



TENTATIVE—SUBJECT TO CHANGE

**ECCE 1101 Introduction to Early Childhood Care and Education
COURSE SYLLABUS
ONLINE
SUMMER SEMESTER 2020 (202016)**

COURSE INFORMATION

Credit Hours/Minutes: 3/2250

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

Class Meets: Via Internet for 9 weeks

Course Reference Number (CRN): 60236

Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Kay Wilson

Office Location: Building 2, Room 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

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

Working With Young Children, 9th edition, Publisher: Goodheart-Wilcox, International Standard Book Number (ISBN): 978-1-63563-725-0.

Students should not share login credentials with others and should change passwords periodically to maintain security.

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 concepts relating the responsibilities and procedures involved in a variety of early childhood care situations. Topics include historical perspectives, professionalism, guidance, developmentally appropriate practices, learning environment including all children, cultural diversity, and licensing accreditation and credentialing.

MAJOR COURSE COMPETENCIES

Topics include historical perspectives, professionalism, guidance, developmentally appropriate practices, learning environment including all children, cultural diversity, and licensing accreditation and credentialing.

PREREQUISITE(S)

Provisional Admission

COURSE OUTLINE

1. Historical Perspectives
2. Professionalism
3. Guidance
4. Developmentally Appropriate Practices
5. Learning Environment
6. Cultural Diversity
7. Licensing and Accreditation

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)

To pass the class, students must complete all assignments on the syllabus and attend the required proctored event. 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, quizzes, and tests. 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 online students must:

- Complete the course pledge in Blackboard.
- Post an introduction in Blackboard.
- Send the instructor an email stating their intentions to take this online course.

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 11:59 p.m. on Monday of each week. 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.

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, \(mgay@southeasterntech.edu\)](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto: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, \(mgay@southeasterntech.edu\)](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto: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” 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.

ONLINE PROCTORED EVENT WITHDRAWALS

Students who do not complete the proctored exam for an online class on the scheduled date and do not present a valid excuse within three business days of the scheduled event will be withdrawn from the course with a “WF” (Withdrawn Failing) and will be disabled in their online class. If the proctored event is scheduled during final exams, any student who misses the proctored exam will receive an “F” for the course.

PROCTORED EVENT REQUIREMENT

Due to the uncertainties of COVID-19, this event will not be proctored for Summer Semester 202016. Students will complete the event, but will not be required to come on campus to do it.

The event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students who do not complete the event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved by the instructor of the course, 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. Events will be given after the 65% point of the semester. **Students who do not complete the event on the scheduled date and do not present a valid documented excuse within three business days of the scheduled event will be withdrawn from the course with a “WF” (Withdrawn Failing). If the event is scheduled during final exams, any student who misses the event will be issued an “F” (Failing) for the course.**

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

Statement will vary per program, course, or instructor. Information should be included pertaining to such items as tests, quizzes, homework, etc.

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 | Lanie Jonas, Director of Human Resources Vidalia Campus |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
| 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas (hthomas@southeasterntech.edu) | 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 |
|-----------------------|------------|
| Test | 30% |
| Weekly Assignments | 40% |
| Proctor | 25% |
| Discussion Board | 5% |

GRADING SCALE

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

ECCE 1101 Introduction to Early Childhood Care and Education

SUMMER SEMESTER 2020 LESSON PLAN

| Date/Week/Due | Chapter/Lesson | Content | Assignments | Competency Area |
|---------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p style="text-align: center;">Week 1</p> <p>Due Monday, 6/1 by 11:59 p.m.</p> | <p style="text-align: center;">Chapter 1 - 2</p> | <p>Working With Young Children and the Types of Early Childhood Programs</p> | <p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 1 – 2</p> <p>Answer the discussion question (respond to at least one person)</p> | <p style="text-align: center;">1,2,5 a,c</p> |
| <p style="text-align: center;">Week 2</p> <p>Due Monday, 6/8 by 11:59 p.m.</p> | <p style="text-align: center;">Chapter 3-4</p> | <p>Observing and Assessing Children and Principles and Theorist</p> | <p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 3 – 4</p> <p>Download National Association of Education of Young Children (NAEYC) Code of Ethic from the Internet and type 1/2 page paper on the importance</p> <p>Answer the discussion question (respond to at least one person)</p> <p>TYPE one observation on a child less than 6 years old (observation should be at least 15 minutes)</p> | <p style="text-align: center;">3,4,7 a,c,</p> |

| Date/Week/Due | Chapter/Lesson | Content | Assignments | Competency Area |
|------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p>Week 3</p> <p>Due Monday, 6/15 by 11:59 p.m.</p> | <p>Chapters 9-10</p> | <p>Preparing the Environment and Selecting Toys, Equipment, and Educational Materials</p> | <p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 9-10 Answer the discussion question (respond to at least one person)</p> | <p>1,3,4 a,b,c,</p> |
| <p>Week 4</p> <p>Due Monday, 6/22 by 11:59 p.m.</p> | <p>Chapters 11-13</p> | <p>Promoting Children’s Safety, Planning Nutritious Meals and Snacks, and Guiding Children’s Health</p> | <p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 11-13 Answer the discussion question (respond to at least one person) Plan a One Week Menu Describe what should be in a 1st Aid Kit</p> | <p>3,4 a,b,c,</p> |
| <p>Week 5</p> <p>Due Monday, 6/29 by 11:59 p.m.</p> | <p>Chapter 14</p> | <p>Developing Guidance Skills</p> | <p>Complete Content and Academic Terms at the beginning of the chapter and Review and Recall Questions at the end of Chapter 14 Answer the discussion question (respond to at least one person)</p> | <p>3,4 a,b</p> |

| Date/Week/Due | Chapter/Lesson | Content | Assignments | Competency Area |
|------------------------------------------------------------|-----------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>Week 6</p> <p>Due Monday, 7/6 by 11:59 p.m.</p> | <p>Chapter 15-16</p> | <p>Guidance Challenges and Establishing Classroom Limits</p> | <p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 15-16</p> <p>Type a 1 page paper and cite your sources on Why We Must Set Limits</p> | <p>5,6 a,c</p> |
| <p>Week 7</p> <p>Due Monday, 7/13 by 11:59 p.m.</p> | <p>Chapters 17-18</p> | <p>Handling Daily Routines</p> <p>The Curriculum</p> | <p>Complete Content and Academic Terms at the beginning of the chapter and Review and Recall Questions at the end of Chapter 17-18</p> <p>Create a detailed daily schedule for toddlers—must be from 7am -6pm.</p> <p>There should <u>be at least 12</u> different times/activities listed.</p> <p>EXAMPLE:</p> <p>7:00-7:30 children arrive</p> <p>7:30-8:00 breakfast time for toddlers (complete for entire day—use book for activities for toddlers)</p> | <p>5,6 a,c</p> |

| Date/Week/Due | Chapter/Lesson | Content | Assignments | Competency Area |
|--------------------------------------------------------------------|----------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>Week 8</p> <p>Due Monday 7/20 by 11:59 p.m.</p> | <p>Chapter 19-21</p> | <p>Guiding Art, Blockbuilding and Sensory Experiences</p> | <p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 19-21</p> <p>Type a 3 page paper or create a PowerPoint presentation on the Importance of Art, Storytelling, and Play in the Preschool setting. Please cite your sources.</p> | <p>5,6 a,c</p> |
| <p>Week 9</p> <p>Due Monday, 7/27 by 11:59 p.m.</p> | <p>Chapter 29-31</p> | <p>Programs for Infant and Toddlers and School Age Children</p> | <p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 29-30</p> <p>Conduct an Internet search on childproofing your home. Type a 1 page paper and cite your source. (What kinds of accidents happen in the home? What safety devices are recommended? Etc.)</p> <p>Create a detailed daily schedule for After-schoolers— must be from 3pm - 6pm.</p> <p>Create a list of products designed to serve children with disabilities.</p> | <p>3,4,5,6 a,c</p> |

| Date/Week/Due | Chapter/Lesson | Content | Assignments | Competency Area |
|---------------|----------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Extra Credit | Chapters 32-33 | Engaging Parents and Families A career for you in ECCE | Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 32-33 Create a Parent Letter inviting them to their child's Holiday Party. Conduct an Internet search on the types of Accreditations available for child care facilities. Type a 1 page paper and cite your sources. Create a list of 15 toys/games that would be appropriate for this age group | 2,6,7 a,b,c |

COMPETENCY AREAS

1. Historical Perspectives
2. Professionalism
3. Guidance
4. Developmentally Appropriate Practices
5. Learning Environment
6. Cultural Diversity
7. Licensing and Accreditation

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 RUBIC

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 |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 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