



ECD 135 – Health, Safety and Nutrition

Early Childhood Development Business and Public Service

Semester Year

Catalog Course Description: This course covers a review of health/safety practices recommended for child care and includes information on common diseases and health problems. Certification preparation is provided in pediatric safety, CPR, and first aid. Guidelines and information on nutrition and developmentally-appropriate activities are also studied in the course.

Prerequisite(s): ENG 100 and RDG 100

Credit Hours: 3.0

Class Schedule:

Instructor:

Office:

Office Hours:

Telephone:

E-mail:

Campus Mailbox:

Program Website: www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3768, hackleys@midlandstech.edu

Program Assistant: Kim Bauer, (803) 822-3358, bauerk@midlandstech.edu

Departmental Assistant: Carolyn Deaver, (803) 822-3320, deaverc@midlandstech.edu

Department Chair: Melvin O. Hawkins, (803) 822-3592, hawkinsm@midlandstech.edu

Textbook(s): Marotz, L.R., Rush, J.M., & Cross, M.Z. (2009). *Health, Safety and Nutrition for the Young Child*. New York: Thomson/Delmar Learning. (Seventh Edition)

Course Objectives: Upon completion of this course the student will be able to:

1. Plan and evaluate nutritionally balanced meals for young children. (NAEYC 1a, 4b, 5b)
2. Plan, design, and evaluate activities for promoting good nutrition, health, and safety practices in young children. (NAEYC 1a, 4a-4d)
3. Describe and assess the components of a healthy, safe and unsafe environment for young children. (NAEYC 1a, 4b)
4. Recognize symptoms and describe treatments and procedures for common diseases and illnesses for young children. (NAEYC 1a, 4c)
5. Describe the basic components of CPR and First Aid for young children. (NAEYC 4c)
6. Discriminate between minor and major injuries to young children and formulate the appropriate actions. (NAEYC 4c)
7. Identify the South Carolina Early Learning Standard to support health, safety, and nutrition activities for children. (NAEYC 4b, 4c, 4d)

Course Outcomes and Competencies:

Intended Course Outcome: Students will know and understanding the multiple influences on development and learning.

Course Competency: Students will conduct in-depth research on a health, safety, or nutrition issue affecting young children.

Performance Measurement Instrument and Success criteria: A standardized rubric developed by program faculty will measure student success.

NAEYC Standards

1. Promoting Child Development and Learning

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments

2. Building Family and Community Relationships

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

3. Observing, Documenting, and Assessing to Support Young Children and Families

- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools
- 3c: Understanding and practicing responsible assessment
- 3d: Knowing about assessment partnerships with families & other professionals

4. Teaching and Learning

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

5. Becoming a Professional

- 5a: Identifying and involving oneself with the early childhood field
- 5b: Knowing about and upholding ethical standards and other professional guidelines
- 5c: Engaging in continuous, collaborative learning to inform practice
- 5d: Integrating knowledgeable, critical & reflective perspectives on early education
- 5e: Engaging in informed advocacy for children and the profession

Course Requirements:

*****All homework will be turned in at the beginning of class. You will not get credit for homework you choose to do during class time. If you come to class late, you must wait until the end of class to turn homework in.*****

Chapter Quizzes: 50 potential points (5% of final grade)

There will be 5 unannounced chapter quizzes worth 10 points each given during the semester. The quizzes will be given at the beginning of class. You will be given 10 minutes to complete them and you will be allowed to use your notes. If you come into class after the quiz has been given out, you will still be required to turn it in with everyone else. If you come into class after the quiz has been turned in, you will not be allowed to take it. If you are absent, you will not be allowed to make-up the quiz for that day.

Tests: 300 potential points (30% of final grade)

There will be a combination of 3 individual and group tests worth 100 points each.

Research Paper: 175 potential points (17.5% of final grade)

Prepare a typed research paper expanding on a topic that is discussed in our class about health, safety, or nutrition for young children. A sign-up sheet will be passed around in the 2nd class for each student to choose a topic. The overall research paper will contain 5-6 pages; including a title page, **at least 3 pages but no more than 4 pages of research**, and a bibliography page. (If your paper is more than 4 pages long, I will not read past the 4th page.) The paper must include at least three (3) different resources; which may include library resources such as books, journal articles, and one internet resource. The research paper must be typed in the APA format; including a title page with the title of the paper, the class, the date, and your name; it must be typed using Times New Roman 12 pt. font and at least 3 full pages, but no more than 4 pages, double-spaced using a 1-inch left, top, and bottom margin; it must also include a bibliography that is complete with appropriate information from all resources used in the research paper. The three (3) different resources in the bibliography must be cited within the research paper. If more than three (3) resources are listed in the bibliography, then each resource must be cited in the research paper. **The research paper will be graded on topic content, organization, grammar, spelling, and use of APA format. Please go to the Academic Center if you need assistance with preparing and proofing your research paper. See Research Paper Rubric for specific grading components. ***RESEARCH PAPERS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED.*****

Research Paper Oral Presentation: 25 potential points (2.5% of final grade)

The oral presentation will be a two-three (2-3) minute overview of your research paper. You may use index cards or notes as an occasional reference; however, you will be expected to maintain eye contact with the students and be able to discuss what you researched without having to read it to the class. It is recommended that you practice discussing your information and timing yourself at home several times before your presentation. See Research Paper Oral Presentation Rubric for specific grading components.

CPR/First Aid Training: 200 potential points (20% of final grade) (required component)**

Each student is required to show documentation of successful completion of a CPR (Infant & Child) /First Aid Training during the course of this semester. The class will be offered during class time. Students are responsible for purchasing the required textbook from the bookstore prior to the class. ***STUDENT WILL RECEIVE AN INCOMPLETE FOR THE COURSE GRADE IF CURRENT INFANT/CHILD CPR AND FIRST AID CERTIFICATION IS NOT SUBMITTED.***

Health, Safety or Nutrition Awareness Poster: 20 potential points (2% of final grade)

Prepare an awareness poster for one of the health, safety and nutrition observances found in Appendix E on pages 537-540. A sign-up sheet will be sent around for you to choose the month and observance you will do your awareness poster on. See Health, Safety or Nutrition Awareness Poster Rubric for specific grading components.

Health Activity Lesson Plan and Demonstration: 40 potential points (4% of final grade)

Prepare a lesson plan, using the format provided, on a health topic for young children. Bring the necessary materials to accurately demonstrate activity. Refer to pages 317-329 for examples. See the Health Activity Rubric for specific grading components.

Minor and Major Injuries Flip Chart: 50 potential points (5% of final grade)

A student-created injury flip chart will be designed to describe what to do in the case of an accident while a child is in your care. Include 3 minor injuries and 3 major injuries. **Photocopies and work printed from the internet will not be accepted.** Refer to chapter 10 for life-threatening (major) and non-life-threatening (minor) conditions. See Flip Chart Rubric for specific grading components.

Safety Activity – Brochure: 40 potential points (4% of final grade)

Kids in Danger: <http://www.kidsindanger.org>

Prepare a “professional” brochure on a topic found on the *Kids in Danger* website. The brochure will contain all pertinent information along with accurate facts, pictures, dates, locations, etc. The back of the brochure will include a reflection. This website is dedicated to providing free information to the public about keeping children safe. You will find information about product safety and product recalls, as well as ways to advocate on the local, state, and federal levels to keep our children safe. You will be able to enroll to receive free monthly newsletters and product safety/recall email alerts. See Brochure Rubric for specific grading components.

Safety Environmental Checklist: 20 potential points (2% of final grade)

Use the safety environmental checklist provided by the instructor to rate the indoor and outdoor areas of a childcare center or school setting. See the Safety Environmental Checklist Rubric for specific grading components.

Food Picture File Project: 80 potential points (8% of final grade)

- Prepare a food picture file using a filing system such as a file folder. Collect at least 30 pictures of foods. You may cut pictures out of magazines, sales papers, newspapers, cut pictures off of boxes, or take pictures of food in your home. You may **not** purchase pre-made pictures of food. Cut the pictures out, glue them on construction paper and laminate them. Construction paper may be between the sizes of 4x6 and 9x12. Pictures must include at least five **healthy** foods from each food group: grains, vegetables, fruits, oils, milk, and meats and beans. Use the Food Guide Pyramid on page 343 to match the colors of the food groups to the pyramid. Use dividers to divide the food groups, as well as the following components.
Also include the following:
- 3-one day menus: one for toddlers, one for preschoolers, and one for school-age children.
- a typed-one page paper explaining how you will use the food cards in 3 different activities, including age groups.
- Appropriate serving sizes for each food group for: toddlers, preschoolers, and school-age children.

There is a laminator in SH 125 on Airport Campus and in RH 106 on the Beltline Campus for our students to use free of charge when a class is not using the room. Please read the directions on the wall behind the laminator before using it.

SPECIFIC ASSIGNMENTS: GRADING

All assignments will be graded for accuracy. **SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED!** Only work turned in on time will be eligible for all possible points. Work not turned in on time will lose 20% of its points if turned in on or before the next class meeting, and 50% of its points if turned in two weeks late. Work will not be accepted after two weeks.

Chapter Quizzes (5 @ 10)	50
Tests (3 @ 100)	300
Research Paper	175
Research Paper Oral Presentation	25
CPR Training	100
First Aid Training	100
Awareness Poster	20
Health Activity Lesson Plan	20
Health Activity Demonstration	20
Minor and Major Injuries Flip Chart	50
Safety Activity - Brochure	40
Safety Environmental Checklist	20
Food Picture File project	<u>80</u>
Total Possible Points	1000

STUDENT WILL RECEIVE AN INCOMPLETE FOR THE COURSE GRADE IF CURRENT INFANT/CHILD CPR AND FIRST AID CERTIFICATION IS NOT SUBMITTED.

Note: Please keep all assignments for your final portfolio for ECD 243.

Early Childhood Grading Scale:

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points
W = Withdrawal before midterm	
WF = Withdrawal after midterm with a failing grade on the last day attended	

Names and Phone Numbers:

Notes:

Students are expected to read the student handbook and abide by its policies. Copies of the handbook may be obtained at various locations on campus and is located on the web:

<http://www.midlandstech.edu/planner/>

Course Attendance: You are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not you are present. In the event of extenuating circumstances (illness, etc.), you are allowed to miss no more than twice the number of meeting times per week (i.e., classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: You are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to your classmates and disruptive to the class to arrive late. If you arrive after your instructor has taken roll and marked you absent, it is YOUR responsibility to see the instructor after class ON THAT DAY and see that your absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If you know you must leave early, please let the instructor know ahead of time. If you enter class more than fifteen minutes late OR if you leave class more than fifteen minutes early, you are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: You have chosen to be a student in this Early Childhood Development class. You will be treated and respected as a professional adult; in return, you will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Pagers and Cell Phones: Pagers and cell phones are disruptive and are to be turned to silent and kept inside of your pocket, purse, or bag during class instruction time. If you have a precluding emergency situation that will require you to have your pager or cell phone turned on, it is your responsibility to get permission from the instructor before class begins. If you choose to exhibit the un-professional behavior of texting or talking on your phone during class, you will be marked absent.

Academic Dishonesty: The Student Code addresses what constitutes academic dishonesty. All forms of dishonesty including, but not limited to, cheating on tests, plagiarism, collusion and falsification, will call for discipline.

CHEATING ON TESTS includes:

- Copying from another student's paper.
- Using materials during a test not authorized by the person giving the test.
- Collaborating with any other person during a test without permission.
- Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or part the contents of any un-administered test.
- Bribing any other person to obtain information about tests.
- Substituting for another student, or permitting another student to substitute for oneself.

PLAGIARISM is the appropriation of any other person's work and unacknowledged incorporation of that work in one's own work offered for credit.

Campus Emergency Protocol: Students and employees are asked to report safety concerns or suspicious activities to Campus Security at 7199 (on campus) or 738-7199 (cell phone or off campus). In the event of an emergency, employees and/or students should immediately call Campus Security or local 911. If an emergency occurs, the college will use a variety of methods to communicate additional information and instructions including the MTC Information Centers, campus loud speakers, MTC Alerts! (http://www.midlandstech.edu/Phone_Alert.htm), voice mail, email, college Intranet, and the MTC website homepage.

Inclement Weather Policy: In the event weather conditions or other emergencies cause the closing or a delayed start of Midlands Technical College, announcements will be made over local radio and TV stations, on the MTC Web site, and on the college's information line (803-738-8324). Notices will be sent to students via Campus Cruiser Mail when applicable. Separate announcements may be made for day and evening classes as weather conditions change during the day.

If the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10:00 a.m. in TTH, classes that normally meet at 8:00 a.m. will not meet, but classes beginning at 9:30 a.m. will meet. If the college closes at 8:00 p.m., 6:00 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet since there are fewer than 30 minutes remaining in class.

Student E-Mail and MTC On-Line Accounts: All MTC students are assigned a college e-mail account upon admission to the college. This account is called "Campus Cruiser Mail." Campus Cruiser Mail is the primary mode by which the college communicates with students. Students are responsible for checking their college e-mail on a regular basis for important information and announcements about registration, financial aid, cancelled classes, emergency announcements and other notices. Students can use their college e-mail accounts to communicate with faculty, staff, fellow students, and others, in support of their educational pursuits. In addition to e-mail, students will also have access to maintaining personal calendars and "tasks lists" through their Campus Cruiser e-mail account. Students also need to access their MTC On-line accounts to check grades, check financial aid balances, and evaluate instructors. If you need help accessing your email or MTC On-line accounts, please contact the Help Desk at 738-7888.

Student Evaluation of Instruction: Students have the opportunity to evaluate this course. The confidential evaluation process is conducted through MTC Online using the individual student's username and password. Announcements will be made during the term concerning how and when to complete the online evaluation. Students are encouraged to participate in this process.

Students Requiring Special Accommodations: If special accommodations are needed for a student with a disability, the student should go to Counseling Services on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. Confidentiality of information received will be maintained.

Copyright Notice: Warning to Users: Under current copyright law, students enrolled in this course are not permitted to scan and/or upload of full or lengthy works, stored on any departmental, course, tutorial, online homework websites. In addition, materials used in connection with the course may be subject to copyright protection and as such cannot be reproduced without permission from the copyright owner.

Work Left at the End of the Semester: You will have two months after the end of each semester to pick up any work left from the previous semester. You may pick up this work from the ECD Office. Please call 822-3768 (Airport) or 738-7647 (Beltline) to make arrangements to pick up your work.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecc to view program plans for transferring to four year colleges in this area.

DSS Hours: If you are working in a child care program, print off your transcript at the end of each semester and send your grades to the Center for Child Care Career Development. They will translate your ECD classes into DSS hours. For more information, go to http://www.sc-cccdd.net/College_Courses.htm.

ECD 135 COURSE OUTLINE

Revised 8-4-09

Week /Date	Topic	Assignments due
1	First Day/Getting to Know You Review Syllabus and Course Expectations Sign up for observance in Appendix E: Awareness Poster Textbook overview	
2	Chapters 1, 2 & 3 Answer questions about syllabus and assignments	*Read Chapters 1, 2 & 3/Bring notes
3	Chapters 4 & 5 Sign-up sheet will be passed around for you to choose a Research Paper Topic	*Awareness Poster Presentation *Read Chapters 4 & 5/Bring notes
4	Chapters 6 & 7	*Read Chapters 6 & 7/Bring notes
5	Test #1: Chapters 1 - 7	*Health Activity Lesson Plan (3-5 yrs old) to be demonstrated and turned in.
6	Chapters 8, 9 & 10	*Read Chapters 8, 9, & 10/Bring notes
7	Chapters 11 & 12	*Read Chapters 11 & 12/Bring notes *Flip Chart to be turned in.
8	Test #2: Chapters 8 - 12 MIDTERM WEEK *Conference with me about your current absences and points.	* Safety Checklist for Active Play Areas to be turned in. *Bring Points Record for Midterm Week conference
9	Chapters 13 & 14 REGISTRATION for next semester starts _____	*Read Chapters 13 & 14/Bring notes *Safety Activity-Brochure to be turned in.
10	Chapters 15 & 16 Make sure I have a copy of your current Infant/Child CPR and First Aid certificates!	*Read Chapters 15 & 16/Bring notes *Food Picture File project to be turned in.
11	Chapter 17 & 18 RESEARCH PAPERS DUE	*Read Chapters 17 & 18/Bring notes *RESEARCH PAPERS DUE
12	Chapters 19, 20 & 21 **LAST DAY ANY HOMEWORK WILL BE ACCEPTED** 10 points extra credit if you complete the <i>Online Instructor Evaluation</i> and turn in "Thank You" page by _____	*Read Chapters 19, 20 & 21/Bring notes
13	Test #3: Chapters 13-21	
14	Research Paper Oral Presentations	*Research Paper Oral Presentations
15	Catch up date for anyone who hasn't already done Research Paper Oral Presentations LAST DAY OF CLASS	*Research Paper Oral Presentations
16	EXAM WEEK Celebration of Learning TBA 6:00-7:30 • 10 points extra credit if you arrive by 7:00	CONGRATULATIONS!!!

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

Note: Please keep all assignments for your final portfolio for ECD 243.

ECD 135 – Health, Safety, and Nutrition

Assessment Record for _____

Assignments and Total Points	Tests 300	Chapter Quizzes 50	Health Assignments 260	Safety Assignments 110	Nutrition Assignments 80	Research Paper 175	R. P. Oral Pres. 25
Poster Health Lesson Plan Demonstration infant/Child CPR First Aid		10	20 20 20 100 100			Topic:	
Test #1 Chptr 1-7	100	10					
Safety Brochure Flip Chart Playground Checklist		10		40 50 20			
Test #2 Chptr 8 - 12	100	10					
Food Picture File Project		10			80		
Test #3 Chptr 13 - 21	100						
Research Paper						175	
Oral Presentation							25
Totals	300/	50/	260/	110/	80/	175/	25/

A = 93-100
 B = 85-92
 C = 75-84
 D = 70-74
 F = Below 70

930-1,000 points
 850-929 points
 750-849 points
 700-749 points
 Below 700 points

ECD 135
Health Lesson Plan

Name: _____

Points Earned: _____

Activity Title: _____ Length of Time Required: _____ Age Group: _____

Type of Group: Individual _____ Small _____ Large _____

Setting for Activity: _____

Domain: (check all that apply) Physical: Gross Motor Cognitive: Science/discovery
 Social/Emotional Fine Motor Math
 Multicultural Health/ Self-help Creative
 Family Engagement Safety
 Nutrition Language

Objective:

SC Early Learning Standard:

Materials/Equipment:

Preparation Needed:

Procedure: (step by step)

1.

2.

3.

4.

Open-ended Questions to Ask:

1.

2.

3.

How I can involve families:

Adaptation for a child with special needs:

Evaluation (How will you know if the children accomplished your objective?):

Name: _____

Instructor: _____

Title of Research Paper: _____

Due Date: _____ Date Turned In: _____

Rubric – Research Paper

Purpose/Goal: Student will prepare a typed research paper on a topic that is *approved by the instructor*.

*****RESEARCH PAPERS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED*****

Total possible score: 175 (17.5% of final grade)

Work received 1 week late will receive 20% off the total score (-35 pts). Work received 2 weeks late will receive 50% off the total score (-87 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Fair Compliance	Minimal Compliance	Non-Compliance	Self	Score
Topic	Paper expands on a topic that is <i>approved by the instructor</i> . (10)			Paper expands on a topic that was not approved by the instructor. <u>This paper will not be accepted, and student will receive a "0"</u> .		
Title Page	Title page is complete with all 5 of the following: title of research paper, student name, instructor name, class name, and date. Does not include any other information. (3)	Title page includes 4 out of 5 of the following: title of research paper, student name, instructor name, class name, and date. Does not include any other information. (2)	Title page includes 1-3 out of 5 of the following: title of research paper, student name, instructor name, class name, and date, and/or includes other information. (1)	No title page. (0)		
Length of Paper, Font, and Margins in APA Style	Paper is prepared in APA style: at least 3 typed pages but no more than 4 typed pages, double-spaced, using 12-point font, and 1" margins on left, top, and bottom. (10)	Paper is prepared in APA style: between 2-3 typed pages, double-spaced, using 12-point font, and 1" margins on left, top, and bottom. (7)	Paper is in APA style: between 1-2 typed pages, double-spaced, using 12-point font, and 1" margins on left, top, and bottom. -OR- more than 4 typed pages. (I will not read past the 4 th page.) (3)	Paper is not in APA style: is not typed, or typed, double-spaced, but uses larger than 12-point font, and/or larger than 1" margins on left, top, and bottom. (0)		
Organizational Structure	Paper includes all of the following components: an introduction paragraph that introduces the 3 main points to be discussed in the body of the paper; 3 body paragraphs – (1 paragraph for each of the main points) in order from the introduction; a conclusion paragraph that restates the introduction. (20)	Paper includes all of the following components: an introduction paragraph that introduces the 3 main points to be discussed in the body of the paper; 3 body paragraphs – (1 paragraph for each of the main points) in order from the introduction; a conclusion paragraph that restates the introduction. (10)	Paper includes some, but not all of the following components: an introduction paragraph that introduces the 3 main points to be discussed in the body of the paper; 3 body paragraphs – (1 paragraph for each of the main points) in order from the introduction; a conclusion paragraph that restates the introduction. (5)	Paper does not follow the organizational structure that includes an introduction, 3 body paragraphs, and a conclusion. All paragraphs are difficult to understand and are not fully developed with at least 5-7 complete sentences. (0)		

Criteria	Excellent Compliance	Fair Compliance	Minimal Compliance	Non-Compliance	Self	Score
Content Development and Clarity	Content is clear and comprehensive. All paragraphs are easy to understand and are fully developed with at least 5-7 complete sentences. (70)	Most content is clear and concise. Most paragraphs are easy to understand and fully developed with at least 5-7 complete sentences. (40)	Content is not clear and/or is incomplete. Most paragraphs are difficult to understand and are not fully developed with at least 5-7 complete sentences. (10)	Content is not clear, is incomplete, and all paragraphs are difficult to understand and are not fully developed with at least 5-7 complete sentences. (5)		
Sentence Structure	0-1 incomplete sentences. (10)	2-3 incomplete sentences. (7)	4-5 incomplete sentences. (3)	6 or more incomplete sentences. (0)		
Grammar	0-3 grammatical errors. (10)	4-6 grammatical errors. (7)	7-9 grammatical errors. (3)	10 or more grammatical errors. (0)		
Spelling	0-3 spelling errors. (10)	4-6 spelling errors. (7)	7-9 spelling errors. (3)	10 or more spelling errors. (0)		
Bibliography in APA Style	Bibliography is documented in APA style and is on a separate piece of paper at the end of the research paper. (10)	Bibliography is documented in APA style, but is not on a separate piece of paper at the end of the research paper. (7)	Bibliography is not documented in APA style, and/or is not on a separate piece of paper at the end of the research paper. (3)	Bibliography is not included. (0)		
Resources	<u>At least 3 resources are documented in the bibliography</u> , which includes library references such as, books and journal articles, but no more than 1 website. (10)	At least 3 resources are documented in the bibliography, which include a library reference such as a book and/or a journal article, and more than 1 website. (7)	Less than 3 resources are documented in the bibliography, which include a book and/or a journal article and/or a website. (3)	Resources are not documented in the bibliography. (0)		
Resources are Cited Within the Research Paper in APA Style	All resources documented in the bibliography (at least 3), are cited within the research paper in APA style. (10)	2 resources documented in the bibliography are cited within the research paper in APA style. (7)	1 resource documented in the bibliography is cited within the research paper in APA style. (3)	Resources not cited within the research paper. (0)		
Self	Accurately evaluates own rubric (2)			Does not accurately evaluate rubric (0)		
Total						

165 - 175 points = A; 155 - 164 = B; 145 - 154 points = C; 135 - 144 points = D; 134 points or less = F

*****RESEARCH PAPERS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED*****

Name: _____

Instructor: _____ Presentation Date: _____

Rubric – ECD 135 – Oral Presentation

Purpose/Goal: Student will give a comprehensive reflective presentation.

Total possible score: 25 (2.5% of final grade)

Work received 1 week late will receive 20% off the total score (-5 pts). Work received 2 weeks late will receive 50% off the total score (-12 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Presentation Timeframe	It was obvious that the presenter was aware of the 2-3 minute time frame. (5)	The presenter was somewhat aware of the 2-3 minute time frame. (3)	The presenter was not aware of the 2-3 minute time frame. (0)	
Content Shared	A comprehensive reflection of the content was presented. (10)		A partial reflection of the content was presented. (0)	
Eye Contact	Presenter maintained eye contact with the students during most of the presentation. (5)	Presenter maintained eye contact with the students during some of the presentation. (3)	Presenter did not maintain eye contact with the students during the presentation. (0)	
Use of Notes/Index Cards	Student had notes available, but rarely needed to refer to them during the presentation. (5)	Student had notes available, and referred to them during most of the presentation. (3)	Student had notes available, and read them to the students them during most of the presentation. (0)	
Total				

23 - 25 = A; 20 - 22 = B; 17 - 19 = C; 15 - 16 = D; 14 points or less = F

Name: _____

Instructor: _____ Due Date: _____ Date Presented: _____

Rubric – ECD 135 – Health, Safety or Nutrition Awareness Poster

Purpose/Goal: Student will prepare an awareness poster for one of the health, safety or nutrition observances found in Appendix E on pages 537-540.

Total possible score: 20 (2% of final grade)

Work received 1 week late will receive 20% off the total score (-4 pts). Work received 2 weeks late will receive 50% off the total score (-10 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Format	Front of poster includes an overview, date of observance, 3-4 pictures that reflect the observance., and resource. Back of poster includes a reflection about why this observance was chosen and how poster will be used. (7)	Poster includes half of the required components. (4)	Poster includes less than half of the required components. (0)		
Appearance	Poster is easy to read from a distance, neat, creative, and eye-catching so that it brings awareness to the observance. (4)	Poster is 3 out of the 4: easy to read from a distance, neat, creative, and eye-catching so that it brings awareness to the observance. (3)	Poster is 2 out of the 4: easy to read from a distance, neat, creative, and eye-catching so that it brings awareness to the observance. (0)		
Presentation	Presents poster (7)		Does not present poster (0)		
Self	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
Total					

19 - 20 = A; 17 - 18 = B; 15 - 16 = C; 13 - 14 = D; 12 points or less = F

Name: _____

Name of Health Activity: _____

Instructor: _____ Due Date: _____ Date Turned In: _____

Rubric – ECD 135 – Health Activity Lesson Plan

Purpose/Goal: Student will write an age and developmentally appropriate lesson plan.

Total possible score: 20 (2% of final grade)

Work received 1 week late will receive 20% off the total score (-4 pts). Work received 2 weeks late will receive 50% off the total score (-10 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Format	Every section of the lesson plan format is answered completely, including the ELS. (6)	½ of the sections of the lesson plan format are answered completely. (3)	Less than ½ of the sections of the lesson plan format are answered completely. (0)		
Age and Developmentally Appropriate	Activity is age and developmentally appropriate according to the ELS. (5)		Activity is not age or developmentally appropriate according to the ELS. (0)		
Evaluation	Insightful evaluation is included. (5)	Not much thought is given to evaluation. (2)	Evaluation is not included. (0)		
Quality of Work	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)		
Self	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
Total					

19 - 20 =A; 17 - 18 = B; 15 - 16 = C; 13 - 14 = D; 12 points or less = F

Name: _____

Name of Health Activity: _____

Instructor: _____ Due Date: _____ Date Presented: _____

Rubric – ECD 135 – Health Activity Demonstration

Purpose/Goal: Student will bring the necessary materials to accurately demonstrate the Health Activity Lesson Plan.

Total possible score: 20 (2% of final grade)

Work received 1 week late will receive 20% off the total score (-4 pts). Work received 2 weeks late will receive 50% off the total score (-10 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Presentation Date	Presented on scheduled date. (5)	Presented 1 week late. (3)	Presented 2 weeks late. (1)	
Prepared w/all materials	Is prepared with all materials needed and accurately demonstrates activity. (15)	Is prepared with all materials needed, but doesn't accurately demonstrate activity. (9-14)	Does not bring materials, but explains to class how to do the activity. (1-8)	
Total				

19 - 20 =A; 17 - 18 = B; 15 - 16 = C; 13 - 14 = D; 12 points or less = F

Name: _____
 Instructor: _____ Due Date: _____ Date Turned In: _____

Rubric – ECD 135 – Minor and Major Injuries Flip Chart
****Photocopied work will not be accepted for this assignment****

Purpose/Goal: Student will refer to Chapter 10 to create an injury flip chart to describe what to do in the case of an accident while a child is in his/her care.

Total possible score: 50 (5% of final grade)

Work received 1 week late will receive 20% off the total score (-10 pts). Work received 2 weeks late will receive 50% off the total score (-25 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Format	There is a separate page for each of the 6 injuries w/ dividers that are easy to identify. Size is approx. 8x11. (9)	There is a separate page for each of the 4-5 injuries w/ dividers that are easy to identify and/or size is not approx. 8x11. (5)	There is not a separate page for each of the 1-3 injuries w/ dividers that are easy to identify and/or size is not approx. 8x11. (0)		
Minor Injuries	There are 3 minor injuries with accurate descriptions on how to handle them. (18)	There are 2 minor injuries with accurate descriptions on how to handle them. (9)	There is 1 minor injury with an accurate description on how to handle it. (0)		
Major Injuries	There are 3 major injuries with accurate descriptions on how to handle them. (18)	There are 2 major injuries with accurate descriptions on how to handle them. (9)	There is 1 major injury with an accurate description on how to handle it. (0)		
Quality of Work	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (3)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (2)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)		
Self	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
Total					

41 - 50 points = A; 31 - 40 = B; 21 - 30 points = C; 11 - 20 points = D; 10 points or less = F

Name: _____
 Instructor: _____ Due Date: _____ Date Presented: _____

Rubric – ECD 135 – Safety Checklist for Active Play Areas

Purpose/Goal: Student will complete outdoor safety checklist provided.

Total possible score: 20 (2% of final grade) Actual Score _____

Work received 1 week late will receive 20% off the total score (-4 pts). Work received 2 weeks late will receive 50% off the total score (-10 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Checklist Completed	All sections of pages 1-8 of the checklist are completed. (8)	At least half on the sections of the checklist are completed. (4)	Less than half of the sections on the checklist are completed. (0)		
Corrective Action Plan	Corrective Action Plan on page 7 is completed for all areas checked "NO". (5)		Corrective Action Plan on page 7 is incomplete. (0)		
Reflection	Reflection is included explaining what was learned and how this will be used. (5)	Partial reflection is included. (3)	Reflection is not included. (0)		
Self	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
Total					

19 - 20 =A; 17 - 18 = B; 15 - 16 = C; 13 - 14 = D; 12 points or less = F

Name: _____

Name of Safety Activity Brochure: _____

Instructor: _____ Due Date: _____ Date Turned In: _____

Rubric – ECD 135 – Safety Activity - Brochure

Purpose/Goal: Student will prepare a “professional” brochure on a topic found on the Kids in Danger website.

Total possible score: 40 (4% of final grade)

Work received 1 week late will receive 20% off the total score (-8 pts). Work received 2 weeks late will receive 50% off the total score (-20 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Information	All pertinent information is presented, and all facts are accurate. At least 2 pictures are included. (15)	Brochure includes most of components: All pertinent information is presented, and all facts are accurate. At least 1 picture is included. (8)	Brochure contains less than half of the components: All pertinent information is not presented, and/or all facts are not accurate, picture not included. (0)		
Quality of Work	Brochure is eye-catching, original, creative, and professional. Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (15)	Brochure contains most of the components: is eye-catching, original, creative, and professional. Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (8)	Brochure contains less than half of the components: is eye-catching, original, creative, and professional. Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (0)		
Reflection	Brochure includes a section on the back that explains how/where/when it will be used. (8)	Brochure includes most of the components: a section on the back that explains how/where/when it will be used. (4)	Brochure includes less than half of the components: a section on the back that explains how/where/when it will be used. (0)		
Self	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
Total					

37 - 40 = A; 31 - 36 = B; 24 - 30 = C; 20 - 23 = D; 19 points or less = F

Name: _____

Instructor: _____ Due Date: _____ Date Turned In: _____

Rubric – ECD 135 – Food Picture File Project

Purpose/Goal: Student will prepare a food picture file that is divided into food groups.

Total possible score: 80 (8% of final grade) Actual Score _____

Work received 1 week late will receive 20% off the total score (-16 pts). Work received 2 weeks late will receive 50% off the total score (-40 pts). Work will not be accepted after two weeks.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Foods	There are at least 5 food pictures from each of the 6 food groups, for a total of 30 food pictures. (10)	There are 3-4 food pictures from each of the 6 food groups, or a total of 18-29 food pictures. (5)	There are 1-2 food pictures from each of the 6 food groups, or a total of 6-17 food pictures. (0)		
Cut Out Pictures	All pictures are cut out of magazines, sales papers, newspapers, boxes, or pictures are taken of food in your home. (10)	Some pictures are cut out of magazines, sales papers, newspapers, boxes, or pictures are taken of food in your home, but some pictures are pre-made. (5)	All pictures are pre-made. (0)		
Pictures Individually Glued and Laminated	The pictures are individually glued on separate pieces of construction paper and laminated. (8)	The pictures are not individually glued on separate pieces of construction paper and/or are not laminated. (4)	The pictures are not glued on construction paper and are not laminated. (0)		
Pictures in Recipe Box or File Folder	Pictures are placed in a recipe box or file folder. (10)		Pictures are not placed in a recipe box or file folder. (0)		
Color-Coded Dividers (see page 343)	Dividers are color-coded to the food guide pyramid on page 343, labeled and placed in the front of each food group, dividers also included for other components. (10)	Dividers are not color-coded, not labeled or are not placed in the front of each food group and other components. (5)	No dividers are included. (0)		
Menus	3-one day menus are accurately completed. One for toddlers, one for preschoolers, and one for school-age children. (10)	At least half of the components are completed: 3-one day menus are accurately completed. One for toddlers, one for preschoolers, and one for school-age children. (5)	Less than half of the components are completed: 3-one day menus are accurately completed. One for toddlers, one for preschoolers, and one for school-age children. (0)		
Serving Sizes	Appropriate serving sizes are included for each food group for toddlers, preschoolers, and school-age children. (10)	At least half of the components are included: Appropriate serving sizes are included for each food group for toddlers, preschoolers, and school-age children. (5)	Less than half of the components are included: Appropriate serving sizes are included for each food group for toddlers, preschoolers, and school-age children. (0)		
Paper	One page typed paper that explains 3 ways the food cards will be used in activities. Paper contains no grammar or spelling errors. (10)	At least half of the components are included: One page typed paper that explains 3 ways the food cards will be used in activities. Paper contains a few grammar and/or spelling errors. (5)	Less than half of the components are included: One page typed paper that explains 3 ways the food cards will be used in activities. Paper contains many grammar and/or spelling errors.(0)		
Self	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
Total					

75-80 points = A; 68-74 points = B; 50- 67 points = C; 40-49 points = D; 39 points or less = F

Midland's Technical College
ECD 135 – Health, Safety and Nutrition
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class:

What the instructor needs to know to help me be successful in this class:

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ **Date:** _____

INSTRUCTOR: _____ **Date:** _____