



## **ECCE 1103 Child Growth and Development**

### **COURSE SYLLABUS**

**Online**

**Spring Semester 2018**

#### **COURSE INFORMATION**

Credit Hours/Minutes: 3/2250

Class Location: Georgia Virtual Technical Connection (GVTC)/Blackboard

Class Meets: Via Internet for 15weeks

Course Reference Number (CRN): 40070

Preferred Method of Contact: College Email

#### **INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Kay Wilson

Office Location: Building 2 2125

Office Hours: Monday-Thursday 1:00-4:00

Email Address: [Kay Wilson \(kwilson@southeasterntech.edu\)](mailto:kwilson@southeasterntech.edu)

Phone: 478-289-2213

Fax Number: 478-289-2276

Tutoring Hours (if applicable):

#### **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, Goodheart-Wilcox 7<sup>th</sup> Ed., ISBN 978-1-60525-293-3.

#### **REQUIRED SUPPLIES & SOFTWARE**

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 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**

STC 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 (ONLINE)**

The student is expected to complete all work on the attached lesson plan.

- Within the first three days of class ALL online students must:
  - Pledge in Blackboard that they have read and understand the STC Catalog within the first three days of class.
  - Post an introduction in Blackboard.
  - Send instructor an email stating their intentions to take this online course.
- Online students are responsible for checking e-mails and Blackboard announcements DAILY.
- To log in to Blackboard.

- Go to the STC website: [Southeastern Technical College Home Page \(www.southeasterntech.edu\)](http://www.southeasterntech.edu),
- Or go to [My Southeastern Tech my.southeasterntech.edu](http://my.southeasterntech.edu)
- Login to mySTC using the student id number and BANNERWEB pin number.
- Click the Blackboard Icon.
- Or go to [Southeastern Tech's Blackboard Home Page https://southeasterntech.blackboard.com](https://southeasterntech.blackboard.com)
- Username is 43\_9XXXXXXXXX and password is 43\_9XXXXXXXXX unless you have changed it
- Homework assignments must be completed by the date specified; assignments may be submitted early. Homework assignments will not be graded after the due date resulting in a zero (0).
- Discussion boards must be completed by the date specified; assignments may be submitted early. Discussion boards will not be graded after the due date resulting in a zero (0).
- 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. A decision will be made at that time IF the test will be reset. Check your email for instructor response to a request for a test reset.

### **ONLINE ATTENDANCE**

It is the student's responsibility to be academically engaged each week doing course related 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" (Failing 0-59) in a course.

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. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deduct points for work that is submitted late. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

You Will Be Listed As A No Show And Dropped From This Course IF: You do not complete the Pledge Acknowledgment and Send an email within the first five days.

### **SPECIAL NEEDS**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

### **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 advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

## WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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 when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

## PROCTORED EVENT REQUIREMENT

In order to validate student identity for all online courses, students enrolled in online courses are **required** to complete one proctored event per online course. The proctored event will be administered on two separate days during the semester—once on the Vidalia campus and once on the Swainsboro campus and will be monitored by the instructor or another STC employee. The proctored event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course. Students living further than 75 miles from either campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case). Note: Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found in Blackboard within the Getting Started/Start Here and Proctoring Event area. The completed form should be submitted to the course instructor a minimum of two weeks prior to the proctored event. If approved, the instructor will notify the proctor.

Students arranging off-campus proctoring must take the event on one of the originally scheduled days. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor's discretion. Proctored events will be given after the 65% point of the semester. **Students who do not complete the proctored event will receive an F in the course.**

As published on STC's website, any expenses incurred to obtain a proctor will be the responsibility of the student; however, students are not charged a proctoring fee when taking the proctored exam on the campus of Southeastern Tech. Most of Georgia's technical colleges do not charge to proctor exams for students enrolled in other Technical College System of Georgia (TCSG) colleges. Students who are enrolled at

Southeastern Technical College and live out of the state of Georgia or out of the country could incur a proctoring charge. However, in that instance, the instructor would assist the student in locating the least expensive proctor.

The required proctored for this class is a comprehensive test given on April 17 on the Swainsboro Campus, Room 2125, at 5:00 p.m. In the event this date is missed, the student must make arrangements to come to the Vidalia Campus on the alternate date of April 18 at 3:00 p.m. (You must let the instructor know which date you will be attending by April 12).

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

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deduct points for work that is submitted late.

### **ACADEMIC DISHONESTY POLICY**

The STC Academic Dishonesty Policy states 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 STC 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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 Email: <a href="mailto:bwilcox@southeasterntech.edu">Blythe Wilcox</a> <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

**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 STC’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**

<b>Assessment/Assignment</b>	<b>Percentage</b>
Test	15%
Weekly Assignments	30%
Proctor	20%
Observation/Assessment	30%
Discussion Board	5%

**GRADING SCALE**

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

# ECCE 1103 Child Growth and Development

## Spring Semester 2018 lesson plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p style="text-align: center;">Week 1 1/9-1/16</p> <p style="text-align: center;">Due 1/16</p>	<p style="text-align: center;">Chapters 1 &amp; 21</p>	<p style="text-align: center;">Orientation, Learning about Children, Protecting Children's Physical Health and Safety, Observation and Assessments</p>	<p style="text-align: center;">Define Chapter Words</p> <p style="text-align: center;">Complete Review and Reflect Questions</p> <p style="text-align: center;">Read Chapters</p> <p style="text-align: center;">Complete discussion questions</p> <p style="text-align: center;">Complete one observation</p>	<p style="text-align: center;">1, 5 a,c</p>
<p style="text-align: center;">Week 2 &amp; 3 1/16-30</p> <p style="text-align: center;">Due 1/30</p>	<p style="text-align: center;">Chapters 3 &amp; 4</p>	<p style="text-align: center;">Families and Parenting</p>	<p style="text-align: center;">Define Chapter Words</p> <p style="text-align: center;">Complete Review and Reflect Questions</p> <p style="text-align: center;">Read Chapters</p> <p style="text-align: center;">Complete discussion questions</p> <p style="text-align: center;">Complete one observation</p> <p style="text-align: center;">Work on Proctor</p>	<p style="text-align: center;">1, 2, 3, 4 a,c</p>
<p style="text-align: center;">Week 4 &amp; 5 1/30-2/13</p> <p style="text-align: center;">Due 2/13</p>	<p style="text-align: center;">Chapters 5-7</p>	<p style="text-align: center;">Prenatal Development and the Newborn</p>	<p style="text-align: center;">Define Chapter Words</p> <p style="text-align: center;">Complete Review and Reflect Questions</p> <p style="text-align: center;">Read Chapters</p> <p style="text-align: center;">Complete discussion questions</p> <p style="text-align: center;">Complete one observation</p> <p style="text-align: center;">Work on Proctor</p>	<p style="text-align: center;">1, 2, 3, 4, 5 a,c</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 6 2/13-20  Due 2/20	Chapters 8-10	Physical, Intellectual, Social-Emotional, Developmental Need in the First Year and Learning Accomplishment Profile (LAP)	Define Chapter Words Complete Review and Reflect Questions Read Chapters Complete discussion questions Complete one observation Complete LAP Fine and Gross assessment	1, 2, 3, 4 a,c
Week 7 2/20-27  Due 2/27	Chapters 11-13	Physical, Intellectual, Social-Emotional, and Developmental Need of a Toddler	Define Chapter Words Complete Review and Reflect Questions Read Chapters Complete one observation LAP Language and Cognitive assessment	1, 2, 3, 4 a,c
Week 8 & 9 2/27-3/13  Due 3/13	Chapters 14-16	Physical, Intellectual, Social-Emotional, and Developmental Need of a Preschooler	Define Chapter Words Complete Review and Reflect Questions <b>Mid Term</b> Read Chapters Complete one observation LAP Personal and Pre-Write assessment	1, 2, 3, 4 a,c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p>Week 10 3/13-20</p> <p>Due 3/20</p>	<p>Chapter 23</p>	<p>Children with Special Needs and Learning in a Group Setting</p>	<p>Define Chapter Words</p> <p>Complete Review and Reflect Questions</p> <p>Philosophy Paper Due Week 15</p> <p>Read Chapters</p> <p>Complete one observation</p> <p>LAP Self Help assessment</p>	<p>4. 5</p> <p>a,c</p>
<p>Week 11 3/20-27</p> <p>Due 3/27</p>	<p>Chapters 17-19</p>	<p>Orientation, Observations, ASSESSMENTS, Physical Development of School Age Children, Providing for School-Age Children Physical Needs</p>	<p>Define Chapter Words</p> <p>Complete Review and Reflect Questions</p> <p>Read Chapters</p> <p>List Changes that occur in School Age Children</p> <p>1 page paper on Obesity and School Age Children</p> <p>List three ways parents can promote self esteem</p>	<p>1, 5</p> <p>a,c</p>
<p>Week 12 &amp; 13 3/27-4/10</p> <p>Due 4/10</p>	<p>Chapter 23</p>	<p>Developmentally Appropriate Practices</p> <p>Your Personal Philosophy on Teaching Children</p>	<p>Define Chapter Words</p> <p>Complete Review and Reflect Questions</p> <p>Read Chapters</p> <p>Read a book on Discipline and Young Children</p> <p>List examples of activities that are Developmentally Appropriate Practice and activities that are Developmental Individual Practice.</p>	<p>2, 3,5</p> <p>a, c</p>

<b>Date/Week/Due</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Week 14 4/10-17  Due 4/17	Chapter 22	Families	Read Chapters Write a review of a book on Discipline and Young Children LAP Summary Due PROCTOR	2 a,c
Week 15 4/17-24  Due 4/24	Chapter 25	Career Moves in ECCE	Define Chapter Words Complete Review and Reflect Questions Philosophy Paper Due Final	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 answers to the discussion questions should be detailed and thoroughly answers 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 discussion 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 that the student's 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 10 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 that the student's 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 that the student's 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 the student does not post an answer or response to a classmates discussion post.

# WRITING RUBRIC

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

Criteria	4	3	2	1
<b>Neatly written/typed according to directions</b>	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
<b>Length</b>	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
<b>On topic</b>	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
<b>Spelling/Grammar</b>	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
<b>Main Idea(s) /Supporting Details/Cohesion</b>	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 Research Paper RUBRIC

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT Research Paper and Presentation on Child Development Theorist

Criteria	4	3	2	1
<b>Neatly written/typed according to directions</b>	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
<b>Length</b>	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
<b>Voice –Eye Contact</b>	The speaker’s voice could be heard and eye contact was maintained throughout the entire presentation	The speaker’s voice could be heard and eye contact was maintained throughout most of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least some of the presentation
<b>Spelling/Grammar</b>	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
<b>Main Idea(s) /Supporting Details/Cohesion</b>	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

## Power Point RUBRIC

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

Criteria	4	3	2	1
<b>Creative</b>	The power point was very creative and unusual	The power point was creative	The power point was somewhat creative	The power point was lacking in creativity
<b>Length</b>	The length was completely appropriate or was longer than required 15 slides	Presentation included at least 13 slides	Presentation included at least 11 slides	Presentation included less than 10 slides
<b>On topic</b>	The information contained in the power point was very useful/helpful to Early Childhood Education (ECE)	The information was informative to ECE	The information was somewhat useful/helpful to ECE	The power point was lacking in this area
<b>Spelling/Grammar</b>	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
<b>Voice/Eye Contact</b>	The speaker's voice could be heard and eye contact was maintained throughout the entire presentation	The speaker's voice could be heard and eye contact was maintained throughout most of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least some of the presentation

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

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

Comments