



ECD 205 – Socialization and Group Care of Infants and Toddlers

Early Childhood Development

Business and Public Service

Semester Year

Catalog Course Description: This course is the study of the socialization and group care of infants and toddlers. Emphasis is on guidance and management, understanding behavior, temperament, the importance of routines, primary care and continuity of care, and examining the elements of quality environments.

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

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): Lally, R.J., ed. (1990). *Infant/toddler caregiving: A guide to social-emotional growth and socialization*. California: California Department of Education.

Baker, A.C., & L.A. Manfredi/Petitt. (2004). *Relationships, the Heart of Quality Care*. Washington, DC: National Association for the Education of Young Children.

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

1. Demonstrate a variety of strategies to encourage children's social-emotional development and socialization. (NAEYC 1a, 1b, 1c)
2. Identify techniques for dealing with children of different temperamental traits and styles in infant-toddler groups. (NAEYC 4a, 4b, 4c, 5a, 5b)
3. Develop guidance and discipline techniques to foster responsive caregiving practices with infants and toddlers in group care. (NAEYC 4a, 4b, 4c)
4. Match caregiver strategies to infant-toddler social-emotional milestones. (NAEYC 1a, 1b, 1c)
5. Identify the multiple influences on infants and toddlers and the importance of partnerships with the child's family. (NAEYC 1b, 2a, 2b, 2c)

Course Outcomes and Competencies:

Intended Course Outcome: Students will involve families and communities in their children's development and learning.

Course Competency: Students will demonstrate their competence by creating an activity to engage the family in the child's development and learning.

Performance Measurement Instrument and Success criteria: Successful completion of a family engagement lesson plan for parents to implement at home. Student success will be measured by a standardized rubric.

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 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.

You are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. 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.

You are counted tardy if you enter class after the instructor has taken roll until fifteen minutes past the start of class. 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.

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.*****

Tests: 200 potential points (20% of final grade)

There will be a midterm and final exam for this class.

Chapter Reviews: 240 potential points (24% of final grade)

Students are expected to take notes from all readings. Notes can be written in outline or other formats, but must include comments and reflections from the reading.

Professional Journal Articles: 100 potential points (10% of final grade)

These articles are to be typed, double-spaced, 1 page, using 1 inch margins on the right, left, top, and bottom with a 12 pt. font. The review should include:

½ Page of Summary of Article: give a detailed summary of article. Do not plagiarize the article!!! Short direct quotes need to be in "quotes." Your summary needs to be comprehensive and give a concise overview of what you've read.

½ Page of Reaction to Article: give your reaction to the article- Do you agree or disagree? Why or why not? How will this article benefit you in the future?

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.*****

Family Engagement Activity: 160 potential points (16% of final grade)

Write a lesson plan that parents will conduct at home with their children. Provide parents with the materials needed to conduct the lesson plan. Have the parents share with you how they interacted w/their children, what their children learned, what they learned about their children, etc. Write a paper explaining what the parents shared with you.

Research Paper: 200 potential points (20% 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 from birth through 47 months old. 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 longer than 4 pages, 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 (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.*****

Temperament	Aggressive behaviors
Responsive caregiving	Infant schedules & routines
Self-esteem	What is quality infant/toddler care?
Attachment	Influence of culture on infants and toddlers
Emotional milestones	Family support
The inconsolable child	Home visiting programs
	Other topics – per approval of instructor

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 make-up 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.

SPECIFIC ASSIGNMENTS: GRADING

Tests (2 @ 100)	200
Chapter Reviews (12 @ 20)	240
Professional Journal Articles (4 @ 50)	200
Family Engagement Activity	160
Research Paper	<u>200</u>
Total =	1000

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	

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.

You are in college. You will be treated and respected as an adult. It is a violation of the MTC Student Code to interfere with the learning process in the classroom. Be on time! It is inconsiderate to your classmates and disruptive to the class to arrive late. 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.

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.

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.

General Safety Requirements:

Due to the nature of this course there are no specific safety guidelines. However, to reinforce good work habits/ethics, students are expected to respect college property.

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.

Netiquette: What is "Netiquette"? Special rules of personal conduct that apply to all online communications.

- Make sure to have a meaningful subject line for your email and message board contributions so others will know what to expect.
- Be polite and respectful. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages. Good online manners are vital to a productive and supportive online learning environment.
- Be tolerant of views expressed by others. Your online classroom may well be bringing you together with people from all over the world. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own.
- When reacting to someone else's message, address the ideas, not the person. Again, remember that there are real people on the other end of the modem. Be careful when using sarcasm and humor, and don't include any obscenities in your messages. Without face-to-face communications, people may take your humor personally, and you never know who may be offended by expressions that are commonplace to you.
- Don't send commercial advertisements or electronically forward "chain mail" to your classmates.
- Think carefully about what you write about others. Always assume that your electronic messages will be forwarded. Don't write anything that you don't want broadcast to a huge group of people.



College Policies

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/>

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 (803-738-8234). 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.

ECD 205 COURSE OUTLINE

Class/ Date	Class Time	Assignments Due
1	Getting to Know You Review Syllabus Importance of Relationships	None
2	Relationships continued	<ul style="list-style-type: none"> • Read Baker - Chapter 1
3	When Caring Relationships are Undermined 1 st Professional Journal Article Due	<ul style="list-style-type: none"> • Read Baker - Chapter 2 • Finish 1st Prof. Journal Article
4	Temperaments Video: Flexible, Fearful, or Feisty	<ul style="list-style-type: none"> • Read Lally – Pages v-14
5	Individual Attitudes and Behaviors	<ul style="list-style-type: none"> • Read Baker – Chapter 3
6	Emotional Milestones 2 nd Professional Journal Article Due	<ul style="list-style-type: none"> • Read Lally – Pages 15-35 • Finish 2nd Prof. Journal Article
7	Test #1	<ul style="list-style-type: none"> • Study for Test
8	Responsive Caregiving	<ul style="list-style-type: none"> • Read Lally – Pages 38-46
9	Self-esteem & 10 Caregiving Gifts 3 rd Professional Journal Article Due	<ul style="list-style-type: none"> • Read Lally - Pages 47-60 • Finish 3rd Prof. Journal Article
10	Setting Policies to Meet Children’s Needs Video: Together in Care 4 th Professional Journal Article Due	<ul style="list-style-type: none"> • Read Baker – Chapter 4 • Finish 4th Prof. Journal Article
11	Guidance & Discipline with Infants and Toddlers Research Paper Due	<ul style="list-style-type: none"> • Read Lally – Pages 63-80 • Research Paper Due
12	Developmentally Appropriate Practices Family Engagement Activity Due - Share	<ul style="list-style-type: none"> • Read Lally – Pages 82-88 • Finish Family Engagement Activity
13	Building a Caring Community around Children Research Paper Oral Presentations	<ul style="list-style-type: none"> • Read Baker – Chapter • Presentations
14	Conversations of the Heart: Next Steps Test #2	<ul style="list-style-type: none"> • Read Baker – Chapter 6
15	Celebration of Learning EXAM WEEK	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.

Rubric for Chapter Reviews

Criteria	Points
Review is complete and written neatly	20
Review is complete but hard to read or sloppy	18-19
Review is late	16-17
Review is incomplete	14-15
If review is below above standards, student will be asked to redo review.	

Name: _____ Instructor: _____

Title of Journal Article: _____

Due Date: _____ Date Turned In: _____

Rubric – ECD 205 – Professional Journal Article Review

Purpose/Goal: Student will prepare a typed journal article review *relating to guidance and management, understanding behavior, temperament, the importance of routines, primary care and continuity of care, or quality environments for infants and toddlers.*

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

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

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Due Date	Journal article review is turned in on or before the due date. (4)	Journal article review is turned in 1 week late. (Deduct 5 points)	Journal article review is turned in 2 weeks late. (Deduct 10 points)	
Topic	Paper relates to <i>guidance and management, understanding behavior, temperament, the importance of routines, primary care and continuity of care, or quality environments for infants and toddlers.</i> (3)	Paper somewhat relates to <i>guidance and management, understanding behavior, temperament, the importance of routines, primary care and continuity of care, or quality environments for infants and toddlers.</i> (2)	Paper does not relate to <i>guidance and management, understanding behavior, temperament, the importance of routines, primary care and continuity of care, or quality environments for infants and toddlers.</i> (1)	
½ Page Summary	Summary review of article is ½ page and is clear and comprehensive. (6)	Summary review of article is less than ½ page summary and/or is difficult to understand. (2-5)	Does not include a summary of the article. (0)	
½ Page Reaction	Paper includes ½ page reaction to article that is clear and comprehensive. (6)	Paper includes less than ½ page reaction to article and/or is difficult to understand. (2-5)	Paper does not include a reaction to article. (0)	
Grammar/ Spelling/Sentence Structure	0-4 grammatical and/or spelling errors and 0-1 incomplete sentences. (3)	5-9 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (2)	10 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (1)	
APA Style	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. (3)	3-4 components at left followed. (2)	1-2 components at left followed. (1)	
Total				

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

Name: _____

TITLE OF DVD: _____

Rubric for DVD Professional Review

Purpose/Goal: Student will watch a DVD from the AC or BC library pertaining to ECD 205 and will write a summary and reaction to it.

Total possible score: 100 Actual Score _____

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Due Date	Turned in on or before due date (5)	Turned in week after due date (2)	Turned in two weeks after due date (1)	
Topic	DVD was chosen from the three left in the library for check out. (25)		DVD was not chosen from the three left in the library for check out. (1)	
Summary ½ page	Clear and comprehensive summary of DVD. All quotes are cited correctly. (25)	Summary unclear or incomplete or quotes not cited. (15)	Minimal or no summary of DVD. (1)	
Reaction ½ page	Clear and comprehensive reaction to the DVD, including a reflection of how this relates to current or future work with children. (25)	Reaction is unclear or incomplete. (15)	Minimal or no reaction to article. (1)	
Mechanics	No spelling or grammatical errors. Paper is written in APA style, double-spaced, using 12 point font. Article is referenced in APA style at bottom of paper. (20)	Minimal spelling or grammatical errors. Paper is not typed or article is not referenced in APA style. (10)	Many spelling or grammatical errors, paper is not typed, and no reference is provided. (1)	
Totals				

Name: _____

Instructor: _____

Title of Research Paper: _____

Due Date: _____ Date Turned In: _____

Rubric – ECD 205 – Research Paper

Purpose/Goal: Student will prepare a typed research paper on a topic that is *approved by the instructor on socialization and group care for children between birth and 3 years old.*

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

Total possible score: 200 (20% of final grade) Actual Score _____

Criteria	Excellent Compliance	Fair Compliance	Minimal Compliance	Non-Compliance	Score
Due Date	Research paper is turned in on or before the due date. (20)	Research paper is turned in 1 week late. (Deduct 20 points)	Research paper is turned in 2 weeks late. (Deduct 40 points)	Research paper is turned in 3 weeks late. (Deduct 60 points)	
Topic	Paper expands on a topic that is <i>approved by the instructor on socialization and group care for children between birth and 3 years old.</i> (20)			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. (20)	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. (10)	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. (5)	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. (15)	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. (10)	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.) (5)	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. (3)	
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. (5 paragraphs all together) (20)	Paper includes 4 of the components at left. (15)	Paper includes 3 of the components at left. (10)	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. (5)	

Criteria	Excellent Compliance	Fair Compliance	Minimal Compliance	Non-Compliance	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. (30)	Most content is clear and concise. Most paragraphs are easy to understand and fully developed with at least 5-7 complete sentences. (20)	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. (5)	4-5 incomplete sentences. (3)	6 or more incomplete sentences. (0)	
Grammar	0-3 grammatical errors. (10)	4-6 grammatical errors. (5)	7-9 grammatical errors. (3)	10 or more grammatical errors. (0)	
Spelling	0-3 spelling errors. (10)	4-6 spelling errors. (5)	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. (5)	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. (25)	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. (15)	Less than 3 resources are documented in the bibliography, which include a book and/or a journal article and/or a website. (5)	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. (5)	1 resource documented in the bibliography is cited within the research paper in APA style. (3)	Resources not cited within the research paper. (0)	
Total					

186 - 200 points = A; 170 - 185 = B; 150 - 169 points = C; 140 - 149 points = D; 139 points or less = F

Name: _____ Instructor: _____

Title of Activity: _____

Due Date: _____ Date Turned In: _____

Rubric – ECD 205 Family Engagement Activity

Purpose/Goal: Students will write a family engagement lesson plan for parents to implement at home.

Total possible score: 160 (16% of final grade) Actual Score _____

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Due Date	Family Engagement Activity turned in on due date. (4)	Turned in 1 week late. (2-3)	Turned in 2 weeks late. (0-1)	
Format	Every section of the lesson plan format is answered completely. (6)	Some sections of the lesson plan format are answered completely. (4-5)	Only a few sections of the lesson plan format are answered completely. (2-3)	
Age and Developmentally Appropriate	Activity is age and developmentally appropriate. (6)		Activity is not age or developmentally appropriate. (0-1)	
Materials	Parent is provided with the necessary materials to do the activity at home. (30)	Parent is provided with some of the materials needed. (20)	Parent is not provided with the materials needed. (0)	
Summary 1 page	One page typed paper is turned in that reviews what parents shared about their interactions with their children. (55)	½ page typed paper is turned in that reviews what parents shared about their interactions with their children. (25)	Less than ½ page typed paper is turned in that reviews what parents shared about their interactions with their children. (1-24)	
Reaction 1 page	One page typed paper is turned in that reflects how you will use the information from the parents. (55)	½ page typed paper is turned in that reflects how you will use the information from the parents. (25)	Less than ½ page typed paper is turned in that reflects how you will use the information from the parents. (1-24)	
Quality of Work	Work is typed using complete sentences and does not contain any spelling or grammatical errors. (4)	Work is typed with some complete sentences and/or contains 1-2 spelling errors. (2-3)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0-1)	
Total				

ECD 205 – Socialization and Group Care of Infants and Toddlers

Assessment Record for _____

Assignments	Tests	Chapter Reviews	Journal Articles	Activity / Paper	DVD Review
<u>Chapter Readings:</u>					
Baker - Chapter 1		20			
Baker - Chapter 2		20			
Lally – Pages v-14		20			
Baker – Chapter 3		20			
Lally – Pages 15-35		20			
Lally – Pages 38-46		20			
Lally - Pages 47-60		20			
Baker – Chapter 4		20			
Lally – Pages 63-80		20			
Lally – Pages 82-88		20			
Baker – Chapter 5		20			
Baker – Chapter 6		20			
<u>Journal Articles:</u>					
1 st Journal Article			25		
2 nd Journal Article			25		
3 rd Journal Article			25		
4 th Journal Article			25		
Family Engagement Activity				160	
Research Paper				200	
DVD review from library					100
<u>Tests:</u>					
Midterm	100				
Final	100				
	200/	240/	100/	360/	100/

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 205 – Socialization and Group Care of Infants and Toddlers
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:** _____