

Submit original with signatures + 3 copies

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Early Childhood Education	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vmplumb@alaska.edu	Faculty Contact	Veronica Plumb

See <http://www.uaf.edu/uafgov/faculty/cd/cdman.html> for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	ECE	Course #	320	No. of Credits	3
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Justify upper/lower division status & number of credits: This course will be part of a new concentration on infants and toddlers within the Child Development and Family Studies BA program.

3. PROPOSED COURSE TITLE: Environment and Curriculum for Infants and Toddlers

4. CROSS LISTED? YES/NO No If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED? YES/NO No If yes, Dept. Course #

6. FREQUENCY OF OFFERING: Alternate spring or as demand warrants
(Every or Alternate) Fall, Spring, Summer - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Spring 2012

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check one) 1 2 3 4 5 X 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) Lecture, Group discussion, Lab

9. CONTACT HOURS PER WEEK:

4/10	LECTURE hours/weeks	<input type="checkbox"/>	LAB hours/week	<input type="checkbox"/>	PRACTICUM hours/week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ECE 321 Environment and Curriculum for Infant and Toddlers (3)

Roles and practices adults take for supporting learning and development in infants and toddlers aged birth – 3 years of age. Stresses the adoption of the child's individual abilities and interests while supporting their exploration, discovery, relationship building and problem solving through environment development. Prominence for family inclusion in curriculum development through reciprocal relationships. (2.5 + 1)

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities N = Natural Science S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. **GRADING SYSTEM:**

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** Engl 211X or Engl 213X,

These will be required before the student is allowed to enroll in the course.

RECOMMENDED ECE 104, or ECE 245, ECE 220, ECE 110

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS** None

16. **PROPOSED COURSE FEES** None

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No N/A

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Yes/No No

If yes, give semester, year, course #, etc.: N/A

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact to budget, facilities or space. Full time faculty or qualified adjuncts will facilitate course instruction.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffklj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes Library Collections are adequate.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

No other programs or departments will be affected by this proposed new course.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

No negative impacts.
Positive impacts for the Child Development and Family Studies BA program as it meets workforce demand requesting more classes with content on infant and toddlers.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Development and facilitation of ECE 320 will meet some of the some needs of work force development within the state of Alaska. This course answers part of a direct request from programs within the state such as Early Head Start, Parents as Teachers, and other Early Learning programs that work with families and young children. This course will become required within an Infant and Toddler concentration within the Child Development and Family Studies BA degree program.

APPROVALS:

<i>Veronica M. Cumb</i>	Date	9/30/2010
Signature, Chair, Program/Department of:	Child Development & Fam Studies	
	Date	
Signature, Division Chair CRCD of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		
	Date	

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

Format 1 ECE 320

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APPROVALS:

Veronica M. Cumb Date 9/30/2010
 Signature, Chair,
 Program/Department of: Child Development & Fam Studies

P.A. Meutt, Co-Chair Date 12/10/2010
 Signature, Division Chair CRCD
 of: DHS

Quincy R. Cumb Date 10/8/10
 Signature, Chair, College/School Curriculum
 Council for: CRCD

Peter P. P. Date 12/15/10
 Signature, Dean, College/School
 of: CRCD

Signature of Provost (if applicable) Date

Offerings above the level of approved programs must be approved in advance by the Provost.

University of Alaska Fairbanks,
College of Rural and Community Development
ECE 320
Environment and Curriculum for Infant and Toddlers (3)
Spring 2012

Instructor: Veronica Plumb
Phone 455-2038 office
-mail vmplumb@alaska.edu

Course Description:

Roles and practices adults take for supporting learning and development in infants and toddlers aged birth – 3 years of age. Stresses the adoption of the child’s individual abilities and interests while supporting their exploration, discovery, relationship building and problem solving through environment development. Prominence for family inclusion in curriculum development through reciprocal relationships. (2.5 + 1)

Prerequisite: Engl 211X or Engl 213X, Recommended: ECE 104, ECE 220 OR ECE 245, ECE 110

Course Purpose:

The purpose of this course is to build on previously acquired knowledge regarding the importance of using the foundation of relationships to be build appropriate infant and toddler curriculum .As well as developing safe and healthy infant and toddler environments to support appropriate curriculum.

Course Goal:

Understanding of components needed for appropriate development of environments and curriculum for all infants and toddlers.

Course Outcomes:

1. Upon completion of this course, students will be able to:
 - a. Explain what is meant by the terms and use of “environment” and “curriculum” for infants and toddlers.
 - b. Articulate the distinctions between curriculum for infants and toddlers and curriculum for older children.
 - c. Describe the aspects of early care and education that are a part of an infant/toddler curriculum and environment.
 - d. Outline strategies for engaging families in developing and implementing individualized curriculum for infants and toddlers
 - e. Explain how Individualized Family Service Plans can support curriculum and inclusion of infants and toddlers with special needs.
 - f. Apply the concepts needed to design an appropriate group space environment for infants and toddlers.
 - g. Apply knowledge needed to create an individual curriculum plan for a specific infant or toddler.

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1a: Knowing and understanding young children’s characteristics and needs
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building and Community Relationships

Key elements

- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children’s development and learning

Standard 3: Observing, documenting, and assessing to support young children and Families

Key elements

- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Standard 4: Teaching and learning

Key elements:

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

Number of Contact Hours/Credits:

ECE 320 will be facilitated through audio conferencing. Students will call in to class by dialing the following number: **1-800-570-3591** when prompted, dial in the following meeting PIN 8930399 Mondays and Wednesdays 7:00 – 9:00 PM

First day of class will be January 19 Last day of class will be April 4, 2011.

ECE 320 will meet 17 times for 2 hours each, giving a total of 34 contact hours. There will also be 12 hours of lab within an infant/toddler environment. You will need access to an early childhood environment as this lab time will be used in conjunction with a course project.

Text , outside readings and other materials:

Bredekamp, S, Copple, C (2009). *Developmentally appropriate practice (In early childhood programs, serving children from birth to age 8)*. 3/E. WA DC. National Association for the Education of Young Children. AISN: B001LIRGGG NAEYC Item # 375

Edwards, C., Rinaldi, C. () *The diary of Laura: Perspectives on a Reggio Emilia Diary*. St.Paul, MN RedLeaf Press. ISBN-13: 978-1933653525 NAEYC Item # 725

Greenman, J. (2005). *Caring spaces, learning places: Children's environments that work*. Redmond, WA. Exchange Press. ISBN-13: 978-09422702330

Johnson. J.A., (2009). *Babies in the rain: Promoting play, exploration and discovery with infants and toddlers*, St.Paul, MN. RedLeaf Press. ISBN-13: 978-1933653846

Miller, K. (1999). *Simple steps: Developmental activities for Infants, Toddlers and Two-Year-Olds*. Beltsville, MD. Gryphon House ISBN-13: 978-0876592045

Lerner, C., Parlakian, R., *Learning Happens* DVD. Zero to Three Press. ASIN: 1934019389

Computer and internet access for use of email and blackboard.

Grades:

Video assignment	25	10%
Writing Assignment (1 @ 20 points; 2 @ 15 points each)	50	20 %
Search of resources (5 @ 10 points each)	50	20 %
Class lecture and discussion facilitation	50	20 %
Course Project (Individualized Curriculum Plan)	50	20 %
Course Project (Environment Design)	50	20 %
Beginning and Ending Reflections (2@12.5 pts each)	<u>25</u>	<u>10 %</u>
Total	300	100%

Grade	Points	Definition
A = 100% - 90%	300-270	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	269-240	Better than the average. Above the average expectation. Projects

		or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	239-210	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	209-180	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	149-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Guidelines for written assignments:

Upper Division writing and critical analysis skills are required for this course. English 211 or 213 are prerequisites for this course. Writing support is available through the Writing Center, 8th floor Gruening, and the TVCC Writing Skills Lab. Specifically for writing students, the Writing Center also provides a FAX tutoring service for students enrolled in the College of Rural and Community Development distance courses. Students can FAX their papers to them at (1-800-478-5246), the writing center will review your paper, and provide a telephone tutorial with a tutor at a designated time. They offer fax tutorials Monday through Thursday evenings and Sunday afternoons. Please assure that written assignments submitted reflect your understanding of course material and demonstrate good writing skills.

Written assignments and projects are to be formatted using APA and typed. Font size should be **10 – 12**, depending on the type of font. Spacing between lines should be **2.0**. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

Students outside the Fairbanks area should locate computer facilities in their local area. If you are having trouble locating suitable computer access, contact your regional campus or instructor.

The assignments take several forms. The following information will provide a guide for you to determine how much detail to provide in each type of answer:

Reaction Response Within the course reading expectations, you will be given 5 readings to read.

These readings will be used to fulfill two separate assignments.

1. A personal reaction response will be written by each individual student and turned into the instructor. Please complete your reading response using APA formatting. The reaction response papers should be 1.5-2 pages. Reading response papers should address which article you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. What did you like? Was there anything that you found troublesome? Did you detect any errors in the material? Did it affirm your present beliefs? Reaction papers will be sent to the instructor through the assignment section of Bb, Students will also cut and paste their reading responses onto the text box of the discussion board on Bb. These will be shared with and commented on by students.
2. Small groups will be formed with one of the readings assigned to each group. Each group will be expected to develop a class discussion around the assigned reading.

Course Projects:

There will be two projects due for ECE 320.

1. Design and clearly written explanation of environment that will support the developmental and cultural learning needs of infants and toddlers.
(Course outcomes: a , b, c, f) (NAEYC: 1.a, 1.c, 4.a, 4.b)
2. Development and implementation of an individual curriculum plan for a specific infant or toddler. A complete written reflection of design, plan, and implementation will be included. This specific assignment will have a minimum of 12 lab hours attached w/ minimum of 10 minute video during project implementation.
3. (Course outcomes: c, d, e, g,) (NAEYC: 2.a, 2.b, 2.c, 3.b)

Class Calendar spring 2012

Date	Topic and Assignment
Tuesday January 17	<p>In class today</p> <ul style="list-style-type: none"> Review course expectations; introductions; Following discussion will include thoughts for final assignments and lab time. <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
Thursday January 19	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture topic Definition of an Infant Toddler Curriculum Introduce Small groups and call in information <p>Preparation for next class:</p> <ul style="list-style-type: none"> First discussion assignment (Small groups will facilitate discussion on Thursday January 26). Read pages 53-110 in <i>Developmentally appropriate practice</i> Read through Chapter 6 of <i>Caring spaces learning places</i>
Tuesday January 24	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture topic Environments for Infants and Toddlers <p>Preparation for next class:</p> <ul style="list-style-type: none"> Continue reading through <i>Developmentally appropriate practice</i>
Thursday January 26	<p>In class today:</p> <ul style="list-style-type: none"> Small group discussions on DAP reading assignment <p>Preparation for next class:</p> <ul style="list-style-type: none"> Second discussion assignment. (Small group will facilitate discussion on pages 111-186 of <i>Developmentally Appropriate Practice</i> Thursday February 3). (Course objectives: b, c) Complete reading through <i>Developmentally appropriate practice</i>
Tuesday January 31	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture: Development Domain Overview <p>Preparation for next class: Read Chapters 3, 4, and 5 of <i>Caring spaces, learning places</i></p>
Thursday February 2	<p>In class today:</p> <ul style="list-style-type: none"> Small group discussions <p>Preparation for next class:</p> <ul style="list-style-type: none"> Third discussion assignment. (Small group will facilitate discussion on <i>The diary of Laura</i> Thursday February 9). (Course objective: d, e, f) Begin reading <i>The diary of Laura</i>. Need to have it completed by

	February 10..
Tuesday February 7	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture: Environment Domain Overview <p>Preparation for next class: You will respond to this assignment within the course Blackboard site. Have this assignment complete and turned in by Monday February 13. (Course objectives: a, b)</p> <p>Read</p> <ul style="list-style-type: none"> • Read Chapters 1 and 2 of <i>Caring spaces learning places</i>
Thursday February 9	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Fourth reading assignment. (Small group will facilitate discussion on <i>Babies in the Rain</i> Thursday February 23). (Course objective: d, e)
Tuesday February 14	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture Where do families fit in? <p>Writing Assignment 1: <i>Answer the following in essay form;</i></p> <ul style="list-style-type: none"> • <i>Are there similarities in the optimal learning environment between the two developmental groups, infants/toddlers and preschoolers?</i> • <i>What are major differences in a preschool environment and an infant environment?</i> • <i>What is different about the primary care for preschoolers, versus that of an infant?</i> • <i>In regards to child development, why are the two groups separated (0-3 and 3-5)?</i> • <i>Is the environment for an infant/toddler designed with the same intentions of a preschooler? Why or why not?</i> <p>You will respond to this assignment within the course Blackboard site. Have this assignment complete and turned in by Monday February 13. (Course objectives: a, b)</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read the introduction, and chapters 1 -2 of <i>Babies in the Rain</i>
Thursday February 16	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read chapters 3 -4 in <i>Babies in the Rain</i>
Tuesday February 21	<p>In class today:</p> <ul style="list-style-type: none"> • Instructor explains course projects • Question? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Fifth reading assignment. (Small group will facilitate discussion on <i>The infant and Toddler focus chapter in Caring spaces Learning Places</i> Thursday February 23). (Course objective: d,e) • Think of questions / challenges you will have completing projects

Thursday February 23	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions on projects <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Choose project site for Individual Curriculum plan
Tuesday February 28	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions regarding sites and brainstorming project designs. • Share something about the site you have chosen • What kind of environment will you design? <p>Preparation for next class: Start going through Simple Steps. This book will be used as a resource for your individualized curriculum plan project. (Course objectives: f, g)</p>
Thursday March 1	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions regarding sites and brainstorming project designs. <p>Preparation for next class:</p>
Tuesday March 6	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture What about outdoors? <p>Preparation for next class: Written Assignment 2.</p> <ul style="list-style-type: none"> • Pick, and receive permission from your infant/toddler site to focus on 1 child to complete the individualized curriculum plan. As a start to this project. Complete and turn in your second writing assignment: <i>Go to your designated site where you will be developing an individualized curriculum plan for a specific child, aged birth to 3 years of age. This could be group care, an in-home family child care situation, or the child's family home. Think like the child; see what they see, smell, hear and feel tactically. Take some time to think about the environment where this child spends his or her time: are the toys accessible, what type of flooring is the baby spending time on, are there any smells that might be distracting, and is the area safe? What do you think can be changed to create the optimal learning environment for this child?</i> <p>Reflect on this, the readings, class discussions and write a response. You will respond to this assignment within the course Blackboard site. Have this assignment complete and turned in by Monday March 14. (Course objectives: f,g)</p>
Thursday March 8	<p>In class today:</p> <ul style="list-style-type: none"> • Lab Time: No Class Meeting <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Blackboard Video Assignment needs to be completed before Sunday March 18
Tuesday March 13	<ul style="list-style-type: none"> • Spring Break / No Class
Thursday March 15	<ul style="list-style-type: none"> • Spring Break / No Class

<p>Tuesday March 20</p>	<p>In class today:</p> <ul style="list-style-type: none"> • Check in, Share something from your projects. • Questions, and problem solving <p>Preparation for next class: Written Assignment 3:</p> <ul style="list-style-type: none"> • Now that you have chosen a single child (0-3), think about this child developmentally, what activities will enhance the child's learning experiences? Choose 1 activity for each of the developmental areas (social, motor, cognitive, language). How can these activities be individualized for this child? Are there any delays to consider? Is there an area that this child really does well? Does the child seem to favor certain toys or materials? What time of day is best for this child? Does the child prefer loud or quiet environment? What type of temperament does the child have? Really think about who this child is in relation to the activities you will be doing with him or her. Describe how these individualized activities will benefit the child, <p>You will respond to this assignment within the course Blackboard site. Have the assignment complete n and turned in by Monday March 26. (Course objectives: f,g)</p>
<p>Thursday March 22</p>	<ul style="list-style-type: none"> • Lab Time – No Class Meeting <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Prepare a short presentation on your environment design
<p>Tuesday March 27</p>	<p>In class today:</p> <ul style="list-style-type: none"> • Closing of class, Continued small individual sharing of project completion • Both written reports on Final projects due by midnight Friday April 6.
<p>Thursday March 29</p>	<ul style="list-style-type: none"> • Lab Time – No Class Meeting

Instructional Methods Including Instructor Expectations / Policies:

This class will use several instructional methods including, group discussions, text and article readings, as well as written assignments and a presented project.

- Be on time to and prepared for class.
- Turn in assignments on time. Assignments not turned in by the end of each section will be docked of grade.
- Address any concerns, issues and complaints about the course with the instructor.
- Additional with information pertinent to class discussions may be handed out. Reading will not be required of these additional handouts.

Incomplete "I" grades: will only be given if the student has successfully completed a majority of the class and has some *extenuating circumstance* that makes it *impossible* for them to complete the course this semester. An Incomplete grade will not be given to students who have simply fallen behind on assignments or who wish to improve their grade.

If you receive an incomplete grade you **MUST** attach the assignment sheet to every late assignment you turn in. This will assist the instructor in grading it quickly and correctly.

Withdrawal & drops: Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an "F." The instructor appreciates hearing from students who drop or withdraw, it is sometimes possible to problem-solve so this

action does not need to take place, or; your feedback can sometimes make the course better for others if the challenges are directly related to the class, instructor or materials.

Attendance:

ECE 320 will have a total of 17 times for 2 hours. Attendance is important so that students have ample opportunity to hear information being shared, participate in group discussions, as well as ask questions that will help each individual refine their theories and understandings of the class content. I respect the fact that we are all adults that have many responsibilities as well as that of student. However, regardless of the reason, if you are not in class, you missed the lecture and discussion there will be opportunity to make up the missed class session. These options are addressed below under participation. Please understand that if you choose to miss information or choose to not behave in a responsible fashion, your grade will be affected as the quality of your understanding of the class content will be demonstrated in the quality of your work.

Honor Code:

As a student you are subject to the honor code. The full code is found in the UAF catalog. The instructor's condensed version is as follows:

1. Students will not collaborate on items that contribute to their grade, unless the instructor grants permission.
2. Students will not represent the work of others as their own. Any sources will be appropriately quoted or credited.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Blackboard:

You will be able to negotiate Blackboard at the following Internet address. <http://classes.uaf.edu>

- you will be asked to login with you UAF username,
- your password is usually your student ID number with a capital U at the end until you change it.
- If you are unfamiliar with the process, please use the prompts that you will see titled
- “New to Blackboard?” and “Problems Logging In?”
- Once you get logged in, there will be a box in the upper right corner that has any Bb classes that you are enrolled in. Look for ECE F320 UR1 201101

You should also have received a Blackboard “cheat sheet” with your text book order for you to use.

Assignments will be posted within the “Assignment” section of Bb.

Reflection write-ups and final paper will be posted within the “Discussion Board” section of Bb.

Students will be expected to respond to postings of fellow students, carrying on a complete conversational dialog during specifically designed postings within Bb.

Participation:

Main participation will take place during the student discussions on course content. A participation option will be blackboard discussions, questions that arise from the group discussions that will be posted on Black Board for further thoughts and discussion. It is common for everyone to reflect on conversations, process and have extended thoughts and ideas. Having the additional Black Board forums will enhance the sharing of viewpoints and learning of all. Participation is important to all students in this class, therefore monitor your comments and make sure they are pertinent to the discussion. Also be aware of how much time you are using so that all have a chance to share their comments as well.

Classes will be recorded so that students can go back and listen to the group discussions or lectures again, or have opportunity to listen to the recording if they have missed the class, giving the chance to participate in the extended Black Board discussions. Codes for the recorded classes will be posted on the announcement page of Blackboard.

Sharing viewpoints is just as important for adults as it is for young children sharing your ideas, opinions and questions, give opportunity for you as well as your peers to reflect on different perspectives. Sharing in these different ways also helps the instructor know where you are in your understanding of the class content.

Preparation: Students are to be prepared for class. **They should have read the material scheduled to be discussed and have completed required assignments prior to the class period.** When students come to class unprepared it diminishes the discussion for everyone. However, it is better to come unprepared than not come! Lack of preparation will result in lower participation scores, but not as low of a score as not attending and participating at all!

Quality Issues: Reading reflections and the final research paper are to be typed (computers and word processor okay) unless otherwise stated in class. When working on Black board comments, please write your responses in your work processor and cut and paste into the Blackboard forum. This will allow students to read the discussions easily and comment. It is important to remember that students may have word processing programs that are different from each other that do not necessarily allow all attachments to be opened.

Audio-conference class considerations:

This section will have at least one onsite location and several audio site locations. If you are in the Fairbanks area, you will be expected to attend the class in that location. If you are visiting in Fairbanks, please join the class there. Other students will attend the class via audio-conference. If two or more students from the same community are in the class, please call in from a common location.

Audio-conference protocols smooth the class and ensure that each student has equal access to content and participation opportunities. The instructor will serve as moderator. When you wish to offer comments, please give your name and location BEFORE you speak. If more than one speaker begins at the same time, the moderator will recognize one speaker to continue with the other to follow.

Students on-site in Fairbanks and other locations where two or more students share a phone need to be aware of conversations of the conference. Use your mute button to block those conversations, but please summarize conversations and share them with the class. Valuable insights often come from such conversations.

Audio-conference students:

Call in information will be e-mailed to student with this syllabus and is posted on the Announcement section of the ECE 320 Blackboard site. Please follow directions carefully. Our Audio meeting facilitator offers support services, including recoding of lecture for later playback at the request of the instructor. If you know you will miss a class or have other academic reasons for the lecture to be recorded, contact the instructor in advance of the class.

Mute feature on your home phone will be appreciated by all. It allows you to limit background noise. This is especially important if you are calling in from home or will have children present at you call in location. *6 mutes #6 un-mutes

Speaker phones, while not required, are convenient for all audio students. They allow you to participate more fully in the class because your hands are free to take notes, turn pages, etc. Students in the primary site must be considerate of audio students. Do NOT talk among yourselves unless the audio student can hear and participate in the conversation. When you do speak, speak distinctly and in at a volume that will carry over the audio. Also, leave breaks in the discussion so the audio student may also participate.

Student Support Services:

I encourage you to work with the Writing Center (8th floor, Gruening, 474-5314) and the Math Lab (305 Chapman), both of which provide excellent advice, tutoring and assistance; and/or Office of Student Support Services (508 Gruening, 474-6844). Many students also find TVC support services very accessible and helpful, contact student services on the first floor of the TVCC building, 6th & Barnette or call them at 455-2851 or 2849.

Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities. Representatives from the office also regularly meet students in the TVCC building.

Check with the TVCC student services for more information, 455-2851 or 2849.