ECD 205 -Socialization & 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: Beltline Campus-Richland Hall 126A
                        Airport Campus-Saluda Hall 119
Program Website: www.midlandstech.edu/ecd

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> **Interim Department Chair:** Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s): Edwards, C.A., & H.H. Raikes. (2009). *Extending the Dance in Infant & Toddler Caregiving*. 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, 4a)
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 #2:** Students will be able to describe strategies to build and strengthen family and community relationships.

> **Course Competency 2c:** Students will be able to involve families and communities in a child's development and learning.

> **Performance Measurement Instrument and Success criteria:** Students will successfully complete a family engagement lesson plan for parents to implement at home.

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NAEYC Standards

1. PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young 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 – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

7. EARLY CHILDHOOD FIELD EXPERIENCES
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

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: 300 potential points (30% of final grade)
A total of 3 tests, each worth 100 points will be given. Each test will cover information from the textbook, course lectures, discussions, and videos, and will test the understanding of the information covered. The test dates will be scheduled, and the instructor will notify you. Pop quizzes will be at the discretion of the instructor.

Chapter Reviews: 200 potential points (20% 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)
Each student will be required to read and review *2 professional* journal articles regarding socialization & group care of infants and toddlers.

Family Engagement Activity: 200 potential points (200% of final grade)
Write a lesson plans that parents will conduct at home with their infant or toddler. 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 summative report 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 36 months old. 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 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.

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. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.**

Tests (3 @ 100)	300
Chapter Reviews (10 @ 20)	200
Professional Journal Articles (2 @ 50)	100
Family Engagement Activity	200
Research Paper	200
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

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at http://www.midlandstech.edu/handbook/; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

- The students of MTC have adopted the following Honor Code:
  As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
    - Copying from another student's paper.
    - Copying or presenting someone else's work as your own.
    - Using unauthorized materials during a test.
    - Collaborating with any other person during a test without permission.
    - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
    - Bribing any other person to obtain information about tests.
    - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students 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: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the 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 students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they 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: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students 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. <u>Disruptive behavior is un-professional, and will not be tolerated</u>, 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 <u>your responsibility</u> to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (*MyMTC* Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to http://www.midlandstech.edu/myemail.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

***MyMTC*:**

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to http://mymtc.midlandstech.edu.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, 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 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Accessibility and Special Accommodations:

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

Copyright:

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

Dress Code: All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

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 to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-ccccd.net/College_Courses.htm.

(Revised September 2013)

ECD 205 COURSE OUTLINE

Class/ Date	Class Time	Assignments Due
1	Getting to Know You Review Syllabus **Chapter 1: The Dances of Infancy: Bringing the Relationship Focus to Infant & Toddler Programs**	None
2	**Chapter 1 continued**	• Read Chapter 1 & complete notes & reflections
3	**Chapter 2: The First Dance: Foundations of Attachment & Development in the Early Years**	• Read Chapter 2 & complete notes & reflections
4	**Chapter 2 continued**	• Read Lally – Pages v-14
5	**Chapter 3: An Old Song: Relationship-Based Care in Cultural & Historical Context**	• Read Chapter 3 & complete notes & reflections
6	**Chapter 4: Step by Step: Learning the Moves of the Relationship Dance in an Infant & Toddler Program**	• Read Lally – Pages 15-35 • Read Chapter 4 & complete notes & reflections
7	**Test 1-Chapters 1-4** **Chapter 5: The Right Foot: Beginnings and Endings**	• Study for Test 1 • Read Chapter 5 & complete notes & reflections
8	**Chapter 5 continued**	• Read Lally – Pages 38-46
9	**Chapter 6: Now Really Dance: Individualizing, Documenting, & Planning** Professional Journal Articles dues	• Read Lally - Pages 47-60 • Complete the Professional Journal Article Reviews • Read Chapter 6 & complete notes & reflections
10	**Chapter 7: A Beautiful Dance Hall: Space & Environment**	• Read Chapter 7 & complete notes & reflections
11	**Chapter 8: Staying in Step: Supporting Relationships with Families** **Research Paper & Oral Presentations Due** **Test 2-Chapters 5-8**	• Read Lally – Pages 63-80 • Research Paper Due • Study for Test 2 • Read Chapter 8 & complete notes & reflections
12	**Chapter 9: Lots of Little Feet: Supporting Peer Relationships** **Family Engagement Activity Due - Share**	• Read Lally – Pages 82-88 • Complete Family Engagement Activity • Read Chapter 9 & complete notes & reflections
13	**Chapter 10: Closing the Circle: Supporting Teachers & Administrators**	• Read Chapter 10 & complete notes & reflections
14	Review for Final	• Prepare for Final
15	Celebration of Learning Friday ____ 6-7:30pm Final Exam	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.

Name: _____   **Instructor:** _____

Title of Journal Article: _____

Due Date: _____   **Date Turned In:** _____

Rubric – ECD 205 Professional Journal Article Review

<u>Purpose/Goal</u>: Student will prepare a typed journal article review *relating to infants and/or toddlers.*

<u>***JOURNAL ARTICLE REVIEWS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED***</u>
<u>Journal article must be from an approved professional journal or it will not be accepted</u>

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

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Topic	Paper relates to infants and/or toddlers. (8)	Paper relates to an early childhood topic, but not infants or toddlers (4)	Paper does not relate to an early childhood topic (0)		
½ Page Summary	Summary review of article is ½ page and is clear and comprehensive. (14)	Summary review of article is less than ½ page summary and/or is difficult to understand. (6)	Does not include a summary of the article. (0)		
½ Page Reaction	Paper includes ½ page reaction to article that is clear and comprehensive. (14)	Paper includes less than ½ page reaction to article and/or is difficult to understand. (6)	Paper does not include a reaction to article. (0)		
Grammar/ Spelling/Sen tence Structure	0-4 grammatical and/or spelling errors and 0-1 incomplete sentences. (8)	5-9 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (4)	10 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (0)		
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. (6)	3-4 components at left followed. (2)	1-2 components at left followed. (0)		
Total					

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

Rubric for Chapter Notes/Key Terms

<u>Purpose/Goal</u>: Students will keep up-to-date notes on chapter readings and terms.
Total possible score: 200 (10 Chapters-20pts for each chapter)   Actual Score _____

Criteria	Excellent	Good	Poor	Unacceptable	Self	Score
Complete	Notes & terms are complete and include comments and reflection (15)	Notes and terms are complete with limited reflection (5)	Notes & terms are incomplete (3)	No notes or terms (0)		
Neat	Notes & terms are neat and easy to read (3)		Notes & terms are hard to read or sloppy (1)	No notes or terms (0)		
Turned in on time	Notes & terms ready at beginning of class (2)			No notes or terms (0)		
Comments:				Total:		

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	Self	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 turned in.		
Topic	Paper expands on a topic that is *approved by the instructor on socialization and group care for children between birth and 3 years old.*(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 4th 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	Self	Score
Content Development and Clarity	Content is clear and comprehensive**.** All paragraphs are easy to understand and are fully developed with at least 5-7 complete sentences. (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	At least 3 resources are documented in the bibliography, 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

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

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

Student work received 1 week late will receive 20% off the total score. Student work received 2 weeks late will receive 50% off the total score. Student work will not be accepted after two weeks.

Criteria	Excellent Compliance	Fair Compliance	Minimal Compliance	Non-Compliance	Self	Score
Format	Every section of the lesson plan format is completed correctly. (50)	Most of the lesson plan is completed correctly. (40)	Some sections of the lesson plan format are completed correctly. (20)	Only a few sections of the lesson plan format completed correctly. (0)		
Age and Developmentally Appropriate	Activity is age and developmentally appropriate. (10)	Activity is either age or developmentally appropriate. (5)		Activity is not age or developmentally appropriate. (0)		
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. (50)	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. (15)	No summary (0)		
Reaction 1 page	One page typed paper is turned in that reflects how you will use the information from the parents. (50)	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. (15)	No reaction (0)		
Quality of Work	Work is typed using complete sentences and does not contain any spelling or grammatical errors. (10)	Work is typed with some complete sentences and/or contains 1-2 spelling errors. (8)	Work is typed with 5-7 spelling and/or grammatical errors (4)	Work is sloppy and/or more than 7 spelling and/or grammar errors (0)		
Comments:					**Total:**	

ECD 205 – Socialization and Group Care of Infants and Toddlers

Assessment Record for _____

Assignments	Tests	Chapter Reviews	Journal Articles	Activity / Paper	Research Paper
Chapter Readings: Chapter 1		20			
Chapter 2		20			
Chapter 3		20			
Chapter 4	100	20			
Chapter 5		20			
Chapter 6		20	100		
Chapter 7		20			
Chapter 8	100	20			200
Chapter 9		20		200	
Chapter 10	100	20			
Totals	300/	200/	100/	200/	200/

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

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: _____