



ECCE 1103 Child Growth and Development
COURSE SYLLABUS
Lecture
Fall Semester 202212

COURSE INFORMATION FALL

Credit Hours/Minutes: 3/2250
Campus/Class Location: Swainsboro Building 2, Room 2125
Class Meets: Monday and Wednesday 10:30 – 11:45
Course Reference Number (CRN): 20166
Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Kay Wilson
Campus/Office Location: Swainsboro Building 2, Room 2125
Office Hours: Monday-Thursday 1:00-4:00 **Due to the uncertainties of COVID-19, contact your instructor by phone or email to make an appointment."**
Email Address: [Kay Wilson \(kwilson@southeasterntech.edu\)](mailto:kwilson@southeasterntech.edu)
Phone: 478-289-2213
Fax Number: 478-289-2276

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

Child Development Early Stages Through Age 12, 8th Edition; Author: Celia Anita Decker
International Standard Book Number (ISBN) 978-1-63126-038-4

REQUIRED SUPPLIES & SOFTWARE

Reliable access to internet, Microsoft Excel, and Microsoft Word. Internet browser should be Internet Explorer (IE) 7 or higher or Mozilla Firefox 2.0 or higher. If you do not have computer access, see your instructor for information regarding use of open labs on both Swainsboro and Vidalia campuses.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

COURSE DESCRIPTION

This course introduces the student to the physical, social, emotional, and cognitive development of the young child (prenatal through 12 years of age). The course provides for competency development in observing, recording, and interpreting growth and development stages in the young child; advancing physical and intellectual competence, supporting social and emotional development, and examining relationships between child development and positive guidance. Topics include developmental characteristics, prenatal through age 12, developmental guidance applications, observing and recording techniques, ages and stages of development, and introduction to children with special needs.

MAJOR COURSE COMPETENCIES

Topics include Developmental Characteristics, Prenatal Through Age 12, Developmental Guidance Applications, Observing and Recording Techniques, Theories of Development, and Introduction to Children With Special Needs.

PREREQUISITE(S)

Provisional Admission

COURSE OUTLINE

Developmental Characteristics, Prenatal Through Age 12

1. Identify typical and atypical physical growth and developmental characteristics.
2. Identify typical and atypical social growth and developmental characteristics.
3. Identify typical and atypical emotional growth and developmental characteristics.
4. Identify typical and atypical cognitive growth and developmental characteristics.
5. Examine current research in brain development.

Developmental Guidance Applications

1. Demonstrate developmentally appropriate verbal and non-verbal guidance techniques.
2. Describe direct and indirect techniques for guiding children's behaviors.

Observing and Recording Techniques

1. Identify different methods of observation.
2. Demonstrate properly recorded observations.

Theories of Development

1. Discuss and explore how theories explain child development.
2. Describe the areas of developmentally appropriate practices including individual development, chronological development, and family/cultural influences.
3. Identify the stages and the importance of play.

Introduction to Children with Special Needs

1. Identify characteristics of children 0 through age 12 with special needs in all areas of development.
2. Discuss how genes and prenatal care affect the development of children with special needs.

GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

To pass the class, students must complete all assignments on the syllabus. Students will have at least one week to complete tests and assignments. **All tests and assignments are due at 11:59 P.M. on Monday of**

each week. Assignments must be keyed in Microsoft Word, saved, uploaded, and attached for grading in Blackboard.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week during the semester doing the required homework, discussion boards, tests and assignments. Students are expected to communicate frequently through college email and discussion boards.

The student is expected to complete all work on the attached lesson plan. Online students are responsible for checking emails and Blackboard announcements DAILY. Homework assignments MUST be completed by the date specified; assignments may be submitted early. Discussion boards MUST be completed by the date specified; assignments may be submitted early. Tests MUST be completed by the date specified. Tests are posted and students who miss a test will be assigned a grade of zero. Please do not wait until the last moment to submit in case you have internet problems with your computer. If internet or browser failure occurs, contact the instructor immediately by email.

Within the first three days of class ALL students must:

- Complete Online Orientation Quiz in Blackboard.
- Complete the Pledge Acknowledgment in Blackboard.
- Acknowledge by email they have read and understand the syllabus

ATTENDANCE POLICY

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" in a course.

COVID-19 MASK REQUIREMENT

Regardless of vaccination status, masks or face coverings must be worn at all times while in a classroom or lab of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

COVID-19 Key Symptoms
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Cough: new or worsening, not attributed to another health condition
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
COVID-19 Key Symptoms

COVID-19 SELF-REPORTING REQUIREMENT

Students, **regardless of vaccination status**, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using <https://www.southeasterntech.edu/covid-19/>. **Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:Stephannie.Waters@southeasterntech.edu), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.**

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: Macy Gay [Daphne Scott](mailto:Daphne.Scott@southeasterntech.edu) (dscott@southeasterntech.edu) 478-289-2274, Building 1, Room 1210

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make appropriate arrangements

with the appropriate campus coordinator.

Swainsboro Campus: Macy Gay [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu) 478-289-2274, Building 1, Room 1210

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made PRIOR to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery MAY NOT be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" (Failing 0-59) being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

CRIMINAL RECORDS CHECK

National Fingerprint-Based Criminal History Background Check: All students enrolled in ECCE 1121 Practicum and ECCE 2245 and 2246 Internship must undergo a fingerprint-based criminal history background check through a local Cogent Systems site and receive a Satisfactory Determination Letter from the Georgia Department of Early Care and Learning before beginning their Practicum or Internship at childcare facilities. It is the responsibility of the student to pay the fingerprint-based criminal history background check fee. Students assigned to an internship or practicum at a site that is not required to be licensed may not be subject to the fingerprinting requirement. These students, however, may be required to meet similar or other standards established by the local board of education. Additional standards may be established by individual site operators which must be met before a placement at a particular site for internship or practicum is finalized. The final approval of a placement is contingent upon acceptance by the individual center/facility operator.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)

There are no make-up exams or assignments in an online class. Students have a week to complete assignments. If Internet or browser failure occurs, contact instructor immediately. A student who needs an exam reopened must come to campus to take the test.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Tests	25%
Weekly Assignments	40%
Observations	30%
Discussion Board	5%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

**ECCE 1103 Child Growth and Development
Fall Semester 202212 lesson plan**

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 1 and 2 8/16-8/30 Due Monday, 8/30 by 11:59 p.m.	Chapters 1 and 21	Orientation, Learning about Children, Protecting Children's Physical Health and Safety, Observation and Assessments	-Read Chapters -Define Chapter Words -Complete Review and Assessment at the end of each lesson for each chapter -Observation 1 -Discussion Board 1	1, 5 a, c
Week 3 and 4 8/30-9/13 Due Monday, 9/13 by 11:59 p.m.	Chapters 3 and 4	Families and Parenting	-Read Chapters -Define Chapter Words -Complete Review and Assessment at the end of each lesson for each chapter -Observation 2 -Discussion Board 2	1, 2, 3, 4 a, c
Week 5 and 6 9/13-9/27 Due Monday, 9/27 by 11:59 p.m.	Chapters 5-7	Prenatal Development and the Newborn	-Read Chapters -Define Chapter Words -Complete Review and Assessment at the end of each lesson -Observation 3 -Discussion Board 3 -Begin Working On Philosophy Paper; Rubric Attached (Due 12/2)	1, 2, 3, 4, 5 a, c
Week 7 9/27-10/4 Due Monday, 10/4 by 11:59 p.m.	Chapters 8-10	Physical, Intellectual, Social- Emotional, Developmental Need in the First Year and Learning Accomplishment Profile (LAP)	-Read Chapters -Define Chapter Words -Complete Review and Assessment at the end of each lesson -Observation 4 -Discussion Board 4	1, 2, 3, 4 a, c
Week 8 10/4-10/11 Due Monday, 10/11 by 11:59 p.m.	Chapters 11-13	Physical, Intellectual, Social- Emotional, and Developmental Need of a Toddler	-Read Chapters -Define Chapter Words -Complete Review and Assessment at the end of each lesson -Observation 5 -Discussion Board 5	1, 2, 3, 4 a, c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 9 10/11-10/18 Due Monday, 10/26 by 11:59 p.m.	Chapters 14-16	Physical, Intellectual, Social-Emotional, and Developmental Need of a Preschooler	-Read Chapters -Define Chapter Words -Complete Review and Assessment at the end of each lesson -Observation 6 -MIDTERM EXAM	1, 2, 3, 4 a, c
Week 10 10/18-10/25 Due Monday, 10/25 by 11:59 p.m.	Chapter 23	Children with Special Needs and Learning in a Group Setting	-Read Chapters -Define Chapter Words -Complete Review and Assessment at the end of each lesson -Philosophy Paper Due 12/2 -Observation 7	4, 5 a, c
Week 11 and 12 10/25-11/8 Due Monday 11/8 by 11:59 p.m.	Chapters 17-19	Orientation, Observations, ASSESSMENTS, Physical Development of School Age Children, Providing for School-Age Children Physical Needs	-Read Chapters -Define Chapter Words -Complete Review and Assessment at the end of each lesson -List Changes that occur in School Age Children -Write a 1 page paper on Obesity and School Age Children -List three ways parents can promote self esteem	1, 5 a, c
Week 13 11/08-11/15 Due Monday, 11/15 by 11:59 p.m.	Chapter 24	Developmentally Appropriate Practices Your Personal Philosophy on Teaching Children	-Read Chapter -Define Chapter Words -Complete Review and Assessment at the end of each lesson -Read a book on Discipline and Young Children (written for adults) -List examples of activities that are Developmentally Appropriate Practice and activities that are Developmental Individual Practice.	2, 3,5 a, c
Week 14 11/15-11/29 Due Monday, 11/30 by 11:59 p.m.	Chapter 22	Families	-Read Chapter -Define Chapter Words -Complete Review and Assessment Questions at the end of each lesson -Write a review of a book on Discipline and Young Children	2 a, c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 15 11/29-12/2 Due Monday, 12/2 by 11:59 p.m.	Chapter 25	Career Moves in ECCE	-Read Chapter -Define Chapter Words -Complete Review and Assessment at the end of each lesson -Philosophy Paper Due -FINAL EXAM	2 a, c

COMPETENCY AREAS

1. Developmental Characteristics, Prenatal Through Age 12
2. Developmental Guidance Applications
3. Observing and Recording Techniques
4. Theories of Development
5. Introduction to Children with Special Needs

GENERAL CORE EDUCATIONAL COMPETENCIES

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

Discussion Board Rubric

Students will be required to answer discussion board questions that will be posted within Blackboard. The topics will be posted at least a week prior to the due date. The discussions should be detailed and thoroughly answer the topic. Also, students will be required to respond to at least one answer posted by their classmates. The responses should include why you do or do not agree with the student's response. It is ok to disagree with your classmate on his/her answer but the responding student should be professional in his/her response to his/her classmate. Be constructive in discussing these topics with your classmates.

1 POST 1 REPLY

Students who post their initial discussion board response to the discussion board topic and respond to at least one answer posted by their classmate will be given a 100 on the assignment if the post is turned in by the due date and free of grammatical and spelling errors. The student will receive a 10 point deduction for each day the discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post. A 30 point deduction will be given to any student who only responds to their classmate with an answer of "yes/no" or "I agree/disagree."

1 POST 0 REPLY

Any student that does not respond to at least one answer posted by their classmates will not receive a grade above 70 on the discussion post. The grade of 70 will be the highest grade that the student will be able to receive on the discussion post if the post is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day the discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post.

0 POST 1 REPLY

Students who only respond to a classmate's discussion post will not receive a grade above 50 on the discussion topic. The grade of 50 will be the highest grade that the student will be able to receive on the discussion response if the response is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day the discussion response is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion response.

0 POST 0 REPLY

Students will receive a 0 on the discussion topic if the student does not post an answer or response to a classmate's discussion post.

WRITING RUBRIC

NAME _____ DATE _____

ASSIGNMENT _____

Criteria	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed— according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments

ECCE 1103 Philosophy Paper Rubric

Name: _____

Your Personal Philosophy of Preschool Education

4	3	2	1
Information clearly relates to the topic. It includes several supporting details and examples	Information clearly relates to the topic. It provide 1-2 supporting details and examples	Information clearly relates to topic. No details or examples give	Information is not related to topic

Describe three different areas that reflect your philosophy

4	3	2	1
Information clearly relates to the topic. It includes several supporting details and examples	Information clearly relates to the topic. It provide 1-2 supporting details and examples	Information clearly relates to topic. No details or examples give	Information is not related to topic

Describe how children learn

4	3	2	1
Information clearly relates to the topic. It includes several supporting details and examples	Information clearly relates to the topic. It provide 1-2 supporting details and examples	Information clearly relates to topic. No details or examples give	Information is not related to topic

Incorporate Theorist into your philosophy

4	3	2	1
Information clearly relates to the topic. It includes several supporting details and examples	Information clearly relates to the topic. It provide 1-2 supporting details and examples	Information clearly relates to topic. No details or examples give	Information is not related to topic

Mechanics

4	3	2	1
No grammatical, spelling, or punctuation errors	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors	Several grammatical, spelling, or punctuation errors

Formatting (1 page, typed, double space, font size 12, Calibri Font, 1 inch margin, and title page.)

4	3	2	1
Included all the required formatting items	Missing 1 required formatting item	Missing 2-3 required formatting items	Missing more than 3 required formatting items.

Sum _____ X 4.167 = Total _____