

Vanguard University  
*Early Childhood Education*

**CHILD, FAMILY & COMMUNITY  
ECED 103**

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.
- other professionals to promote children’s positive development and to support their families.

## **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.
5. 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.

- Professors may extend due dates in some instances. The student must contact the professor to request and alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- 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 is a study about how family, school, and community affect a child's development. Emphasis will be placed on the family unit and the parent's role in being the primary educator of the child. Community support and resources will be explored as a point of advocacy for children.

## **LEARNING OUTCOMES**

This course covers the study of how family, school, and community affect a child's development. An emphasis will be placed on the family unit and the parents' roles in being the primary educator of their child. Community resources are investigated and advocacy for children is explored.

The Student will:

- analyze societies' structures and ecological factors influencing socialization
- identify and compare patterns of family development considering functional and dysfunctional
- examine and evaluate methods of socialization
- identify the structure of the family as created by God and discuss how it effects socialization and emotional health
- recognize the effects of childcare on the family and the relinquishment of responsibility
- describe the impact of peer group, acceptance, rejection, and media on the family
- define the role of the church in supporting the family in addition to community resources
- examine of the major socializing influences on the child, especially the home and community
- identify the varying factors affecting families, cultural, racial, economic, social and urban
- develop an understanding of family living and the role and interaction of family members
- discuss child advocacy and the protection of children in our society
- extend understanding of the core concepts of child, family and community from a biblical perspective

## TEXTS AND MATERIALS

### Required Texts:

(Note: Correct editions will be needed in order to complete assignments and quizzes.)

- Cloud, H., and Townsend, J. (1999). *Raising Great Kids, Parenting With Grace and Truth*. Grand Rapids, MI: Zondervan Publishing.
- Couchenour, D., and Chrisman, K. (2011). *Families, Schools and Communities*. Florence, KY: Delmar/Thomson Learning.
- Keeler, D. (2007). *Open Hearts, Open Doors*. LaHabra, CA: ACSI Southern California Regional Office.

### Recommended Reading:

- Cloud, H., and Townsend, J. (1998). *Boundaries with kids*. Grand Rapids, MI: Zondervan.
- Dobson, J. (1985). *The strong willed child*. Wheaton: Tyndale House.

### Resources:

#### Websites for APA support (Check Moodle for more information):

- APA Citation Style

<http://www.library.cornell.edu/resrch/citmanage/ap>

- Frequently Asked Questions About APA

<http://www.apastyle.org/learn/faqs/index.aspx>

**Note: All internet links (resources in Moodle) have been checked prior to the beginning of this class. If you find one link that does not open, please notify the Instructor. Unfortunately, it is not possible to determine if or when an internet resource might close.**

**Recommended Early Education Websites:**

- National Network for Early Child care  
<http://www.nncc.org/>
- Right Choice for Kids  
<http://www.rightchoiceforkids.org/>
- ED.gov – Early Childhood Education  
<http://www2.ed.gov/parents/earlychild/ready/resources.html>
- Link to National Early childhood Education  
<http://www.naeyc.org/links>

**Recommended Websites for Bible resources:**

- Bible Gateway – a searchable online Bible resource  
<http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible  
<http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations  
<http://www.blueletterbible.org>

**Technology Requirements**

Students will be required to have an e-mail account in order to access the course website. In order to complete class requirements, class participants will need to be able to:

- Access the Internet on a regular basis,
- Download and upload Word documents,
- Copy and paste documents,
- Download, view, and listen to PowerPoint documents, Download PDF files,
- Utilize Real Player or Windows Media to download, view, and listen to digitized videotapes, and send and receive e-mails

## 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 online students' grades:**

Quizzes	170 points	Weeks 1-4
Written Paper – Effects of Child Care	125 points	Week 2
Survey (blank, with responses)	30 points	Week 3
Written Paper – Stressors on the Family Unit	125 points	Week 3
Survey Project	250 points	Week 5
Weekly Discussion Postings	300 points	Weeks 1-5

## VANGUARD UNIVERSITY'S GRADING SYSTEM

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

# ASSIGNMENTS: THE REQUIREMENTS AND PROCEDURES

## Academic Writing

The focus of this class is on learning the content **and** demonstrating professional presentation of written documents. Both are important in the field of education. The goal is to help prepare enrollees to be successful *beyond* this class.

Through teaching and administrative experiences in the following programs - early childhood, adult education, bilingual education, regular, ESL (English as a Second Language) - from pre-k through the adult level, in several states and in Mexico City, I have observed that people expect educators to model strong reading, writing, listening, and speaking skills. From this list, Standard English writing remains the emphasis in most online classes. Most educators have to demonstrate writing skills, as well as reading, speaking and listening skills with fellow educators and parents.

Rubrics accompany each assignment in this course. The rubrics provide direction relevant areas to address in the assignment, and indicate the grading process. The syllabus directs each student to attach the corresponding rubric (an example is at the end of the syllabus), to each assignment, including the final project. (Again, the directions indicate that upon submission of the assignment, the rubric for each assignment must be attached. A copy of the corresponding rubric is posted in Moodle in Word format. Do Not attach the pdf rubric which is in the syllabus.)

APA (American Psychological Association) is taught in many high schools. Thus, you may already be familiar with the process. APA remains the procedure for referencing. See page four of the syllabus and Moodle for more information about APA.

The directions for each assignment also require the inclusion of headings (note guidelines for each assignment). Please include these headings in each assignment, as they help guide the reader, and clarify the overall presentation of the document. (Again, include the designated headings for each assignment, as outlined in the directions below.)

Generally, people decide whether to conduct business with an organization based on observation of the speaking and writing skills of people employed in that organization. In other words, parents might determine whether to enroll in (or continue in) an educational program based on what they notice about the speaking and writing skills of the employees. Likewise, a school administrator may make decisions about hiring and/or promoting based on the same criteria - the strength of the speaking and writing skills of an employee. Parents and employers *quietly* make these business decisions. People don't normally announce to someone that they won't do business with that person based on the poor speaking and/or writing skills of that individual.

As educators, before sending a formal communiqué (job application, assignment, note to parents, newsletter to parents, etc.) it is a good idea to ask someone to review that document. It is vitally important to follow instructions relevant completing a document (i.e. a job application, a course

assignment). Also, it is important to consider the audience and the purpose for any communication. For example, the writing styles may be different in a text message (i.e. abbreviations, lower case “i”, etc.), an email, and a formal assignment. Please consider this in your communication throughout this course. It is possible that the style and language in emails may be different (more *informal*) than the papers/projects (more *formal*). In this era of heightened use of technology, it is important to be aware of the purpose and presentation for various forms of communication.

## **Effects of Child Care on the Family Unit (125 Pts.) (2b)**

**(Due: End of Week Two – Sun. Night)**

**The assignment should total approximately two to three pages. The title and reference pages are not included in the page count. **The development of this paper will no doubt help you create the final paper.****

**Purpose:** The purpose of this article is to write about some thoughts regarding child care based on research. This information will probably lead to the development of the final paper.

**Procedure:** Using the format below, write a paper based on your research. Research at least 3-4 articles (no books) on the effects of Child Care on the family unit. Integrate your reading, personal perspective and Biblical principles into a well-defined paper. No points will be awarded for simply summarizing the articles you researched. Instead, discuss your views about how the articles relate to teaching and learning in the early childhood setting. If you decide to reference other articles, ones not listed on Moodle, it is important that you select “academic” resources and not “soft” articles from the internet. **Students may use any of the following when selecting articles: articles listed in Moodle for this course, under “Research Articles” or “Uncategorized Weblinks”; any college/university library; or Google Scholar! No book resources will be accepted! There isn’t sufficient time to read additional books besides the ones specified for this course.**

**Suggestion: Review the rubric prior to beginning the assignment.**

**Include a Title Page with all of the following:**

Your Name  
School Name  
Class Title  
Name of project (as listed in this syllabus)  
Date Due  
Date Submitted  
Original Work, Not Copied (Indicate One) - Yes or No  
Instructor’s Name

**Format of The Paper: (For each response include the number and the heading. (1. Introduction, 2. Integration, ETC.) The bold headings below indicate the way to format your document. Please use those headings. Number the pages of your assignment.) Begin on page two:**

1. **Introduction** - Discuss the focus of the paper - importance of your research  
(approx.. 1 paragraph)
2. **Integration of the Articles** - Using the articles you selected integrated responses to the following: a. what are they saying about the pros and cons of child care? b. How does this affect the family unit, etc? c. What are they saying about the importance of child care and child development?  
(approx. 1-2 pages)
3. **Conclusion** - write your personal conclusions about this research in relation to the significance of Early Education Programs.  
(approx. 1 paragraph)

**Note:** Integrate Biblical principles (include scripture) throughout the paper. Also, please reference in your comments, some information from the textbooks for this course.

**References (Don't number the list. Number only the above headings.)** – A reference section contains information about the articles cited in the paper. Each item in the reference list must be addressed/discussed in the document. Follow APA guidelines. Check page eight of the syllabus and the Moodle Homepage for a list of APA sources with explanation about APA. Be sure to understand the difference between a bibliography and a list of references. Include only a reference list and *not* a bibliography.

For internet articles, list the address and location of the information, per APA guidelines. Instructors will check the weblinks of the articles. Therefore, the “direct” link must be included in the reference list!

**Note:** Develop a document approximately 2-3 pages in length. Additional pages do not increase the value of the assignment. (The *Reference* page is not part of the count.) The assignment must be typed in Times Roman, double spaced, in 12 font with one to 1 to 1½ inch margin around the paper, and appropriate spacing between the paragraphs. Attach the assignment in **Word** and submit to in the assignment section of Moodle and to Turn-It-In.

**Note the corresponding rubric for each assignment at the end of the syllabus. The same rubric is on Moodle so you can copy it and then attach that rubric to the assignment. Submit the assignment into Turn-It-In, the anti-plagiarism software, and also to the Moodle class Assignment section! Specific feedback about the assignment will be noted in the rubric attached to the assignment, in Word format.**

**Suggestion: Review the rubric prior to beginning the assignment.  
Here is an example of the correct format for the paper:**

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**(Cover)**

**Jane Doe**

**ABC School**

**Child, Family and Community**

**Effects of Child Care on the Family Unit**

**February 10, 2011**

**February 9, 2011**

**Original Work – Not Copied**

**Instructor's Name**

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**(Next Page/s)** (approximately 1- 3 Pages)

**1. Introduction: xxxxxx**

**2. Integration of the Articles: xxxxxx**

**a.**

**b.**

**c.**

**3. Conclusion: xxxxxxxx**

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**(Next Page)**

**References (in APA format)**

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**(Next Page)**

**Rubric**

**(Locate this in Moodle, in Word, and attach it to the assignment.)**

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

*Effects of Child Care on the Family Unit: Grading Rubric  
(125 Points)*

**Survey (30 Pts.) (2a, 3a)**  
**(Due: End of Week Three – Sun. Night)**

**Purpose:** The purpose of the survey is to find out what others think about issues you find interesting regarding family, child care, stresses family experience, and the community. Therefore, this is a very personal assignment, and the focus is *not* on right or wrong.

**Procedure - Follow these steps in the development of this assignment:**

1. Develop a list of factors/issues that you believe have contributed to the stressors on the family unit, based on readings from the textbook, the discussions, your first papers, articles you've read, etc.
1. Use that list of factors/issues to develop a survey with questions based on items of interest to you. Include a **minimum of 15 questions. Note: If a survey is too long, it's possible some people won't desire to respond. Also, if questions are too personal (i.e. income, age, violence in the home, etc.) some people may not want to participate.**
2. Number the questions/statements in the survey.
3. **Survey 20 people** for your project. Include a paragraph (see below) to explain the purpose of the survey and what you plan to do with the information. Participants need to understand why you're asking the question and what you'll do with their responses.
4. Submit the blank survey.
5. Check the calendar for the due date of this assignment.

**Note:** Many former students have expressed the joy in developing a survey, and then learning through the survey the thoughts of family members, friends, and parents in their early childhood facilities.

**Suggestion: Review the rubric prior to beginning the assignment.**

**Include a Title Page with all of the following: (Note: The Title Page is not needed for the Survey participants, only when you submit your paper)-**

Your Name  
Place of Employment  
Class Title  
Name of project (as listed in this syllabus)  
Date Due

Date Submitted  
Original Work, Not Copied (Indicate One) - Yes or No  
Instructor's Name

**Include this statement at the top of the survey you develop, as this helps explain to participants the purpose and what you plan to do with the information:**

### **Introduction / Background**

I want to thank you in advance for taking the time to participate in this survey. This survey, which addresses the deterioration of the family unit, is part of my final project for a course that I am taking at Vanguard University of Southern California. The information gathered from this survey will be used in developing my final project for the class. Please be assured that all responses will be kept anonymous and individual responses will not be distributed to others, including the instructor.

Again, I want to thank you for taking the time to participate in this survey.

(**Note:** As the student in this course, you would add any other information you deem important, in order to personalize the document for your population.)

**Note the corresponding rubric at the end of the syllabus. The same rubric is on Moodle so you can copy it. Then, attach that rubric to the end of the assignment. Submit the assignment into Turn-It-In, the anti-plagiarism software, and also to the Moodle class Assignment section! Specific feedback about the assignment will be noted in the rubric attached to the assignment, in Word format.**

## **Stressors on the Family Unit - (125 Pts.) (2c)** **(Due: End of Week Three – Sun. Night)**

**The assignment should total approximately two to three pages. The title and reference pages are not included in the page count. This paper leads into the final paper.**

**Purpose:** The purpose of this article is to write about thoughts relevant to the stressors/pressures families face, based on research about the topic. This information leads to the development of the final paper.

**Procedure:** Using the format below, write a paper based on your research. Research at least 3-4 articles (no books) about the stressors/pressures which impact the family unit. Integrate your reading, personal perspective and Biblical principles into a well-defined paper. No points will be awarded for simply summarizing the articles you researched. If you decide to reference other articles, ones not listed on Moodle, it is important that you select “academic” resources and not “soft” articles from the internet **course, under “Research Articles” or “Uncategorized**

**Weblinks”; any college/university library; or Google Scholar! No book resources will be accepted! There isn’t sufficient time to read additional books besides the ones specified for this course.**

Use the format below to write a paper based on your research. Research at least 3-4 articles. **You may select articles listed from the “academic” resources listed on Moodle and not “soft” articles. If time allows you may select other articles from the following: an online library from a college/university, or Google Scholar! No book resources will be accepted! There isn’t sufficient time to read a book.** Integrate your reading, personal perspective and Biblical principles into a well-defined paper. No points will be awarded for simply summarizing the articles you researched. The document should include your insights and points of connection between the readings and issues about family and community.

**Include a Title Page with all of the following:**

Your Name  
Name of Your School  
Class Title  
Name of this Project (as listed in this syllabus)  
Due Date  
Date Submitted  
Original Work, Not Copied (Indicate One) - Yes or No  
Instructor’s Name

**Format of The Paper: For each response include the number and the heading. 1. Introduction – 2. Integration of the Articles, Etc. Use the bold headings below to format your assignment. Number the pages. Begin on page two:**

- 1. Introduction** - Discuss the focus of the paper - importance of your research  
**(approx. 1 paragraph)**
- 2. Integration of the Articles** - Using the articles you selected integrate responses to the following: a. What are they saying about the impact of stress on a family? b. How does this affect the family unit, etc? c. What impact does family stress on the early childhood facilities?  
**(approx. 1-3 pages)**
- 3. Conclusion** - Write your personal conclusions about this research in relation to the significance of Early Education Programs. **(approx. 1 paragraph)**

**Note:** Integrate Biblical principles throughout the paper. Also, please reference in your comments, some information from the textbooks for this course.

**References (Don't number the list.)** - A reference section contains information about the articles cited in the paper. Follow APA guidelines. Check page eight of the syllabus and the Moodle Homepage for a list of APA sources for explanation. Be sure to understand the difference between a bibliography and a list of references. Include only a reference list and not a bibliography. Also, APA does not use the title "work cited".

For internet articles, list the address and location of the information, per APA guidelines. Instructors will check the web links of the articles. Therefore, the "direct" link must be included in the reference list!

**Note:** A total of three pages will be read for this assignment. (The Reference page is not part of the count.) Additional pages do not increase the value of the assignment. The assignment must be typed in Times Roman, double spaced, in 12 font with a 1 to 1½ inch margin around the paper, and appropriate spacing between the paragraphs. Attach the assignment in **Word** and submit to in the assignment section of Moodle and to Turn-It-In.

**Note the corresponding rubric at the end of the syllabus. The same rubric is in Word on Moodle so you can copy it. Then, attach that rubric to the end of the assignment. Submit the assignment with the correct rubric attached! Specific feedback about the assignment will be noted in the rubric attached to the assignment, in Word format.**

**Suggestion: Review the rubric prior to beginning the assignment.**

Here is an example of the correct format for the paper:

---

**(Cover)**

Jane Doe

ABC School

Child, Family and Community

Effects of Child Care on the Family Unit

February 10, 2011

February 9, 2011

Original Work – Not Copied

Instructor's Name

---

**(Next Page/s)** (approximately 1-2 Pages)

2. Introduction: xxxxxx

3. Integration of the Articles: xxxxxx

a.

b.

c.

4. Conclusion: xxxxxxxx

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**(Next Page)**

References (in APA format)

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**(Next Page)** Rubric

*(Locate this in Moodle, in Word, and attach it to the assignment.)*

Name \_\_\_\_\_

*Stressors on the Family Unit: Grading Rubric  
(125 Points)*

## **Survey Project (250 Pts.)**

### **(Due: End of Week Five – Sun. Night)**

**This is your major project for this class! Please start your research early.**

This project should total approximately four to five pages. The title and reference pages are **not** included in the page count.

**Purpose:** This paper combines information from the first two papers and the survey. Therefore, it's likely that some of the statements and references are those included in the first two papers. This project is also the place to summarize information from the class.

**Procedure:** **The entire project is due on or before the last day of class. The project should total approximately 5-7 pages (Note: This does not include the title page and references or the survey.) Number your pages. Please “do not” include the “actual” surveys from the people you survey. However, you will include information from your survey (a discussion about the results) into your write-up about the research project. Integrate Biblical information throughout, where you deem appropriate. Review the corresponding rubric at the end of the syllabus. Specific feedback about the assignment will be noted in the rubric attached to the assignment, in Word format.**

Also, please reference in your comments, some information from the textbooks for this course.

**Review the corresponding rubric at the end of the syllabus. Specific feedback about the assignment will be noted in the rubric attached to the assignment, in Word format.**

**Include a Title Page with all of the following:**

Your Name  
Name of Your School  
Class Title  
Name of this Project (as it is stated in this syllabus)  
Due Date  
Date Submitted  
Original Work, Not Copied (Indicate One) - Yes or No  
Instructor's Name

**Follow This Format for The Paper: Include The Headings (See 1,2,3, below)**  
**(Number the pages.)**

**(Include the numbers and/or letters below for each response – 1, 2a, 2b, etc.) Begin on page two:**

1. **Introduction/Overview of Survey** - Indicate your thoughts about developing the survey. Relate your comments to the readings and class discussions.  

(approx. 1 paragraph)
2. **Research Information** – Include references to readings and discussions. List answers to a-d.  

(approx. 2 pages)

(Note: Include the letter and the question.)

  - a. What was your overall impression of your findings?
  - b. What was a surprise to you? Why?
  - c. How does this impact the preschool children?
  - d. What can be done to make a difference?
3. **Description of People Surveyed** - number of males and females, background of the people. (occupations, marital status, etc.)  

(approx. 1 page)
4. **List Issues (factors listed in your survey) and Summarize Responses To Each**  

(approx. 1 page)
5. **Conclusion** - What do you want to take away from this assignment?  

(approx. 1 paragraph)

**Note:** Integrate Biblical principles (include scripture) throughout the paper. Also, please reference in your comments, some information from the textbooks for this course.

**References (Don't number the list.)** – A reference section contains information about the articles cited in the paper. Follow APA guidelines. Check page eight of the syllabus and the Moodle Homepage for a list of APA sources for explanation. Be sure to understand the difference between a bibliography and a list of references. Include only a reference list and not a bibliography. Again, **do not include** a bibliography.

For internet articles, list the address and location of the information, per APA guidelines. Instructors will check the web links of the articles. Therefore, the “direct” link must be included in the reference list!

**Attachment** - Attach the blank survey after the references.

**Note:** The assignment must be typed in Times Roman, double spaced, in 12 font with one to 1 ½ in margin around the paper, and appropriate spacing between the paragraphs. Attach the assignment in **Word** and submit to in the assignment section of Moodle and to Turn-It-In. **(Be sure to include the above numbers and/or letters for each response.)**

**Note the corresponding rubric at the end of the syllabus. The same rubric is in Word on Moodle so you can copy it. Then, attach that rubric to the end of the assignment to two locations: Assignments and Turn-It-In, the anti-plagiarism software. The correct rubric, in Word format must be attached! Specific feedback about the assignment will be noted in the rubric attached to the assignment, in Word format.**

**Suggestion:** Review the rubric prior to beginning the assignment.

**Here is an example of the correct format for the paper:**

---

**(Cover)**

**Jane Doe**

**ABC School  
Child, Family and Community  
Effects of Child Care on the Family Unit  
February 10, 2011  
February 9, 2011  
Original Work – Not Copies  
Instructor’s Name**

---

**(Next few pages )**

- **Introduction/Overview of Survey (approx. 1 paragraph)**
  
- 2. Research Information – (approx. 2 pages)**
  - a.
  - b.
  - c.
  - d.
  
- 3. Description of People Surveyed - (approx. 1 page)**
  
- 4. List Issues (factors listed in your survey) and Summarize Responses To Each (approx. 1 page)**
  
- 5. Conclusion - What do you want to take away from this assignment?**

---

**(Next Page)**

**References (APA format)**

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**(Next Page) Rubric**

*(Locate this in Moodle, in Word, and attach it to the assignment.)*

Name \_\_\_\_\_

***Final: Survey Project - Grading Rubric  
(250 Points)***

2/11

**ECED 103: Overview about the Papers**

**(Important: See the syllabus for details)**

<b>Title</b>	<b>1. Effects of Child Care on the Family Unit</b>	<b>2. Stressors on the Family Unit</b>	<b>3. Final Survey Project</b>
<b>Focus</b>	<p><i>Includes:</i> Pros and Cons of Child Care/Early Childhood Education</p> <p>(Note: Child Care referenced in the title)</p>	<p><i>Includes:</i></p> <ul style="list-style-type: none"> <li>• Broader than child care issues</li> <li>• Issues that impact family in stressful or negative ways</li> </ul> <p>(Note: Family stressors - referenced in the title)</p>	<p><i>Includes:</i></p> <ul style="list-style-type: none"> <li>• Any initial thoughts about family, community, early childhood education</li> <li>• Thoughts based on discussion questions</li> <li>• Thoughts based on information collected from first two papers</li> <li>• Thoughts based on information gathered from the survey</li> </ul>
<b>Format</b>	<p><b>Introduction</b> (approx. 1 paragraph)</p> <p><b>Integration of Articles</b> (approx. 1-3 pages)</p> <p><b>Conclusion</b> (approx. 1 paragraph)</p> <p><b>References</b></p> <p><b>Rubric</b></p>	<p><b>Introduction</b> (approx. 1 paragraph)</p> <p><b>Integration of Articles</b> (approx. 1-3 pages)</p> <p><b>Conclusion</b> (approx. 1 paragraph)</p> <p><b>References</b></p> <p><b>Rubric</b></p>	<p><b>Introduction</b> - (approx. 1 paragraph)</p> <p><b>Research Information</b> (approx. 2 pages – list ans. to a-d – indicate a, b, c, d for each section)</p> <p><b>Description of People Surveyed</b> (approx. 1 page)</p> <p><b>List Issues</b> - (approx. 1 page)</p> <p><b>Conclusion</b> - (approx. 1 paragraph)</p> <p><b>References</b> (likely to include references from first two papers – this is possible but not a requirement)</p> <p><b>Rubric</b></p>

**Note:** The above are formal documents, and therefore should be presented in Standard English. Use appropriate paragraph and sentence structure. Therefore, where it's noted "approx. 1 paragraph" or "approx. 1 page", in order to develop a reader-friendly document, the 1 paragraph could expand to two/three. The 1 page would definitely include several paragraphs. All documents should include 1) a Christian Worldview, with scriptural reference; and 2) references to the textbooks, which include page numbers. Develop papers in APA format. The textbook is an example of APA format. Also, on Moodle there are links which provide information about APA.

## Weekly Schedule of Student Assignments

*Review Moodle and the calendar. The weekly learning modules provide pertinent information such as the location of the quizzes and the link to Turn-It-In. Note: All Weblinks in Moodle have been checked prior to the beginning of class. These links provide additional information for discussion and your assignments. However, there is no control over when a link might close. If you notice one has closed, please notify the Instructor.*

*All assignments, quizzes, discussions, and wrap-ups are required on or prior to the due date. There are no make-up procedures. Note: Any missed work results in a lower grade for the course. For example if points total "A" but there's a missed assignment, the earned grade will be reported as "B".*

### **WEEK ONE – OFFICE HOURS: MON. 9:00-9:30 P.M.**

- Familiarize yourself with the online course.
- Read the entire *Student Syllabus* (a couple of times) and focus on *Week One*
- Introduce yourself to the class & instructor and answer the question via Moodle
- Online Threaded Discussion: Post and replies to two questions
- Text reading: Couchenour, Chrisman - Chapters: 1, 2, 5
- Objectives:
  1. Explain the value of families and communities in children's lives
  5. Define the categories of internal and external developmental assets necessary for optional child development
  6. Describe the importance of three theoretical perspectives as they relate to families and young children
  7. Describe ways to honor diversity in childhood settings
  8. Explain differences in family beliefs
- Complete the Quiz - covers the three chapters (*all chapter quizzes for the class are from your textbook, and none will be from the book Raising Great Kids*)
- Survey – Note references to a survey due in Week Three and Week Five (Start research in preparation for the survey.)
- Wrap-up opens Sun. night

### **WEEK TWO – OFFICE HOURS: TUES. 8:00- 8:30 A.M.**

- Read the *Student Syllabus* (a couple of times) *and focus on Week Two*
- Read *Family: Americas Smallest Family* (see Moodle)
- Online Threaded Discussion: Post and replies to two questions
- Text reading: Couchenour, Chrisman - Chapters: 3 and 4  
Cloud, Townsend - Chapters 6 and 13
- Objectives:
  1. Summarize variations in families related to culture, ethnicity, language, socio-economic status, religion, gender, and geographic region even as they attend to developmental issues that face most families with young children
  2. Evaluate information from the code of ethics conduct to work as an early childhood educator when working with families with young children
- Complete the Quiz for the chapter
- *Effects of Childcare on The Family Unit* - **paper due by Sun. night.**
- Wrap-up opens Sun. night

### **WEEK THREE – OFFICE HOURS: WED. 7:30-8:00 A.M.**

- Read the *Student Syllabus- Week Three*
- Online Threaded Discussion: Post and replies to two questions
- Text reading: Couchenour, Chrisman - Chapters: 8  
Cloud, Townsend - Chapters 9
- Objectives:
  1. Explain attitudes and practices necessary for effective communication among families, child care and schools
  2. Summarize the most effective communication strategies for specific situations
  3. Identify useful websites to build and support family-staff relationships
- Complete the Quiz for the chapter
- **Survey due by Sun. night (a blank copy, without responses) - Follow instructions below.**
- *Stressors on the Family Unit* **due by Sun. night. Follow instructions below.**
- Wrap-up opens Sun. night

#### **WEEK FOUR – OFFICE HOURS: WED. 5:30-6:00 P.M.**

- Read the *Student Syllabus - Week Four*
- Online Threaded Discussion: Post and replies to two questions
- Text reading: Couchenour, Chrisman - Chapter: 9  
Cloud, Townsend - Chapters 2, 3
- Objectives:
  1. Explain how teachers form partnerships with families and encourage them to support children's learning at home
  2. Describe the social and emotional foundations of early learning
- Complete the Quiz for the chapter
- Work on your survey project. You should have begun to interview your 20 people for the survey.
- Wrap-up opens Sun. night

#### **WEEK FIVE – OFFICE HOURS: MON. 9:00-9:30 P.M.**

- Read the *Student Syllabus - Week Five*
- Online Threaded Discussion: Post and replies to two questions
- Text reading: Couchenour, Chrisman - Chapters: 10, 11  
Cloud, Townsend - Chapters 4, 7, 8, 5, 10, 11
- Objectives:
  1. Explain how teachers form partnerships with families and encourage them to support children's learning at home
  2. Describe the social and emotional foundations of early learning
- Complete the Quiz - covers the two chapters
- Survey Project **due – Follow instructions below**
- **Wrap-up opens Fri. morning (Note: The course ends Sun. night.)**

**Chapters from the book “Raising Great Kids” (RGK) do not have quizzes. Students are expected to integrate their RGK reading into all their weekly discussions!**

**For consideration as you develop comments for discussions and your assignments, these could be considered leveled as surface to more in-depth:**

*What, So-What, and Now-What*

- **What** – a description, and *not* an evaluation of a reading
- **So-What** – the value of this information, **or** the lack of value of this information (for consideration as you address portions of the course - the review of articles, the discussions, and the conclusions in the assignments)
- **Now-What** – what *you, personally* will do with the information, how you can or will apply the information, and will you seek further information on this issue (why or why not), etc. (for consideration as you address portions of the course - the review of articles, the discussions, and the conclusions in the assignments) A comments at this level encourages one to think outside the box--- in-depth.

## **Rubrics**

A rubric is a scoring guide composed of criteria used to evaluate performance, a product, or a project. A rubric allows for standardized evaluation according to specified criteria, making grading and ranking simpler and more transparent in a reliable, fair, and valid manner at several levels. Review below the rubrics which correspond to discussions and the assignments. The assignment rubrics are posted in Word on Moodle, in order to copy and paste to the end of the corresponding assignment, prior to submission.

# Discussion Forum Grading Rubrics

## Initial Discussion Responses

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	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.	0-3 Points
<b>Integration of Material</b>	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.	0-3 Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-3 Points
<b>Personalized Application and Reflection</b>	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-3 Points
				Total Points:

The points apply per discussion question. They include points for initial postings only. A Maximum 12 points can be earned per initial response.

## Student to Student Response

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of one full paragraph including a minimum of four sentences to more than two students. Provides posts over a 2-3 day time span.	Meets minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1-2 day time span.	Does not meet minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1 day time span.	0-2 Points
<b>Insightful Reflection on Posts of Others</b>	Exceeds requirement for providing insightful reflections on posts of others.	Meets minimum requirement for providing insightful reflections on posts of others.	Does not meet minimum requirement for providing insightful reflections on posts of others.	0-2 Points
<b>Builds on Ideas of Others and Integrates Biblical Worldview With Scripture</b>	Exceeds requirement for building on ideas of others and integrating a Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-2 Points
				<b>Total Points:</b>

The points apply for student to student responses. A Maximum 6 points can be earned per response.

## Wrap Up Response

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	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.	0-4 Points
<b>Integration of Personal Reflection with Instructor's Thoughts</b>	Exceeds requirement for integrating personal reflections with the instructor's final thoughts.	Meets minimum requirement for integrating personal reflections with the instructor's final thoughts.	Does not meet minimum requirement for integrating personal reflections with the instructor's final thoughts.	0-4 Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-4 Points
				<b>Total Points:</b>

The points apply for weekly wrap ups. A Maximum 12 points can be earned.

## Rubrics for Assignments:

(Locate these in Moodle, in Word, and attach to the corresponding assignment.)

Name \_\_\_\_\_

### *Effects of Child Care on the Family Unit: Grading Rubric (125 Points)*

Submit by 11:55 pm (Pacific Time) on Sunday at the end of Week 2 through Moodle

<b>The Paper Includes:</b>	<i>Criteria Met</i>	<i>Criteria Met for the Most Part (Majority)</i>	<i>Criteria Met Somewhat</i>	<i>Criteria Not Met</i>
	<b>Superior</b>	<b>Sufficient</b>	<b>Minimal</b>	<b>Unacceptable</b>
Correct APA Format Throughout	<b>20</b>	<b>10</b>	<b>5</b>	<b>0</b>
Reference List (minimum 3) <b>Besides the Textbook</b>	<b>10</b>	<b>5</b>	<b>2</b>	<b>0</b>
Selection of Scholarly Articles	<b>10</b>	<b>5</b>	<b>2</b>	<b>0</b>
Proper Grammar, Punctuation, Spelling, Sentence Structure	<b>10</b>	<b>5</b>	<b>2</b>	<b>0</b>
Integration of Articles Throughout Discussion	<b>20</b>	<b>10</b>	<b>5</b>	<b>0</b>
Well-Written, Substantive Comments For: The Introduction, Comments About the Articles, Comments About Personal Experiences, The Conclusion- All Relevant the Topic	<b>20</b>	<b>10</b>	<b>5</b>	<b>0</b>
Biblical Worldview Include Scripture Reference	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>
Format as Outlined in the Syllabus (All Components – Title Page, Headings, Rubric Attached in Word, Submitted to Turn It In, Etc.)	<b>20</b>	<b>10</b>	<b>5</b>	<b>0</b>

and also through Turn It In. Remember there will be a **10-point deduction for each hour the assignment is late.**

All the above information is in the syllabus.

Late \_\_\_ No \_\_\_ Yes \_\_\_ Hours

Total Earned Points \_\_\_\_\_

Name \_\_\_\_\_

**Survey: Grading Rubric  
(30 Points)**

<b>The Survey Includes:</b>	<i>Criteria Met</i>	<i>Criteria Met for the Most Part (Majority)</i>	<i>Criteria Met Somewhat</i>	<i>Criteria Not Met</i>
	<b>Superior</b>	<b>Sufficient</b>	<b>Minimal</b>	<b>Unacceptable</b>
Correct Format Throughout as Detailed in the Syllabus (All Components) - ---Intro Statement, ---15 Questions Min., ---Numbered Questions/Statements --- Rubric Attached in Word, --- Submitted to Turn-It-In)	<b>15</b>	<b>10</b>	<b>5</b>	<b>0</b>
Proper Grammar, Punctuation, Spelling, Sentence Structure	<b>15</b>	<b>10</b>	<b>5</b>	<b>0</b>

**Submit by 11:55 pm (Pacific Time) on Sunday at the end of Week 3 through Moodle and also through Turn It In. Remember there will be a 10-point deduction for each hour the assignment is late.**

*All the above information is in the syllabus.*

Late \_\_\_No\_\_\_Yes\_\_\_Hours      Total Earned Points\_\_\_\_\_

Name \_\_\_\_\_

***Stressors on the Family Unit: Grading Rubric  
(125 Points)***

**Submit by 11:55 pm (Pacific Time) on Sunday at the end of Week 2 through Moodle**

<b>The Paper Includes:</b>	<i>Criteria Met</i>	<i>Criteria Met for the Most Part (Majority)</i>	<i>Criteria Met Somewhat</i>	<i>Criteria Not Met</i>
	<b>Superior</b>	<b>Sufficient</b>	<b>Minimal</b>	<b>Unacceptable</b>
Correct APA Format Throughout	<b>20</b>	<b>10</b>	<b>5</b>	<b>0</b>
Reference List (minimum 3) <b>Besides the Textbook</b>	<b>10</b>	<b>5</b>	<b>2</b>	<b>0</b>
Selection of Scholarly Articles	<b>10</b>	<b>5</b>	<b>2</b>	<b>0</b>
Proper Grammar, Punctuation, Spelling, Sentence Structure	<b>10</b>	<b>5</b>	<b>2</b>	<b>0</b>
Integration of Articles Throughout Discussion	<b>20</b>	<b>10</b>	<b>5</b>	<b>0</b>
Well-Written, Substantive Comments For: The Introduction, Comments About the Articles, Comments About Personal Experiences, The Conclusion - All Relevant the Topic	<b>20</b>	<b>10</b>	<b>5</b>	<b>0</b>
Biblical Worldview Include Scripture Reference	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>
Format as Outlined in the Syllabus (All Components – Title Page, Headings, Rubric Attached in Word, Submitted to Turn It In, Etc.)	<b>20</b>	<b>10</b>	<b>5</b>	<b>0</b>

**and also through Turn It In. Remember there will be a 10-point deduction for each hour the assignment is late.**

*All the above information is in the syllabus.*

Late \_\_\_ No \_\_\_ Yes \_\_\_ Hours

Total Earned Points \_\_\_\_\_

Name \_\_\_\_\_

**Final: Survey Project - Grading Rubric  
(250 Points)**

<b>The Paper Includes:</b>	<i>Criteria Met</i>	<i>Criteria Met for the Most Part (Majority)</i>	<i>Criteria Met Somewhat</i>	<i>Criteria Not Met</i>
	<b>Superior</b>	<b>Sufficient</b>	<b>Minimal</b>	<b>Inacceptable</b>
Correct APA Format Throughout	<b>30</b>	<b>20</b>	<b>10</b>	<b>0</b>
Reference List (minimum 3) Documents Besides the Textbooks	<b>30</b>	<b>20</b>	<b>10</b>	<b>0</b>
Selection of Scholarly Articles	<b>30</b>	<b>20</b>	<b>10</b>	<b>0</b>
Proper Grammar, Punctuation, Spelling, Sentence Structure	<b>30</b>	<b>20</b>	<b>10</b>	<b>0</b>
Integration of Articles Throughout Discussion	<b>40</b>	<b>30</b>	<b>20</b>	<b>0</b>
Well-written Introduction and Conclusion With the Titles Included & Substantive, Well-Developed Comments Relevant the Topic, With Reference to the Textbook	<b>40</b>	<b>30</b>	<b>10</b>	<b>0</b>
Biblical Worldview Included and a Minimum of One Scripture	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>
Format as Outlined in the Syllabus (All Components - Headings, Rubric Attached in Word, Submitted to Turn-It-In, Etc.)	<b>30</b>	<b>20</b>	<b>10</b>	<b>0</b>

**Submit by 11:55 pm (Pacific Time) on Sunday at the end of Week 5 through Moodle and also through Turn It In. Remember there will be a 10-point deduction for each hour the assignment is late.**

*All the above information is in the syllabus.*

Late \_\_\_ No \_\_\_ Yes \_\_\_ Hours

Total Earned Points \_\_\_\_\_