

Vanguard University
Early Childhood Education

**CORNERSTONE FOR EARLY CHILDHOOD
EDUCATION**
ECED 100

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
- develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
- celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

"And Jesus grew in wisdom and stature and in favor with God and man." Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

"These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

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

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

"And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God."

Colossians 1:10

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

"But it is the spirit in a man, the breath of the Almighty that gives him understanding." Job 32:8

Developmentally effective approaches to teaching/learning in early childhood settings include: Supporting reading and linguistic skills

➤ Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments

➤ Engaging children's interests through scaffolding that is outcome-directed

➤ Exposing children to culturally diverse materials and activities ➤ Fostering play

experiences that engage children in social interaction ➤ Encouraging behavior that

honors God and children, and gives appropriate guidance ➤ Using technology to support learning

➤ Individualizing instruction to accommodate diverse needs 4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible ○ Language and literacy ○ Creative learning: Art, music, creative movement, dramatic play and visual arts ○ Mathematics ○ Science and discovery ○ Health and safety ○ Social studies ○ Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the

field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
6. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand

that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.
- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.

- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This course provides an introduction to university life, online learning, and to the academic and social skills needed for success. Students will be introduced to the library and information literacy/research skills. The course management system and skills for successful online learning along with the integration of faith and learning through a Biblical worldview will be covered. Becoming a professional in the field of early education will be discussed. This course is required for all ECE degree-seeking students.

LEARNING OUTCOMES

Students will:

- discover opportunities to connect with university services and student life using an online delivery system (6c)
- demonstrate proficiency in using an online learning delivery system (6c)
- identify their own learning style (6c)
- know how to access the library remotely and develop information literacy competencies(6a)
- explore a Biblical worldview of the field of early education and the integration of faith and learning (6a)
- know and articulate what it means to be a professional in the field of early education(6a)

- understand the expectations for the portfolio of learning that they will develop throughout the degree program (6a)

TEXTS AND MATERIALS

Required Text:

Rick Ostrander, Why College Matters to God, Abilene Christian University Press, 2009

Sousa, David A, & Tomlinson, Carol Ann Differentiation and the Brain How Neuroscience Supports the Learner Friendly Classroom Solution Tree Press, 2011

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used in determining student's grade:

Assignment/Grading	Points	Date Due
Questions "Why College Matters to God"	250 points	Weeks 1-5
Your Story Matters Activity	100 points	Week 2
Library Annotated Bibliography	140 points	Week 4
Learning Styles/Reflective Paper	130 points	Week 5
Goals/Standards/Faith Paper	130 points	Week 5
Discussion Postings	250 points	Weeks 1-8
Community Service Project Reflection	(part of discussion postings)	Week 6-7

TOTAL POINTS:

100% = 1000 points

STUDENT EVALUATION

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

CORNERSTONE MISSION

To provide support and preparation for ECE degree seeking candidates related to academic success within an online delivery system, adapting to a community of learners using an online delivery system, understand the integration of faith and learning, and explore conditions for motivation that lead to academic and professional success in the field of early education.

STUDENT ASSIGNMENTS

WEEK ONE

Familiarize yourself with the on-line course by visiting all areas of the class.

Read the student syllabus introduction for Week One

Introduce yourself to the class & instructor via e-mail

Text reading: Ostrander-Why College Matters to God-Ch. 1 & 2

Completion of reflection questions for each required chapter

First draft of “Your Story Matters”

Text Reading: Differentiation and the Brain- Ch. 1&2

Forum Questions

WEEK TWO

Read the Student Syllabus for Week Two

Text reading: Ostrander-Why College Matters to God –Ch. 3 & 4

Completion of reflection questions for each required chapter

“Your Story Matters” final assignment due

Text Reading: Differentiation and the Brain Ch. 6 & 7

Learning Styles Survey

Forum Questions

WEEK THREE

Read the Student Syllabus for Week Three

Text reading: Ostrander-Why College Matters to God –Ch. 5 & 6

Completion of reflection questions for each required chapter

Begin Library Annotated Bibliography Assignment

Forum Questions

WEEK FOUR

Read the Student Syllabus for Week Four

Text reading: Ostrander-Why College Matters to God- Ch. 7

Completion of reflection questions for each required chapter

Library Assignment Due

Forum Questions

WEEK FIVE

Read the Student Syllabus for Week Five

Text Reading: Differentiation and the Brain-Ch. 8

Learning Styles Reflection Paper Due

Goals/Standards/Faith Integration Paper Due

Forum Questions

WEEK SIX

Read the Student Syllabus for Week Six

Read the Community Service Assignment

Begin Community Service Hours

Read Research Article *Children in Poverty: Trends, Consequences and Policy Options.*

Discussion Posting-Based on Research Article

WEEK SEVEN

Read the Student Syllabus for Week Seven

Community Service Assignment due

Discussion Posting- Community Service Assignment

Format for Text Reflective Questions

- 1-2 paragraph response per question (double spaced)
- 12 pt. font Times New Roman
- Use of APA style
- Due 11:59 Sun.

Successful Reflective Questions will:

- Use the text as a resource (remember this is reflective. I am not asking you to pull the “right” answer from the text)
- Use proper citation when quoting text (see APA example)

Format for “Your Story Matters” Assignment

- Choice between a paper, family tree, pictorial power-point, video (other options need to be cleared by instructor)
- Final product needs to include your personal story (examples might include all or most of the following: family, places you’ve lived, hobbies, passions, obstacles, talents, educational journey etc.)

Successful Products will:

- For papers- 12 pt. font double spaced, proper citation if using quotes (APA style) 3 pages min.
- Family Tree-Include first name of family and relation (mother, aunt, great aunt/uncle, etc.) to

you. Include how each person has impacted your life. Be creative

- Power Point-10 slides with pictures and descriptions (first names only)
- Video- Filmed narrative of student introducing family, hobbies, passions, talking about educational journey (7-10 minutes long)

Library Annotated Bibliography Assignment

The library project for this course is an annotated bibliography of 4 information sources, all of which relate to the topic of **Gross Motor Development in Children Ages Birth thru Five.**

You will first need to take the Library Annotated Bibliography tutorial on the main course page titled ECED-100-MC Library Resources.

Begin with a brief introduction of your topic. For example define the term Gross Motor and why research on this topic is important to the field. The introduction may be one or two paragraphs long. List the resources alphabetically by author, using APA style bibliographic format. Include a summary of each source 3-5 sentences.

The purpose of the final project is for each student to demonstrate an understanding of the research skills covered by the library instruction component of this class. You must use the Vanguard University library resources (periodical databases and online catalog) to locate the majority of your sources. You will need to include **at least 3 scholarly journal articles and one book** (recently published book in the field).

What you need to turn in

1. Copy of your bibliography
2. Brief (1-2 paragraph) explanation of your topic
3. At the end of the assignment include a short explanation of how the resources were located – Example: Using which data base(s)? How did you narrow down your search?

4. A brief explanation of your experience using the Vanguard University library resource system. Was it helpful? Easy to use? Did you contact a librarian for help?

Suggestions for Choosing Resources

Content – What is the resource about? Is it relevant to your research?

Purpose – What is it for? Why was the book or article written?

Usefulness – What does it do for your research?

Reliability – Is the information accurate? Do other sources support the conclusions?

Authority – Is it written by someone who has the expertise to author the information? What are the author's credentials?

Currency – Is it new? Is it up-to-date for the topic?

Ease of use – Can a “real person” use this resource? What is the reading level of the resource?

Sample Annotations

Bae, Berit. 2009. Children's Right to Participate: Challenges in Everyday Interactions. *European Early Childhood Education Research Journal* 17(3) 391-406.

This article includes two examples of children's active participation in their environment through playful and helpful interactions with adults in child care settings, and a discussion of the changing roles of the choices and participation of children.

Whitehurst, G.J., Zevenbergen, A.A., Crone, D.A., et al. (1999). *Outcomes of an Emergent Literacy Intervention From Head Start Through Second Grade*. *Journal of Education Psychology*, 91(2).

The author, Grover Whitehurst is a professor of Psychology at the State University of New York at Stony Brook. He was appointed by President George W. Bush to a six-year term as the first Director of the Institute of Education Sciences. In his article, he and his colleagues discuss the effects of early literacy intervention on preschoolers in Head Start programs. They discovered that “the emergent literacy skills of children from low-income, at-risk backgrounds can be enhanced by modest additions to the typical Head Start curriculum.” These additions include helping children understand the domains of language (vocabulary), conventions of print (knowing that writing goes from left to right across a page), beginning forms of printing (writing one’s name), knowledge of graphemes, and phonological awareness. Having prior knowledge of these things proved to be most beneficial to children who were in first and second grade.

(Sample from National Center for Children in Poverty 2010)

Format for Learning Styles Reflective Paper

- 12 pt. font double spaced
- Fully address each of the following:
 1. What did you learn about your learning style from the survey?
 2. What surprised you about the results?
 3. How does knowing your learning style help you with successful completion of your degree and learning online?
 4. How will understanding learning styles help you as an early education professional? Use Differentiation and the Brain Ch. 8 as a resource
- 3 pages in length (proper use of citation if quoting APA style)

Successful Papers will:

- Restate each question (above)

- Demonstrate implications of learning styles on personal successes and potential obstacles with learning on line
- Demonstrate an understanding of the importance of learning styles in the field of early education

Format for Goals/Standards/Faith Integration Paper

- 12 pt. font double-spaced 4-5 pgs.
- Use proper citation if quoting from texts (APA style)
- Address the following
 - 1 Identify two personal goals. Why these two? What beginning steps have you taken to meet these goals? Identify any potential obstacles in reaching these goals.
 - 2 Identify one professional goal related to becoming an ECE professional based on each of the six Early Childhood Education standards at the beginning of your syllabus. Which standards do you feel the most/least confident with? What beginning steps have you taken to meet these goals? Identify any potential obstacles in reaching these goals.
 - 3 What is your initial vision of integrating **Faith with Learning** in your ECE Classroom?
 - 4 Identify two areas of academic growth related to your success in the ECE degree program. (Examples: study skills, improving your writing, becoming more organized) Identify two resources that will help you reach each goal.

Format for Community Service Project

Find a place in your community or church to volunteer your time with children or families. This should be outside your normal work day. You must volunteer three hours over the next few weeks. Your experience must be significant enough to write a two page reflection of your experience.

In your reflection address the following questions,

- Where you spent your time (general description, no addresses or formal names of the location e.g. a homeless shelter, church, library, community center)
- The first name of your primary contact for the experience
- Why did you choose to volunteer in this location?

- How does this experience connect with your goals as an Early Childhood Educator?
- What are two areas of “new learning” you gained from this experience?

Please cite any references properly using APA format. This reflection should be two pages double spaced using Times New Roman font. This paper will be graded pass/fail. It is due at the end of the final week of class. If it is not completed by the due date or the above questions are not addressed in detail, there **will be a loss of ten points** off of your final point tally for the course. You will share your reflection in a peer share discussion posting in week seven.

***Course Schedule Cornerstone for ECE
ECED 100***

Week/Date	Topic	Assignments
1	Introduction/Learning Online/Intro Ostrander- “ <i>Why College Matters to God</i> ”	Reflection Questions Ch. 1 & 2, first draft Your Story Matters assignment, forum discussion questions
2	Learning-styles, Text-topic: culture, God’s joy.	Reflection Questions Ch. 3 & 4, Final-Your Story Matters due, take learning styles survey. Forum-discussion questions
3	Text-topic: Faith education evangelism Library use	Reflection Questions Ch. 5 & 6 Library-Annotated Bibliography Forum Discussion Questions

4	Text-topic: Liberal-arts, creativity, holistic viewpoint	Reflection Questions Ch. 7, Library-Research Assignment Forum Discussion Questions
5	Learning-styles, goal setting/growth areas	Learning styles reflective paper, goals/growth paper Forum Discussion Questions
6	Community Service. Research article <i>Children in Poverty: Trends Consequences and Policy Options</i>	Begin Community Service Assignment. Discussion postings based on research article reading for week six.
7	Community Service cont.	Community-Service reflection due. Peer-share community service reflection in discussion board

Annotated Bibliography Rubric

	4 (35 pts)	3 (30 pts)	2 (25 pts)	1 (20 pts)	Incomplete
Content	Your sources are interesting and they are all clearly related to your topic.	Your sources are interesting and most are clearly related to your topic.	Your sources cover your topic, but they are less interesting and the relationship to your paper is less clear.	Few, if any, of your sources are related to your topic. You seem to have no real interest in your paper.	

<p>Relative Importance to Subject</p>	<p>You select a variety of Journal sources that are all written at the appropriate level. The connection between your sources and your topic are clear.</p>	<p>You select a variety of research sources & most are written at the appropriate level. In most cases the connection between your source & the topic is clear.</p>	<p>The sources you selected are less varied, but most are written at the appropriate level. At times the connection between the sources and your topic is unclear.</p>	<p>You select mostly one Journal. Quite often the connection to the topic is unclear if there is one at all.</p>	
<p>Annotation: Includes</p>	<p>Your annotation has three journal resources and one book and provides the main conclusions of each source.</p>	<p>You clearly Summarize most of the main conclusions of each of your sources.</p>	<p>You clearly summarize the main conclusion of 2 of your 4 sources.</p>	<p>You try to summarize your sources, but have trouble focusing on the main idea.</p>	
<p>Conventions: Proofreading, Spelling, Grammar, APA Style</p>	<p>You correctly cite at least 3 journal sources using the APA style described in class. Your work in in ABC order and there is correct spelling and punctuation</p>	<p>You correctly cite at least 3journal sources using the APA style described in class and there are a few errors.</p>	<p>You cite less than 3 journal sources and try to use APA style described in class, but have some difficulty.</p>	<p>You cite fewer than 4 sources using your own citation style or use APA style but there are many errors</p>	

Rubric for Papers * All papers will be submitted two places: the instructor and Turn-it-in.

<i>The Paper Includes:</i>	Criteria Met <i><u>Superior</u></i>	Criteria Met for the Most Part (Mostly Correct) <i><u>Sufficient</u></i>	Criteria Met Somewhat (Major Portions Missing/Incorrect) <i><u>Minimal</u></i>	Criteria Not Met <i><u>Unacceptable</u></i>
Depth of Reflection Leading to Practice Includes What, So-What and Now-What)	Responses demonstrate an in-depth reflection on, and personalization of, the material. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples provided, as applicable. 65pts	Responses demonstrate a general reflection on, and personalization of, the material. Viewpoints and interpretations supported. Appropriate examples provided, as applicable. 55 pts	Responses demonstrate a minimal reflection on, and personalization of the material. Viewpoints and interpretations unsupported or supported with flawed arguments. Examples, when applicable, not provided or are irrelevant to the assignment. 45 pts	Responses demonstrate lack of reflection on, or personalization of, the material. Viewpoints and interpretations missing, inappropriate detail, and/or unsupported. Examples, when applicable, are not provided. 0__
Required Components (Title, Numbers, Headings, APA in References & Attached Rubric, etc.)	Responses and format include all components and meet or exceed all requirements indicated in the instructions. Each question or part of the assignment addressed clearly, exactly, and thoroughly. 65 pts	Responses and format include all components and meet all requirements indicated in the instructions. Each question or part of the assignment is addressed, but unorganized. 55 pts	Responses and format missing some components and/or do not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment not addressed. Some required portions missing and/or unsuitable for the purpose of the assignment. 45 pts	Responses and format exclude essential components and/or do not address the requirements indicated in the instructions. Many parts of the assignment addressed minimally, inadequately, and/or not at all. 0__
Total	130	110	90	

Expectations for posting in the discussion forum:

- The student is responsible for posting an initial response to each of the discussion items posted by the professor.
- The student's initial post must be a minimum of three full paragraphs with four full sentences in each paragraph. (This is the minimum requirement and does not guarantee full credit). The initial response should reference the text reading, as well as personal perspective.
- Students must post the initial response to the professor's prompt before reading and responding to other students' posts. The initial responses to the two discussion questions are due every Wednesday night.
- The student is responsible for reading other students' posts.
- In addition to the initial discussion question posts, the student is responsible for posting responses to their peers during the course of the week. The student must respond to a minimum of 2 classmates, per discussion question. Again, this is the minimum requirement, and full credit requires more than a minimal effort. Therefore, responding to more than 2 classmates, per discussion question, will ensure higher point value.
- Responses to other students must contain a minimum of one paragraph with four full sentences.
- Responses should be encouraging and professional and stimulate more discussion.
- Responses limited to "I agree" "Nice job" etc. will not receive credit.

*For this course discussion topics will come from texts *Differentiation and the Brain & Professionalism in Early Childhood Education and Children in Poverty: Trends, Consequences and Policy Options*.

Forum Discussion Grading Rubrics
Initial Discussion Responses

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0-9 Points
Integration of Material	Exceeds requirement for integrating material from the assigned readings.	Meets minimum requirement for integrating material from the assigned readings.	Does not meet minimum requirement for integrating material from the assigned readings.	0-9 Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that uses scripture to support ideas	Meets minimum requirement for integration of Biblical worldview that uses scripture to support ideas	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-9 Points
Personalized Application and Reflection	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-9 Points
				Total Points: 36 pts possible (per forum question)