

Submit original with signatures + 3 copies

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Early Childhood	College/School	CRCDC
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 #	405	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 focusing on infants and toddlers within the Child Development and Family Studies BA program.

3. PROPOSED COURSE TITLE: **Seminar in Culture and Child Rearing Practices**

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 ~~2011~~ 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 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **Seminar; small and large group discussions, presentations,**

9. CONTACT HOURS PER WEEK: 4/10 LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

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):

Remove (h); CLA Curric. Council did not approve.

ECE 405 Seminar in Culture and Child Rearing Practices (3) h
Seminar course providing opportunity for students, cross regionally throughout Alaska and beyond, to engage in the comparative study of issues associated with culture and child rearing practices of families within Alaska and

throughout the world. An emphasis will be placed on the role of caregiver working with children aged birth through three-years-of-age. (3 + 0)
Prerequisite: Eng 211X or Eng 213X
Recommended: ECE 104, or ECE /Psy/ED 245, ECE 130, ECE 342

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.) Remove (h); CLA Curriculum Council did not

XXXXXXXXXXXXXXXXXXXXX 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).

N/A

How many times may the course be repeated for credit? N/A 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? N/A CREDITS

13. **GRADING SYSTEM:**

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** Prerequisite: ENG 211X or 213X
These will be required before the student is allowed to enroll in the course.

RECOMMENDED Recommended: ECE 104 or ECE/Psy/ED 245, 130, ECE 342
Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS** N/A

16. **PROPOSED COURSE FEES** None
Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No No

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

Format 1 ECE 405

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 program 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 toddler care and education.

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 405 will meet some needs of early childhood 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>P. J. Meutt, Co Chair</i>	Date <i>12/10/10</i>
Signature, Chair, Program/Department of: <i>DHSD</i>	

	Date
Signature, Division Chair CRCD of:	

<i>Doree R. Kuroda</i>	Date <i>10/8/10</i>
Signature, Chair, College/School Curriculum Council for: <i>CRCD</i>	

<i>Patricia ...</i>	Date <i>12/15/10</i>
Signature, Dean, College/School of: <i>CRCD</i>	

	Date
Signature of Provost (if applicable)	

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

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date
Signature, Chair, UAF Faculty Senate Curriculum Review Committee	

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and

how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. 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.

State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

University of Alaska Fairbanks,
College of Rural and Community Development
ECE 405
Seminar in Culture and Child Rearing Practices (3) h
Spring 2011

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

Course Description:

Seminar course providing opportunity for students, cross regionally throughout Alaska and beyond, to engage in the comparative study of issues associated with culture and child rearing practices of families within Alaska and throughout the world. An emphasis will be placed on the role of caregiver working with children aged birth through three-years-of-age. (3+0)

Prerequisite: Engl 211X or Engl 213X

Recommended: ECE 104, or ECE 245 ECE/Psy/Ed 245, ECE 130, ECE 342

Course Purpose:

The purpose of this course is to build awareness of the depth and complexity of culture and the challenges posed for parents and caregivers who are working together to care for infants and toddlers within societies around the world.

Course Goals:

Students will reflect, and consider cultural child rearing practices from around the world. Emphasis will be placed on development of a philosophy describing personal beliefs for care and education within high quality Alaskan infant and toddler programs.

Course Outcomes:

Upon completion of this course, students will have

- 1.a examined how culture, is a deeply intertwined process that shapes, prepares and guides children through their educational experiences
- 1.b discuss how our worldview influences the way we think about strategies to work with infants, toddlers and their families
- 1.c Developed an understanding of the importance of a balanced and accepting environment for children to grow and learn.

Upon completion of this course, students will be able to:

- 2.a Define what is meant by culturally appropriate curricula for infants and toddlers
- 2.b Articulate their personal philosophy on culture in early education
- 2.c Apply their understandings of the biases and considerations that affect how they regard the care and education of infants and toddlers.

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1b: Knowing and understanding the multiple influences on development and learning.

Standard 2: Building Family and Community Relationships

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

Standard 4: Using developmentally effective approaches to connect children and families

- 4a: Understanding positive relations and supportive interactions as their foundation with their work with children
- 4b: Knowing and understanding, effective strategies and tools early education

- 4d: Reflecting on their own practice to promote positive outcomes for each child.

Standard 6: Becoming a professional

- 6c: Engaging in continuous collaborative learning to inform practice
- 6d: Integrating knowledgeable, reflective and critical perspectives on early education

Number of Contact Hours/Credits:

ECE 405 will be facilitated dually through audio conferencing with an onsite face-to-face group. Students will call in to class by dialing the following number: **1-800-570-3591** when prompted, dial in the following meeting PIN 8930399

DATE and TIME

First day of class will be DATE Last day of class will be DATE.

ECE 405 will meet 20 times for 2 hours each, giving a total of 40 contact hours

Text and outside readings:

Liedloff, J. (1986). *The continuum concept: In search of happiness lost*. New York, NY. De Capo Press
ISBN-13: 978-0201050714

DeLoache, J.S., Gottlieb, A., (2000). *A world of babies: Imagined childcare guides for seven societies*.
Cambridge. Cambridge University Press. ISBN-13 978-0521664752

Balmes, T., (2010) *Babies DVD*. ASIN: B002ZG974M

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 F405 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.

Grades:

Reading responses (9 @ 10 points each)	90	36%
Class lecture and discussion facilitation	50	20 %
Final Project (Personal Philosophy Statement)	100	40 %
Beginning and Ending Reflections	<u>10</u>	<u>04 %</u>
Total	250	100%

Grade	Points	Definition
A = 100% - 90%	250-225	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%	224-200	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%	199-175	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	174-150	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.

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 405 will have a total of 20 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.

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.

The instructor will record classes 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 405 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.

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 9 reading assignments. These reading assignments 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 2 pages at minimum. Reading response papers should address which article you have read, description of any emotional responses that may have 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 into 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 reading assignments assigned to each group. Each group will be expected to develop a class discussion around the assigned article, discussion facilitation will take place on assigned weeks.

Final Projects:

There will be one final assignment due for ECE 405. This assignment had 4 parts that you will develop and put together into one cumulative final research project.

1. First you will use your beginning reflection on affect of culture and on child rearing practices for early education and care of children aged birth to 3 years of life.
2. Second, you will do a research piece that includes two parts:
 - a. research on specific child rearing practices of a culture other than your own.
 - b. Critical comparison between the research culture and the one you have been raised within.
3. Third, you will develop a personal philosophy for education and care of children aged birth to 3 years of life
4. Last, your ending notes, which will be made up of a final reflection on what you learned. Any new realizations you may have come up with during while reflecting on our readings or during group discussions; and how you developed the philosophy that you have shared.

For a final action on this project; you will post the philosophy section of your final paper within the Blackboard forum to share with your class peers.

Class Calendar fall 2011

Date	Topic and Assignment
Class meeting 1 Monday or Wednesday	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; Following discussion will include thoughts for final assignment lab time. • Development of calendar for assignment of readings to single students or small groups <p>Preparation for next class: Read the first chapter of : <i>A world of babies: Imagined childcare guides for seven societies.</i> <i>Complete a written reading response, prepare for a group discussion on your thoughts, questions and ideas.</i> <i>Your reading response will be turned in through the assignment section of</i></p>

	<p><i>Blackboard.</i></p> <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>
Class meeting 2 Tuesday or Wednesday	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion on chapter 1 <p>Preparation for next class: Read the second chapter of : Read the first chapter of : <i>A world of babies: Imagined childcare guides for seven societies.</i> <i>Complete a written reading response, prepare for a group discussion on your thoughts, questions and ideas.</i> <i>Your reading response will be turned in through the assignment section of Blackboard.</i> The small group assigned to chapter 2 will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 3	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of reading presentations <p>Preparation for next class: Read the third chapter of : <i>A world of babies: Imagined childcare guides for seven societies.</i> <i>Complete a written reading response, prepare for a group discussion on your thoughts, questions and ideas.</i> <i>Your reading response will be turned in through the assignment section of Blackboard.</i> The small group assigned to chapter 3 will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 4	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of reading presentations <p>Preparation for next class: Read the fourth chapter of : <i>A world of babies: Imagined childcare guides for seven societies.</i> <i>Complete a written reading response, prepare for a group discussion on your thoughts, questions and ideas.</i> <i>Your reading response will be turned in through the assignment section of Blackboard.</i> The small group assigned to chapter 4 will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 5	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of reading presentations <p>Preparation for next class: Read the fifth chapter of : <i>A world of babies: Imagined childcare guides for seven societies.</i> <i>Complete a written reading response, prepare for a group discussion on your</i></p>

	<p><i>thoughts, questions and ideas.</i></p> <p><i>Your reading response will be turned in through the assignment section of Blackboard.</i></p> <p>The small group assigned to chapter 5 will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 6	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of reading presentations <p>Preparation for next class:</p> <p>Read the sixth chapter of : <i>A world of babies: Imagined childcare guides for seven societies.</i></p> <p><i>Complete a written reading response, prepare for a group discussion on your thoughts, questions and ideas.</i></p> <p><i>Your reading response will be turned in through the assignment section of Blackboard.</i></p> <p>The small group assigned to chapter 6 will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 7	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of reading presentations <p>Preparation for next class:</p> <p>Read the seventh chapter of : <i>A world of babies: Imagined childcare guides for seven societies.</i></p> <p><i>Complete a written reading response, prepare for a group discussion on your thoughts, questions and ideas.</i></p> <p><i>Your reading response will be turned in through the assignment section of Blackboard.</i></p> <p>The small group assigned to chapter 7 will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 7	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of reading presentations <p>Preparation for next class:</p> <p>Read the eighth chapter of : <i>A world of babies: Imagined childcare guides for seven societies.</i></p> <p><i>Complete a written reading response, prepare for a group discussion on your thoughts, questions and ideas.</i></p> <p><i>Your reading response will be turned in through the assignment section of Blackboard.</i></p> <p>The small group assigned to chapter 8 will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 9	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of reading presentations <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Begin reading <i>The continuum concept: In search of happiness lost</i> This is a longer book. We will not have a group discussion next week, but will give 2 weeks to complete the required reading and preparation.
Class meeting 10	<p>In class today:</p> <ul style="list-style-type: none"> • No class meeting

	<p>Preparation for next class:</p> <ul style="list-style-type: none"> • Complete reading of <i>The continuum concept: In search of happiness lost</i>. <p>The small group assigned to <i>The continuum concept: In search of happiness</i> will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 12	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of reading presentations <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Watch DVD <i>Babies</i> <p>The small group assigned to <i>Babies</i> will meet to develop the discussion facilitation for next class meeting.</p>
Class meeting 13	<p>In class today:</p> <ul style="list-style-type: none"> • Small group preparation of DVD presentations <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Develop presentation of personal philosophy on culture and how it relates to early care and education.
Class meeting 14	<p>In class today:</p> <ul style="list-style-type: none"> • Individual presentations • Closing of course.

Instructional Methods Including Instructor Expectations / Policies:

This class will use several instructional methods including, small amounts of lecture, group discussions, text and article readings, as well as written assignment..

- 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.

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. State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) 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.