AM N-790 11 AM – 12:40 PM N-792	
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

Basic Skills: N/A

***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, so many foundational and gateway courses have the support of a Supplemental Instructor (SI). Supplemental Instructors are paid student advocates who work with students in and out of the classroom. Our SI will attend all class meetings and join with the professor to engage students in working with the course content. Additionally, our SI will schedule sessions (2 hours per week) to meet with students to review course content and assignments. These sessions will offer the opportunity for one-on-one meetings and/or small group work. **NOTE: The SI does not grade student papers or influence student grades. Extra credit will be provided for students who attend our SI's out-of-class-time sessions.** If you have questions about how SI works in our class, please reach out to the SI and/or the professor.

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.

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 Infant-Family Case Study Project to your e-Portfolio, 2) Add your Teaching Philosophy Paper to your e-Portfolio, and 3) 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 Infant-Family Case Study Project to meet expectations and receive the grade you had earned at the end of the semester. **After these dates, if your Infant-Family Case Study Project still does not meet the expectation for inclusion in your Academic Portfolio, then your final course grade will automatically become an "F".**

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	Infant-Family Case Study Reading Response Papers Class discussions
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	Infant-Family Case Study Reading Response Papers Class discussions
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 on Respect Paper Reading Response Papers Class discussions
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	Infant-Family Case Study Class discussions
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)	All assignments Class discussions
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	All assignments Class discussions
7. Articulate their emerging identity as an early childhood professional	All assignments Class discussions
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.)	Interview with a Family of an Infant Paper Observation of an Infant Paper Infant and Family Case Study

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.	All assignments Class discussions
<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.	All assignments Class discussions
<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.	All assignments Class discussions

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 www.bmcc.cuny.edu/aac, 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 212-220-8080.

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).

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 Readings*:

1. Assigned readings on Blackboard & Open Lab. *NOTE: You must come to class with the text, printed copies of course readings, or an eReader with the assigned for that date in order to actively participate in class discussions.

Use of Technology: This semester, you will use Blackboard, Open Lab, and add to your e-portfolio.

Evaluation & Coursework Requirements of Students:

Coursework Requirements

Fieldwork Seminar*	Pass/Fail
Reflections on Respect paper	10 points
Reading Response Papers (4 x 5 points each)	20 points
Infant Play Materials Presentation	10 points
Teaching Philosophy Paper	10 points
Class Participation	5 points
Infant/Family Case Study (5 parts)	
Initial Contact with a Family Report	5 points
Interview with a Family of an Infant Paper	10 points
Observation of an Infant Paper	10 points
Commentary Paper, Draft	5 points
Commentary Paper, Final	<u>15 points</u>
TOTAL	100 points

How Grades are Determined

Grade	Earned Points
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
<u>C</u>	<u>73 - 76</u>
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	Below 60

Your Infant/ Family Case Study must "meet expectations" to be added to your e-Portfolio.

***NOTE:** You MUST 1) pass the Fieldwork Seminar, and 2) earn a grade of "C" or better in ECE 209-Lecture in order to progress to the 300-level courses in the ECE sequence.

Clarification of assignments: If you have questions about an assignment, please seek clarification either during class sessions or during my office hours. Give yourself ample time to seek clarification, as face-to-face dialogue about assignments will likely serve us both far better than email exchanges.

If any issue is preventing you from fully demonstrating your abilities, please speak to me as soon as possible! We will discuss how to facilitate your educational opportunity. I want you to be successful!

Outline of Topics: The schedule below may be subject to change.

DATE	TOPIC	READING DUE	ASSIGNMENT DUE
Tues 1/28	Course Overview		
Tues 2/4	Prenatal Relationships & a Philosophy of Respect	Cheshire (2007) Christie (2018)	Review Infant/ Family Case Study

		Davis & Thompson (2014)	
Tues 2/11	Attachment	Post, Hohmann & Epstein (2011) Gillespie & Hunter (2011) Snyder (2011)	Reflections on Respect Paper
Tues 2/18	Temperament Teaching Infants Infant Mental Health	Allard & Hunter (2010) Gillespie & Adams (2014) Barbre (2013)	Initial Contact with Family of an Infant Report
Tues 2/25	Social/ Emotional Development	Darling-Bohlander (2014) Elliott & Gonzalez-Mena (2011) Wittmer (2012)	Reading Response Paper #1 WEAR CLOTHES FOR MESSY PLAY
Tues 3/3	Language Development & Communication Skills	Kovach & Da Ros-Voseles (2011) Gillespie (2019)	Reading Response Paper #2 <i>WEAR CLOTHES FOR MESSY PLAY!</i>
Tues 3/10	Sensory Processing	Honig (2007) Sensory	Interview with a Family of an Infant Paper <i>WEAR CLOTHES FOR MESSY PLAY!</i>
Tues 3/17	Physical Development	Pica (2010) Honig (2007) Physical	Reading Response Paper #3 <i>WEAR CLOTHES FOR MESSY PLAY!</i>
Tues 3/24	Cognitive Development	Peterson (2012)	Reading Response Paper #4 <i>WEAR CLOTHES FOR MESSY PLAY!</i>
Tues 3/31	Theorists & Math	Norris & Horm (2015) Geist (2009)	Observation of an Infant Paper
Tues 4/7	NO CLASS -- <i>Classes follow Wednesday schedule</i>		
Tues 4/14	NO CLASS -- <i>Spring Break</i>		
Tues 4/21	Curriculum in Infant Classrooms & Teaching Philosophy Paper Work Day	Anderson (2018) McMullen (2018)	Commentary Paper Draft
Tues 4/28	Teaching Philosophy Paper Work Day & Play Materials Work Day	Shabazian & LiSoga (2014) Guyton (2011)	Bring materials for Teaching Philosophy Paper workday
Tues 5/5	Play Materials Work Day & Environments		Play Materials Presentation Commentary Paper Final
Tues 5/12	Environments Experience Plans	Gonzalez-Mena (2013) Isbell & Isbell (2007) Post, Hohmann & Epstein (2011)	Teaching Philosophy Paper
Tues 5/19	Experience Plans Reflect, look back & think Ahead		All work for ECE 209 Extra Credit Reading Response Paper (optional)

