



**ECD 203 – Growth and Development II**  
**Early Childhood Development**  
**Business and Public Service**

**Fall 2009**

**Catalog Course Description:** This course is an in-depth study of preschool children growing and developing in today's world. Focus is on "total" development of the child with emphasis on physical, social, emotional, cognitive and nutritional areas of development. Developmental tasks and appropriate activities are explored 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/eed](http://www.midlandstech.edu/eed)

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

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

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

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

**Textbook(s):** Puckett, M, & Black, J. (2009). *The Young Child: Development from Prebirth Through Age Eight*. New Jersey: Pearson/Merrill/Prentice Hall, Inc. (Fifth Edition)

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

1. Describe typical physical, social, emotional, language, and cognitive development of a child from ages 4-8. (NAEYC 1a, 1b, 4c)
2. Identify the influence of environment on the development of the child. (NAEYC 1a, 1b)
3. Observe and record information that reflects inter-relationships of the physical, social, emotional, language and cognitive domains of development of a child from ages 4-8. (NAEYC 3a, 3b, 3c,3d)
4. Plan and implement age and individually appropriate activities for a child from 4-8 years, based on knowledge of developmental milestones. (NAEYC 1a, 1c, 4b, 4c, 4d)
5. Describe the importance of supportive adult and peer relationships for children from ages 4-8. (NAEYC 1b, 2a, 2b, 2c)
6. Identify the South Carolina Early Learning Standard to support created lessons/activities for a child from ages 4-8. (NAEYC 4b, 4c, 4d)

**Course Outcomes and Competencies:**

**Intended Course Outcome:** Students will know and understand young children's characteristics and needs.

**Course Competency:** Students will demonstrate competency by observing and collecting information on a child's characteristics and needs as they relate to language, cognitive, physical, and psychosocial development.

**Performance Measurement Instrument and Success criteria:** Successful completion of a case study of a child from four to eight years. Students will use the 10 activity sheets provided and follow a standardized rubric for each activity.

## 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:

### 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. **\*\*\*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: 400 potential points (40% of final grade)

There will be a combination of 4 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 child growth and development for children between 4 years old and 8 years old. A sign-up sheet will be passed around in the 2<sup>nd</sup> 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. 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 12 pt. font and at least 3 full pages, but no more than 4 pages, double-spaced using a 1-inch left, right, 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 (Author, year). **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.

**Case Study: 200 potential points (20% of your final grade)**

Choose a child from **4 years old to 5 years old** to observe during the semester. You will complete 10 activities while observing your “case study” child. Each activity is worth 20 points. This child may be a relative, a friend, or a child at the center you work in. You should try to make your observations as discreet as possible so you are not keeping your “case study” child, or any other children, from participating in daily activities and routines. To maintain confidentiality, respect, and professionalism, please change the name of your “case study” child, and do not take any pictures. See Case Study Rubrics for each of the 10 activities for specific grading components.

**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.

**Case Study: 200 potential points (20% of your final grade)**

Choose a child from 4 years old to 5 years old to observe during the semester. You will complete 10 activities while observing your “case study” child. Each activity is worth 20 points. This child may be a relative, a friend, or a child at the center you work in. You should try to make your observations as discreet as possible so you are not keeping your “case study” child, or any other children, from participating in daily activities and routines. To maintain confidentiality, respect, and professionalism, please change the name of your “case study” child, and do not take any pictures. See Case Study Rubrics for each of the 10 activities for specific grading components.

**Case Study Activity #11 Reflection: 100 points (10% of your final grade)**

You will type a one-page reflection discussing what you learned about your child and how you will use this information in the future. See Case Study #11 Reflection Rubric for specific grading components.

**Case Study Oral Presentation: 25 potential points (2.5% of your final grade)**

The oral presentation of your “case study” child will include a two-three (2-3) minute overview about what you learned about your child during your observations. See Case Study Oral Presentation Rubric for specific grading components.

**Professional Journal Article Review: 25 potential points (2.5% of your final grade)**

Professional Journal Article Review: Any topic focusing on chapters 11-16.

The article is to be typed, double-spaced, 1 page, using 1 inch margins on the right, left, top, and bottom with a 12 pt. font.

**These are approved journals:**

The Reading Teacher	Child Care Information Exchange
Dimensions	Childhood Education
Teaching Children Music	Phi Delta Kappan
Reading Today	Young Children

*Example of how to cite a journal article:*

Holmes, G. (1998). Teachers, parents and children as writing models. Young children, 21, 12-14.

See the Journal Article Review Rubrics for specific grading components.

**\*\*\*PROFESSIONAL JOURNAL ARTICLE REVIEWS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED.\*\*\***

**Make Up Test and Presentation Policy:**

Students are required to be present for all scheduled tests and presentations. No student is automatically entitled to a makeup test or presentation! Makeup tests 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.



**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](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/ecd](http://www.midlandstech.edu/ecd) 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-cccd.net/College\\_Courses.htm](http://www.sc-cccd.net/College_Courses.htm).

## ECD 203 COURSE OUTLINE

Revised 8-10-09

Week/ Date	Topic	Assignments Due
1	First Day; Getting to Know You Review Syllabus and Course Expectations Textbook overview	
2	Chapter 1 and 2 Sign-up sheet will be passed around for you to choose a Research Paper Topic Review Case Study Activity Expectations and Rubrics Turn in Case Study Activity #1	Read Chapters 1 & 2/Bring notes * Case Study Activity #1 & 2
3	Test # 1 Ch. 1 and 2 Turn in Professional Journal Article Review Turn in Case Study Activity #2 Turn in age of “case study” child in months/ <b>pick up ASQ</b>	*Journal Article Review * Age of case study child in months(48-60 mths)
4	Chapter 11	*Read Chapter 11/Bring notes *Case Study Activity #3
5	Chapter 12	*Read Chapter 12/Bring notes *Case Study Activities #4 & #5
6	Chapter 13	*Read Chapter 13/Bring notes *Case Study Activities #6 & #7
7	Test #2 Ch 11 – 13 (USE ANY REMAINING CLASS TIME TO WORK ON RESEARCH PAPERS IN LIBRARY OR ACADEMIC CENTER)	*Case Studies Activities #8 & #9
8	Chapter 14 MIDTERM WEEK *Check with me about your current absences and points.	*Read Chapter 14/Bring notes *Case Study Activity #10 *Bring Points Record for Midterm Week conference
9	Chapter 15 REGISTRATION for next semester will begin on _____	*Read Chapter 15 /Bring notes *Turn in Case Study Activity #11
10	Chapter 16 Test #3 Turn in brochure	*Read Chapter 16/Bring notes *Turn in brochure for test grade
11	Test # 4 Ch. 14 - 16 (USE ANY REMAINING CLASS TIME TO PREPARE FOR ORAL PRESENTATIONS) RESEARCH PAPERS DUE	* RESEARCH PAPERS
12	Research Paper Presentations  **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 _____	*Research Paper Presentations
13	Case Study Oral Presentations	*Case Study Oral Presentations
14	Catch up date for anyone who hasn't already done Research Paper <b>and</b> Case Study Oral Presentations	*Research Paper and Case Study Oral Presentations
15 Dec. 3	Catch up date for anyone who hasn't already done Research Paper <b>and</b> Case Study Oral Presentations LAST DAY OF CLASS Celebration of Learning Location TBA 6:00-7:30 • 10 points extra credit if you arrive by 7:00	*Research Paper and Case Study Oral Presentations  CONGRATULATIONS!!!
16	EXAM WEEK	

**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 203 Case Study Activity 1

## Self Reflection

Name \_\_\_\_\_

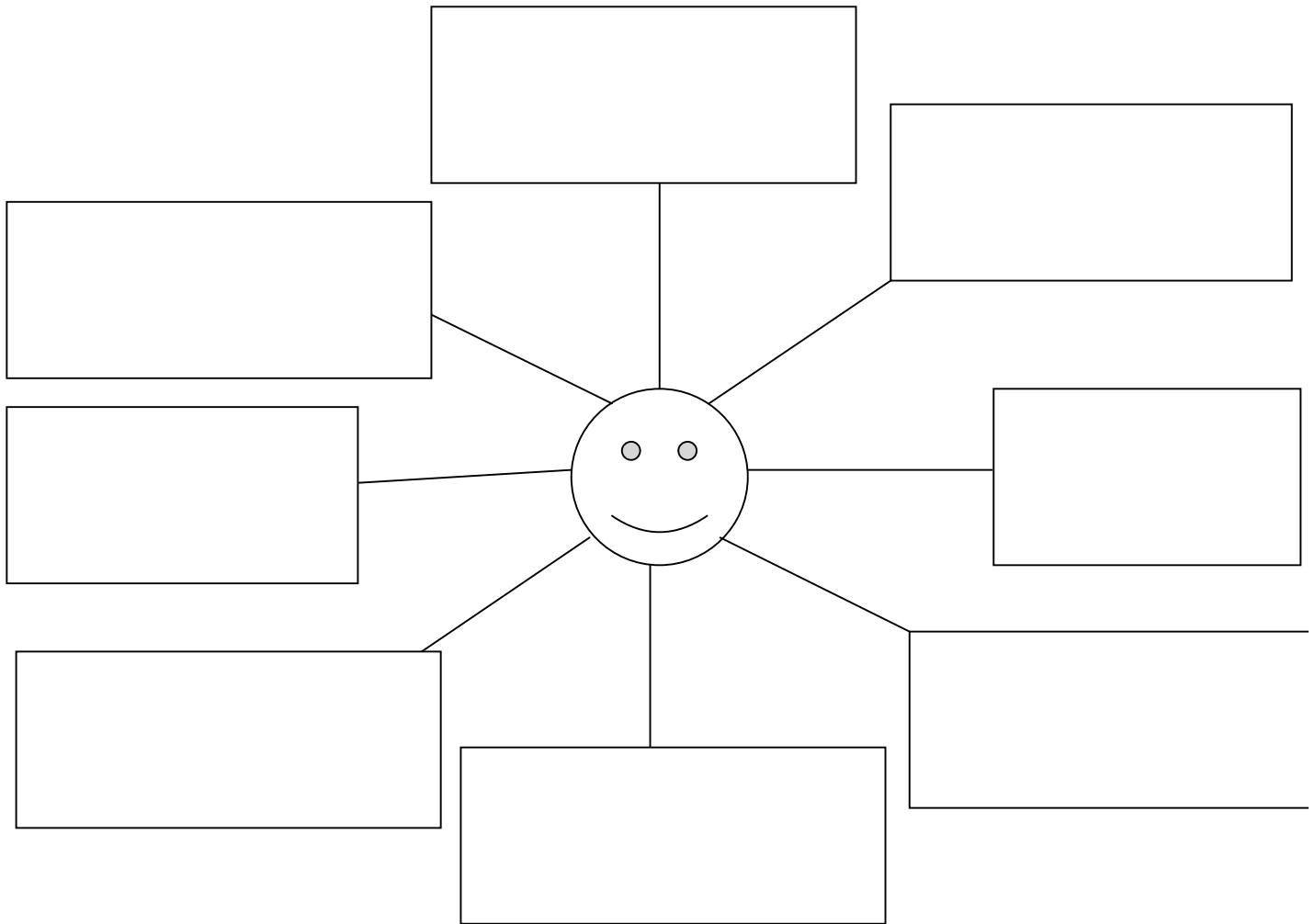
Due Date \_\_\_\_\_

Possible 20 points      Points Earned \_\_\_\_\_

Date Turned In \_\_\_\_\_

**Directions:** Answer the following questions as they relate to you.

1. The study of child growth and development is an interdisciplinary one, as is illustrated in Figure 1.2, *The Interdisciplinary Nature of Child Study*. Use this diagram to correlate with Figure 1.2. Fill in each box with the names of classes that you have already taken, or plan to take in the future.



2. According to Urie Brofenbrenner, intrafamilial factors are affected by extrafamilial forces. What extrafamilial forces are affecting your life?
3. What organizations, conferences, workshops, etc. have you been involved with to advocate for children and/or the early childhood profession?

## ECD 203 Case Study Activity 2

### Community Resource File

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Possible 20 points    Points Earned \_\_\_\_\_

Date Turned In \_\_\_\_\_

**Directions:** Document 5 support services available in your community for parents/grandparents of children 4 to 8 years old. Ex: Local libraries, public health centers, Head Start programs, school districts, special needs resources, etc.

1. Name \_\_\_\_\_  
Location \_\_\_\_\_  
Hours of operation \_\_\_\_\_  
Services available \_\_\_\_\_

2. Name \_\_\_\_\_  
Location \_\_\_\_\_  
Hours of operation \_\_\_\_\_  
Services available \_\_\_\_\_

3. Name \_\_\_\_\_  
Location \_\_\_\_\_  
Hours of operation \_\_\_\_\_  
Services available \_\_\_\_\_

4. Name \_\_\_\_\_  
Location \_\_\_\_\_  
Hours of operation \_\_\_\_\_  
Services available \_\_\_\_\_

5. Name \_\_\_\_\_  
Location \_\_\_\_\_  
Hours of operation \_\_\_\_\_  
Services available \_\_\_\_\_

**Reflection:** What did you learn about community services available to parents of infants and how will you use this information?

**ECD 203 Case Study Activity 3**  
**Running Record Observation and Documentation**

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Possible 20 points    Points Earned \_\_\_\_\_

Date Turned In \_\_\_\_\_

**Directions:** Document everything that your “case study” child says and does as it occurs during your 20 min. observation.

Child’s Age \_\_\_\_\_

Place of Observation \_\_\_\_\_

Date of Observation \_\_\_\_\_

Time of Observation \_\_\_\_\_ to \_\_\_\_\_

What pages in the book did you reference? \_\_\_\_\_

<b>Observations</b> (7 points) Recording information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.	<b>Comments and Analysis</b> (7 points) Drawing inferences and conclusions that evidence accurate child development descriptions.

**(1 point each) Write on back of paper**

1. Running records are a type of informal assessment. What other types of assessment would be helpful in documenting your child’s growth and developmental progress?
2. In what ways would you use this assessment?
3. Who would you share this assessment with to benefit your child?
4. **Reflection:** What did you learn about your child from this observation and how will you use the information you learned as it relates to this child?

**ECD 203 Case Study Activity 4**  
**Physical and Motor Development**

**Child's Age** \_\_\_\_\_

**Name** \_\_\_\_\_

**Due Date** \_\_\_\_\_

**Possible 20 points**      **Points Earned** \_\_\_\_\_

**Date Turned In** \_\_\_\_\_

**Directions:** Answer the following questions as they relate to your “case study” child.

1. How much does your child weigh?
2. What is the stature (height) of your child?
3. Page/s: \_\_\_\_\_ Refer to the growth charts to compare your child's weight and stature (height) with the standardized norms developed by the National Center for Health Statistics (NCHS). What is your child's percentile for **WEIGHT?**                      **STATURE** (height)?
  
4. Page/s: \_\_\_\_\_ Researchers conclude that physical activity is essential to optimal bone development (Janz et al., 2001). Give 2 examples of physical activity you have observed your child participating in.
  
5. Page/s: \_\_\_\_\_ Neurological connections in the brain govern handedness. What activities does your child use his/her **right hand** for?  
  
    **Left hand?**
  
6. Page/s: \_\_\_\_\_ Movement activities and simple games help to coordinate and refine fundamental body movements. Give 2 examples of activities/games you have observed your child participate in.
  
7. Page/s: \_\_\_\_\_ Give 2 examples of when you have observed your child learning to take responsibility for his/her own health and safety.
  
8. Page/s: \_\_\_\_\_ Many children of working parents are enrolled in before- and after-school programs, resulting in as many as 3 different sets of nonparental caregivers (before, during, and after school). How many hours per day does your child spend away from home?                      How many different nonparental caregivers does he/she have?
  
9. What impact have you observed this having on your child?
  
10. **Reflection:** What did you learn about your child from this observation and how will you use the information you learned?

**ECD 203 Case Study Activity 5  
(Physical) Lesson Plan**

**Name:** \_\_\_\_\_

**Points Earned:** \_\_\_\_\_

**Child's Age in Months** \_\_\_\_\_

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     **Language**

Objective:

SC Early Learning Standard:

Materials/Equipment:

Preparation Needed:

Procedure: (step by step)

1.

2.

3.

4.

Open-ended Questions you asked your child:

1.

2.

How I can involve my child's family:

Adaptation for a child with special needs:

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

**Reflection:** What did you learn about your child from this activity and how will you use the information you learned as it relates to your child?

**ECD 203 Case Study Activity 6**  
**Psychosocial Development**  
***Temperament Assessment Scale for Children***

**Child's Age** \_\_\_\_\_

**Name** \_\_\_\_\_

**Due Date** \_\_\_\_\_

**Possible 20 points**    **Points Earned** \_\_\_\_\_

**Date Turned In** \_\_\_\_\_

**Directions:** Answer the following questions as they relate to your "case study" child.

\*\*\*You must turn in the *Temperament Assessment Scale for Children* that you conducted on your child with this case study, the scale you did on yourself, and the chart.

**\*\*Reminder: You must attach the *Temperament Assessment Scale for Children* to this case study. \*\***

1. According to the *Temperament Assessment Scale*, what are your child's most dominating characteristics?

According to the *Temperament Assessment Scale*, what are your child's least dominating characteristics?

2. According to the *Temperament Assessment Scale*, what are your most dominating characteristics?

According to the *Temperament Assessment Scale*, what are your least dominating characteristics?

3. What correlations did you make about how you and your child relate after charting the *Temperament Assessment Scale*?

4. Give 2 examples of care giving techniques that you would suggest to show respect for your child's temperament?

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5. **Reflection:** What did you learn about your child while conducting the *Temperament Assessment Scale for Children* and how will you use this information as it relates to this child?



**ECD 203 Case Study Activity 8**  
**Cognitive, Language, and Literacy Development**

**Child's Age** \_\_\_\_\_

**Name** \_\_\_\_\_

**Due Date** \_\_\_\_\_

**Possible 20 points**      **Points Earned** \_\_\_\_\_

**Date Turned In** \_\_\_\_\_

**Directions:** Answer the following questions as they relate to your “case study” child. See

1. Page/s: \_\_\_\_\_ According to Piaget, there are four stages of cognitive development, the second of which is the *preoperational stage*. Give 2 examples that you have observed your child exhibit to verify that he/she is in this stage.
  
2. Page/s: \_\_\_\_\_ Sometime between age 4 and 6, children begin to *group and classify* objects on the basis of their attributes, such as color, shape, size, etc. Give an example of a time you observed your child *grouping or classifying objects*.
  
3. Page/s: \_\_\_\_\_ Older preoperational children are able to exhibit *transivity*, the ability to seriate (order) according to relational order, such as size, height, and color brightness. Give an example of when you have observed your child exhibit *transivity*. (If your child has not reached this stage yet, please explain what you have observed.)
  
4. Page/s: \_\_\_\_\_ *Identity constancy* is the understanding that the characteristics of a person doesn't change, even if the appearance is altered. Give an example of when your child has exhibited *identity constancy*.
  
5. Page/s: \_\_\_\_\_ Howard Gardner's "Theory of Multiple Intelligences" illustrates how intelligence is closely aligned with cultural contexts, needs, and experiences. Give an example of when you have observed your child exhibit a behavior as a result of his/her culture and experiences.
  
6. Page/s: \_\_\_\_\_ Give 3 examples of when you have observed your child exhibit that he/she is learning to read and write. **Include an authentic writing sample.**
  
7. Page/s: \_\_\_\_\_ Early writing is characterized by “phonemic spelling”, often referred to as *invented spelling* or *developmental spelling*. **Include 2 authentic writing samples** of words your child has written where he/she spelled using “phonemic spelling”.
  
8. Page/s: \_\_\_\_\_ Using *predictable books*, books with repeated patterns and predictable text, facilitates print awareness. What is your child's favorite *predictable book*?  
  
How do you know this?
  
9. As you observe the room that your child is in most of the time, document all of the opportunities available to your child that encourage literacy development.
  
10. **Reflection:** What did you learn about your child from this observation and how will you use the information you learned?

**ECD 203 Case Study Activity 9**  
**(Cognitive) 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         **Language**

Objective:

SC Early Learning Standard:

Materials/Equipment:

Preparation Needed:

Procedure: (step by step)

1.

2.

3.

4.

Open-ended Questions you asked your child:

1.

2.

How I can involve my child's family:

Adaptation for a child with special needs:

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

**Reflection:** What did you learn about your child from this activity and how will you use the information you learned as it relates to this child?

**ECD 203 Case Study Activity 10**  
**Turn this in with the**  
***Ages and Stages Questionnaire***

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Possible 20 points    Points Earned \_\_\_\_\_

Date Turned In \_\_\_\_\_

**Directions:** Use the **appropriate** *Ages and Stages Questionnaire* to assess the development of your child.

**\*\*\*\*\*Reminder: You must attach the *Ages and Stages Questionnaire* to this case study. \*\*\*\*\***

1. Your child's birthday \_\_\_\_\_ Age of your child in months \_\_\_\_\_

2. Which categories did your child score the highest in?

Which categories did your child score the lowest in?

3. Is this what you expected?

4. Why or why not?

5. Give 2 examples of activities that you would suggest to continue to encourage growth and development for your child?

- 
- 

6. **Reflection:** What did you learn about your child while conducting the *Ages and Stages Questionnaire* and how will you use this information as it relates to this child?

Name: \_\_\_\_\_

Instructor: \_\_\_\_\_ Due Date: \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity #1

Purpose/Goal: Student will complete the self-reflection.

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
Completed boxes	All boxes are completed. (9)	½ of the boxes are completed. (5)	Less than ½ of the boxes are completed. (0)		
Answered Questions	All questions are answered. (9)	½ of the questions are answered. (5)	Less than ½ of the questions are answered. (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: \_\_\_\_\_

Due Date: \_\_\_\_\_ Date Turned In: \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity #2

Purpose/Goal: Student will document 5 community resources.

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
Resources	5 community resources completely documented. (11)	3 community resources completely documented (6)	Community resources not completely documented. (0)		
Reflection	Insightful reflection is included. (5)	Not much thought is given to reflection. (2)	Reflection 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: \_\_\_\_\_

Age of "Case Study" Child: \_\_\_\_\_

Instructor: \_\_\_\_\_ Due Date: \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity #3

Purpose/Goal: Student will focus on "the case study child" to accurately document a *RUNNING RECORD* observation with comments. 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
Book Reference	Running Record observation is accurately documented in the format shown in the textbook. (3)	Observation is partially documented in the format of a Running Record. (2)	Observation is not documented in the format of a Running Record. (0)		
Child Observation	Documentation is focused on the "case study child." (4)	Documentation is focused on a group of children, including "the case study child."(3)	Documentation is focused on a group of children. (0)		
Comments	Comments completed (4)		Comments are not completed (0)		
Reflection	Insightful reflection is included. (5)	Not much thought is given to reflection. (2)	Reflection 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: \_\_\_\_\_

Age of "Case Study" Child: \_\_\_\_\_

Instructor: \_\_\_\_\_ Due Date: \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity #5 and #9

**\*\*\*\*make 1 more copy of this rubric**

Purpose/Goal: Student will write and implement, "with the case study child," 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)		
Reflection	Insightful reflection is included. (5)	Not much thought is given to reflection. (2)	Reflection 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

## Rubric – ECD 102 – Case Study Activity #6

Purpose/Goal: Student will complete the *Temperament Assessment Scale for Children* based on the “case study child”.  
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
<b>Temperament Assessment Scale</b>	Completed TAS and chart are included for you and your child. (11)	½ of the TAS and chart are completed and included for you and your child. (6)	Less than ½ of the TAS and chart are completed and included for you and your child. (0)		
<b>Reflection</b>	Insightful reflection is included. (5)	Not much thought is given to reflection. (2)	Reflection is not included. (0)		
<b>Quality of Work</b>	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)		
<b>Self</b>	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
<b>Total</b>					

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

**Name:** \_\_\_\_\_

**Age of “Case Study” Child:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_ **Due Date:** \_\_\_\_\_

## Rubric – ECD 203 – Case Study Activity #4, #7 and #8 (make 2 more copies of this rubric)

Purpose/Goal: Student will focus on “the case study child” to complete each case study activity.  
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
<b>Book Reference</b>	All page number references are documented. (5)	½ of the page number references are documented. (2)	Less than ½ of the page number references are documented. (0)		
<b>Child Observation</b>	All questions are answered. (6)	½ of the questions are answered. (3)	Less than ½ of the questions are answered. (0)		
<b>Reflection</b>	Insightful reflection is included. (5)	Not much thought is given to reflection. (2)	Reflection is not included. (0)		
<b>Quality of Work</b>	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)		
<b>Self</b>	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
<b>Total</b>					

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

Name: \_\_\_\_\_

Age of "Case Study" Child: \_\_\_\_\_

Instructor: \_\_\_\_\_ Due Date: \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity #10

Purpose/Goal: Student will complete the appropriate Ages and Stages Questionnaire with "the case study child."

Turn in case study #10 with the Ages and Stages Questionnaire.

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
ASQ	Every section of the ASQ is <u>completed and scored</u> . The scores are also charted on the last page. (11)	½ of the sections of the ASQ are <u>completed and scored</u> . The scores are also charted on the last page. (6)	Less than ½ of the sections of the ASQ are <u>completed and scored</u> . The scores are also charted on the last page. (0)		
Reflection	Insightful reflection is included. (5)	Not much thought is given to reflection. (2)	Reflection 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: \_\_\_\_\_

Age, in months, of "Case Study" Child: \_\_\_\_\_

Instructor: \_\_\_\_\_ Due Date: \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity #11

Purpose/Goal: Student will write a comprehensive reflection about what has been learned about the child during the previous 10 activities.

Total possible score: 100 (10% of final grade)

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

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Reflection	A typed one-page comprehensive reflection is included discussing what you learned about your child and how you will use this information referring to activities #3-#10. (83)	A partial reflection is included discussing what you learned about your child and how you will use this information referring to at least half of the activities from #3-#10. (40)	A partial reflection is included discussing what you learned about your child and how you will use this information referring to less than half of the activities from #3-#10. (20)		
Quality of Work	Work is typed in complete sentences and does not contain any spelling errors. (15)	Work is typed with some complete sentences and/or contains 1-2 spelling errors. (8)	Work is typed with incomplete sentences and/or contains 3 or more spelling errors. (0)		
Self	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
Total					

91-100 points = A; 72-90 points = B; 50- 71 points = C; 40-49 points = D; 39 points or less = F

Name: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Title of Journal Article: \_\_\_\_\_  
 Due Date: \_\_\_\_\_ Date Turned In: \_\_\_\_\_

**Rubric – ECD 203 – Professional Journal Article Review**

Purpose/Goal: Student will prepare a typed journal article review *relating to any topic in chapters 10-16.*

\*\*\*JOURNAL ARTICLE REVIEWS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED\*\*\*

Journal article must be from an approved professional journal or it will not be accepted

**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.**

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

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
<b>Topic</b>	Paper relates to any topic in chapters 10 - 16. (4)	Paper relates to an early childhood topic, but not from chtrs 10-16 (1)	Paper does not relate to an early childhood topic. (0)		
<b>½ Page Summary</b>	Summary review of article is ½ page and is clear and comprehensive. (7)	Summary review of article is less than ½ page summary and/or is difficult to understand. (3)	Does not include a summary of the article. (0)		
<b>½ Page Reflection</b>	Paper includes ½ page reflection of article that is clear and comprehensive. (7)	Paper includes less than ½ page reflection of article and/or is difficult to understand. (3)	Paper does not include a reflection of article. (0)		
<b>Grammar/ Spelling/Sentence Structure</b>	0-3 grammatical and/or spelling errors and 0-1 incomplete sentences. (3)	4-6 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (2)	7 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (0)		
<b>APA Style</b>	Paper is prepared in APA style: journal is cited in APA style at bottom of page, type is double-spaced, using 12-point font, and 1" margins on left, top, and bottom. (2)	3-4 components at left followed. (1)	1-2 components at left followed. (0)		
<b>Self</b>	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
<b>Total</b>					

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

Name: \_\_\_\_\_

Name of Brochure: \_\_\_\_\_

Instructor: \_\_\_\_\_ Due Date: \_\_\_\_\_ Date Turned In: \_\_\_\_\_

**Rubric – ECD 203 – Brochure (counts as test grade)**

Purpose/Goal: Student will prepare a “professional” brochure on a topic that advocates for children’s rights.

**Total possible score: 100 (10% of final grade)**

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

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
<b>Information</b>	All pertinent information is presented, and all facts are accurate. (30)	Brochure includes most of components: All pertinent information is presented, and all facts are accurate. (15)	Brochure contains less than half of the components: All pertinent information is not presented, and/or all facts are not accurate. (0)		
<b>Pictures</b>	At least 3 pictures are included. (15)	At least 1-2 pictures are included. (8)	Pictures are not included. (0)		
<b>References cited</b>	Brochure clearly cites at least 2 references (15)	Brochure clearly cites at least 1 reference. (8)	Brochure does not cite any references. (0)		
<b>Quality of Work</b>	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)		
<b>Reflection</b>	A reflection paper is included that explains why this topic was chosen, what you learned from the research and how you will use the information. (15)	A reflection paper is included that includes at least half of the required information. (8)	A reflection paper is not included. (0)		
<b>Grammar/ Spelling/Sentence Structure</b>	0-3 grammatical and/or spelling errors and 0-1 incomplete sentences. (8)	4-6 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (4)	7 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (0)		
<b>Self</b>	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)		
<b>Total</b>					

91-100 points = A; 72-90 points = B; 50- 71 points = C; 40-49 points = D; 39 points or less = F

Name: \_\_\_\_\_ Instructor: \_\_\_\_\_

Title of Research Paper: \_\_\_\_\_

Due Date: \_\_\_\_\_ Date Turned In: \_\_\_\_\_

**Rubric – ECD 203 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) Actual Score \_\_\_\_\_**

**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
<b>Topic</b>	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> .		
<b>Title Page</b>	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)		
<b>Length of Paper, Font, and Margins in APA Style</b>	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 <sup>th</sup> page.) (3)	Paper is <b>not</b> 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)		
<b>Organizational Structure</b>	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
<b>Content Development and Clarity</b>	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)		
<b>Sentence Structure</b>	0-1 incomplete sentences. (10)	2-3 incomplete sentences. (7)	4-5 incomplete sentences. (3)	6 or more incomplete sentences. (0)		
<b>Grammar</b>	0-3 grammatical errors. (10)	4-6 grammatical errors. (7)	7-9 grammatical errors. (3)	10 or more grammatical errors. (0)		
<b>Spelling</b>	0-3 spelling errors. (10)	4-6 spelling errors. (7)	7-9 spelling errors. (3)	10 or more spelling errors. (0)		
<b>Bibliography in APA Style</b>	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)		
<b>Resources</b>	<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)		
<b>Resources are Cited Within the Research Paper in APA Style</b>	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)		
<b>Self</b>	Accurately evaluates own rubric (2)		Does not accurately evaluate rubric (0)			
<b>Total</b>						

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: \_\_\_\_\_

Title of Research Paper: \_\_\_\_\_

Instructor: \_\_\_\_\_ Presentation Date: \_\_\_\_\_

**Rubric – ECD 203 – Research Paper/Oral Presentation**

Purpose/Goal: Student will give a comprehensive reflective presentation of his/her research paper.

Total possible score: 25 (2.5% of final grade) Actual Score \_\_\_\_\_

**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
<b>Presentation Timeframe</b>	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)	
<b>Content Shared</b>	A comprehensive reflection of the content was presented. (10)		A partial reflection of the content was presented. (0)	
<b>Eye Contact</b>	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)	
<b>Use of Notes/Index Cards</b>	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)	
<b>Total</b>				

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

Name: \_\_\_\_\_

Age of "Case Study" Child: \_\_\_\_\_

Instructor: \_\_\_\_\_ Presentation Date: \_\_\_\_\_

**Rubric – ECD 203 – Case Study/Oral Presentation**

Purpose/Goal: Student will give a presentation about "the case study child" by sharing a comprehensive reflection of the case studies.

Total possible score: 25 (2.5% of final grade) Actual Score \_\_\_\_\_

**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
<b>Presentation Timeframe</b>	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)	
<b>Content Shared</b>	A comprehensive reflection of the content was presented. (10)		A partial reflection of the content was presented. (0)	
<b>Eye Contact</b>	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)	
<b>Use of Notes/Index Cards</b>	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)	
<b>Total</b>				

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

## ECD 203 – Growth and Development II

### Assessment Record for \_\_\_\_\_

Assignments and Total Points	Tests 400	Chapter Quizzes 50	Case Studies 300	C. S. Oral Pres. 25	Profess- ional Journal 25	Research Paper 175	R. P. Oral Pres. 25
Case Study 1		10	20				
Case Study 2		10	20			<b>Topic:</b>	
Chapters 1 & 2 Test #1	100						
Case Study 3		10	20				
Case Study 4 Chapters 11 - 13 Test #2	100	10	20				
Case Study 5		10	20				
Case Study 6 Brochure Test #3	100		20				
Case Study 7			20				
Case Study 8 Professional Journal Article			20		25		
Research Paper						175	
Case Study 9 Chapters 14 - 16 Test #4	100		20				
Case Study 10			20				
Case Study 11			100				
C. S. Oral Presentation R. S. Oral Presentation				25			25
<b>Totals</b>	400/	50/	300/	25/	25/	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

**Midland's Technical College  
ECD 203 – Growth and Development II  
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:** \_\_\_\_\_