

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<b>Department</b>	Early Childhood	<b>College/School</b>	CRCD
<b>Prepared by</b>	Veronica Plumb	<b>Phone</b>	907-455-2038
<b>Email Contact</b>	vmplumb@alaska.edu	<b>Faculty Contact</b>	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  New Course

2. **COURSE IDENTIFICATION:** Dept  Course #  No. of Credits

Justify upper/lower division status & number of credits:

3. **PROPOSED COURSE TITLE:**

4. **CROSS LISTED? YES/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**  If yes, Dept:  Course #

6. **FREQUENCY OF OFFERING:**   
 (Every or Alternate) Fall, Spring, Summer -- or As Demand Warrants

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

**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)**

9. **CONTACT HOURS PER WEEK:**  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):**

Principles and practices in understanding and supporting attachment and social development in infants and toddlers aged 0 – 3 years of age.. Links the importance of relationships in conjunction to communication and interactions. Strategies for working with families, with priority that they have the first importance for development of their infants and toddlers.  
 Prerequisite: ENG 111X and 211X or 213X, ECE 104, ECE 245 or other early development course recommended

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

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES** \$

Has a memo been submitted through your dean to the Provost & VCAS for

17. **PREVIOUS HISTORY**

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

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

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

No impact on budget, facilities/space, Faculty already hired for program will be used, or qualified adjuncts.

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.

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 programs beyond that of EC will be affected.

21. **POSITIVE AND NEGATIVE IMPACTS**

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

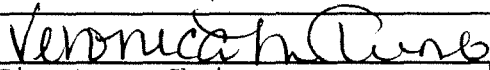
There will be no negative impact on other courses, programs or departments. There will be a positive impact on Early Childhood as they are meeting training need of the Alaska Early Childhood Work force.

**JUSTIFICATION FOR ACTION REQUESTED**

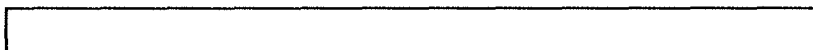
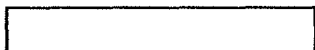

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

Development and Facilitation of this class will meet the needs of work force development within the state of Alaska. It meets a direct request from programs within the state such as Head Start, Parents as Teachers and Early Learning Programs. Much more information is needed in the areas of child mental health and social development.



**APPROVALS:**

 Date Feb. 2, 2010  
Signature, Chair, Program/Department of: Veronica M. Plumb



 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.

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

 Date   
Signature, Chair, UAF Faculty Senate Curriculum Review Committee

University of Alaska Fairbanks,  
College of Rural and Community Development  
ECE 304 W  
Attachment and Social Development  
Spring 2011

**Instructor:** Veronica Plumb  
Phone 455-2038 office  
-mail [vmplumb@alaska.edu](mailto:vmplumb@alaska.edu)

**Course Description:**

**Principles and practices in understanding and supporting attachment and social development in infants and toddlers aged birth – 3 years of age. Links the importance of relationships in conjunction to reciprocal communication streams and social interactions. Strategies for working with families as a continuum for each specific child's development. (3 + 0)**

Prerequisite: Comm 131X or 141X, 211X or 213X,

Recommended: **ECE 104, ECE 220, ECE 245, ED 245, Psy 245** or other early development course

**Course Purpose:** *The purpose of this course is to provide students opportunity to expand on acquired knowledge regarding human relationships with and among children. Enhancing understanding the complex need for attachment and how it affects social and emotional development of infants and toddlers.*

**Course Goal:** *Students will develop an understanding of young children's characteristics and needs as well as the multiple interacting influences on children's social and emotional development beginning in the infant and toddler stages of life.*

**Course Outcomes:**

1. Upon completion of this course, students will:
  - a. Discuss how relationships affect development and learning of infants and toddlers
  - b. Define importance of relationship-based programs
  - c. Need to respect each baby as a valued individual
  - d. Identify ways to observe cues and respond based on observation
  - e. Demonstrate use of behaviors that reinforce respectful, responsive, and reciprocal care for infants, toddlers 0 – 3 years of age.
  - f. Describe an understanding of stages of social development
  - g. Define ways to develop professional communication and support.

**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
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

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
- 3c: Understanding and practicing responsible assessment

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 304w 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

Tuesdays and Thursdays 5:10 – 7:10 PM

First day of class will be January 18 Last day of class will be March 24 2011.

ECE 304w will meet 20 times for 2 hours each, giving a total of 40 contact hours

**Text and outside readings:**

Rasikes, Helen H., & Edwards, Carolyn P. (2009). *Extending the Dance in Infant & Toddler Care giving: Enhancing Attachment & Relationships* ISBN 978-1-557668592

Lieberman, Alicia F., ((1993). *Emotional Life of the Toddler*. ISBN: 0028740173

An assortment of articles will also be used that will be student selected. It will be necessary to have access to the distance library and research options. The articles will be used for individual research paper recourses.

**Written Intensive:**

- A. This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course: Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.
- B. A research paper will be completed within the student course work
- C. Students will have opportunity to individually discuss their writing with the instructor either face-to-face or through audio conference.
- D. Students will receive comments from the teacher and/or peers on drafts of written work. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers. If students complete a major research project, the teacher will supervise the students' writing in stages.

As the instructor for this course, I have strived to develop a relevant workload that is streamlined throughout the objectives. I am open to ideas and suggestions that can be done that will alter this course to be more receptive to the relevancy of culture and student needs regarding learning about how children develop within the area of literacy.

**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 F304 UR1 201101

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

**Grades:**

Blackboard video assignment	25	10%
Initial Composition	25	10%
Black Board Discussion Forums (5@20 pts each)	50	20 %
Reading reflections (5 @ 10 pts each)	50	20 %
Final Research Paper	100	40 %
<b>Total</b>	<b>250</b>	<b>100%</b>

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.

**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, 8<sup>th</sup> 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.

All assignments to be turned in should have a header or cover page with your name, the class and the assignment description. Please use headers and page numbers on multiple page assignments.

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.

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:

**Diagnostic composition** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be “Specific interests in literacy and objectives you hope to gain from participation in ECE 304w.” Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment section of the class Black board site.

**Reading Reflections** will be 5 reading response papers due for a minimum of 5 articles you will be reading. Within the Assignment section of Blackboard, you will see 5 article assignments. There are two article options within each section. Please choose 1 option within each assignment and complete. Please complete your reading response using APA formatting. The write-ups will be used as guidance for improvement of the APA formatting required for the final research paper. The reading 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 email as well as cut and pasted into the text box of the discussion board on Bb. Discussion Board forums will be the place for sharing your lab experiences and for commenting back to fellow students.

**Final Research Paper:**

A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by Friday January 28th. An editor (writing center) should review a first draft by Sunday February 19. Information regarding the writing center for local or rural students will be posted on the ECE 304W Black Board site. A semi final draft is due to the instructor for review by Sunday February 19. Final completed paper is due Sunday March 27<sup>th</sup>, and posted on the Bb site by Tuesday March 29th as well. **The paper will be written using APA formatting.**

**The final research paper will be worth 100 points total broken down in the following chart**

	<b>Student Action</b>	<b>Due Date</b>	<b>Points</b>	<b>Total</b>
	Turn in topic of interest	Friday January 28, 2011	5	
	1 <sup>st</sup> draft	Sunday February 19, 2011	5	
	2 <sup>nd</sup> draft	One eve prior to scheduled mtg	5	
	Individual meetings developed around the progress of your research paper.	These meetings will be scheduled between February 28 <sup>th</sup> – March 4	5	
	Final Paper	Sunday March 27 <sup>th</sup>	75	
	Informal Presentation	March 10 - 24, 2011	5	100

**Class Calendar spring 2011**

<b>Date</b>	<b>Topic and Assignment</b>
Tuesday	<b>In class today</b>

January 18	<ul style="list-style-type: none"> <li>• Review course expectations; introductions;</li> <li>• Diagnostic composition will be written this evening and sent to instructor as an email attachment.</li> </ul> <p>Topic will be “Specific interests around attachment and social development you hope to gain from participation in ECE 304w.” (obj. 1.a) <b>Diagnostic composition is due to instructor no later than the end of day January 19, Tomorrow.</b></p> <p><b>All classes will be recorded</b>  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 20	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture topic Developing Relationships</li> <li>• Introduce Small groups and call in information / Planning for Tuesday</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 1 of Raikes Text.</li> </ul>
Tuesday January 25	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic Foundations for Attachment</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 2 of Raikes Text.</li> </ul>
Thursday January 27	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic Relationship-based care</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 3 of Raikes Text.</li> </ul>
Tuesday February 1	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic Continuing on Relationship-based care</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 4 of Raikes Text.</li> </ul>
Thursday February 3	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic: Welcomes and Goodbyes / Children and Families</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 5 of Raikes Text.</li> </ul>



	<p><b>Research paper step:</b> Decide on your research paper topics. Topics will need to be turned in by Friday January 28 Turn written as a statement with a reason for choosing this topic. Post to the “Research Topic” discussion forum on Bb as well as within the Research paper learning unit under the Assignment section of Black Board.</p>
Tuesday February 8	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic:</li> </ul> <p>• <b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 6 of Raikes Text.</li> </ul> <p><b>Research paper step:</b> Have your <b>First Draft</b> due to me by Monday February. Have it turned in by email attachment or through the digital drop box by the end of the day Monday November 1. A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need. The earlier the better so that I can respond to you before our time to talk on the phone.</p>
Thursday February 10	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic: Space and Environments</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 7 of Raikes Text.</li> </ul>
Tuesday February 15	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic: Relationships with Families</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 8 of Raikes Text.</li> </ul>
Thursday February 17	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic: Peer relationship support</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 9 of Raikes Text.</li> </ul>
Tuesday February 22	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic: Supporting Teachers and Administrators</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 10 of Raikes Text.</li> </ul>
Thursday February 24	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> </ul>

	<p><b>Preparation for next three class meetings weeks:</b>  <b>We will not have group class meetings over the next two weeks. I have placed an alternate assignments on Bb for everyone to do. You may do them at any time during these two weeks as long as they are completed by Monday evening March 21. There will also be discussion forums developed for the assignments within the discussion board. Please share your thoughts with your peers. Read the postings of others and respond accordingly.</b></p> <p><b>Research paper step:</b>  <b>We will also arrange to have individual meetings developed around the progress of your research paper.</b>  Have your <b>First Draft</b> due to me by February 19. Second draft is due the day before our scheduled meeting. A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need. The earlier the better so that I can respond to you before our time to talk on the phone.  These meetings will be scheduled between February 28<sup>th</sup> – March 4<sup>th</sup>..</p> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• <b>Complete research paper, prepare to share main points of interest. (10 minute max)</b></li> </ul>
Tuesday March 1	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic: Supporting Teachers and Administrators</li> </ul> <p><b>Preparation for next class:</b>  Read Chapters 1 and 2 in the Leiberman text</p>
Thursday March 3	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Share discussion topics with large group</li> <li>• Lecture topic: Supporting Teachers and Administrators</li> </ul> <p><b>Preparation for next class:</b>  Read Chapters 3 and 4 in the Leiberman text</p>
Tuesday March 8	Set aside for individual meetings taking place by appointment
Thursday March 10	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Research sharing</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Continuing sharing of research</li> </ul>
March 15 and 17	No classes, Spring Break
Tuesday March 22	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Research sharing</li> </ul> <p><b>Preparation for next class:</b></p>

	<ul style="list-style-type: none"> <li>Continuing sharing of research</li> </ul> <p><b>Research paper step:</b> Final Research paper due to instructor through email and posted in appropriate forum by Wednesday March 23 by 5:00 PM.</p>
Tuesday March 24	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Complete sharing of research</li> <li>Closing of class ☺</li> </ul>

**Instructional Methods Including Instructor Expectations / Policies:**

This class will use several instructional methods including, lecture, 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.

**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 304W 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 chapters and the sharing of lab experiences. 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:** Lab responses 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.

**Call in information** will be e-mailed to student with this syllabus and is posted on the Announcement section of the ECE 304W 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 unmutes

**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, 6<sup>th</sup> & 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.