

Early Childhood/Elementary/Middle Level Education Department
ELE 4776 History and Philosophy of Early Childhood
Spring 2014

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Class Meetings: Wednesdays: 7-9:30PM, Buzzard 2439

Unit Theme: Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

Catalog Description: The history and philosophy of early childhood education. Historical and contemporary models, social policy, and philosophical issues.

Prerequisites: Eight semester hours in education and psychology

Course Purpose: This course is intended to provide: 1) basic knowledge about the historical foundation of early childhood education (ECE); 2) a comprehensive overview of ECE approaches/ program philosophies; 3) an understanding of national values and social policies which are reflected in recent issues and trends in the field of ECE; and 4) opportunities to apply historical/ philosophical knowledge to their personal views of learning and teaching.

Course Textbook:

Morrison, G. S. (2009). *Early childhood today*, (11th ed) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Supplemental Materials: Additional materials will be made available through WebCT and EIU Library e-Reserve (password: sm4776).

Model of Teaching: The Information-Processing Models: Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. [Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.]

Dispositions: Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Teaching Standards Related to ELE 4776

Illinois Professional Teaching Standards (IPTS): <http://www.isbe.net/profprep/standards.htm>

Illinois Core Technology Standards (ICTS): <http://www.isbe.state.il/profprep/standards.htm>

Illinois Core Language Arts Standards (ICLA):

http://www.isbe.net/profprep/CASCD/pdfs/24110_corelanguageartsstds.pdf

National Association of Education for Young Children Standards

(NAEYC): http://www.naeyc.org/accreditation/next_era.asp

Outcomes Specific to this Course:

- Students will expand and reflect on their Letter of Intent to incorporate all the CEPS dispositional areas in a revised document
- Understand, develop, and articulate an individual philosophy of education.
- Analyze educational literature and practice with philosophical lens.
- Analyze contemporary educational approaches relative to philosophical method.
- Students will work collaboratively with peers to interpret and defend their views on learning and teaching.
- Students will work collaboratively with peers to interpret and defend teaching approaches.
- Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches.

- Demonstrate knowledge of past and present developments (issues, research, and social influences) in the field of ECE.
- Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives.
- Model appropriate professional behavior- ethical, legal, social, and moral.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes attendance, participation and preparation for group and whole class discussions.	IPTS: 1, 9, 10, 11 ICTS:4, 5, 6, 7 ICLA: 2 NAEYC:5 Dispositions: SDE, EC, IWS, PEP
Letter of Intent (Reflection)	Students will expand and reflect on their Letter of Intent to incorporate all the CEPS dispositional areas in a revised document Model appropriate professional behavior- ethical, legal, social, and moral.	IPTS: 3, 4, 5, 6, 7, 9, 10, 11 ICTS: 1, 2, 3, 7, ICLA: 1, 2, NAEYC: 4, 5 Dispositions: SDE, EC, PEP, IWS, PTSL
Tests and Examinations	Tests and examinations are one form of assessments of students' content knowledge about philosophy and programs in early childhood education.	IPTS: 1, 2, 3, 8 ICTS: 7,8 ICLA: 2, NAEYC: 1, 3,4 Dispositions: EC
Critical Examination of an Issue in Early Childhood Education	Analyze educational literature and practice with philosophical lens. Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches. Demonstrate knowledge of past and present developments (issues, research, and social influences) in the field of ECE. Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives.	IPTS: All ICTS: 1,2, 5,7,8 ICLA: 2, 3 NAEYC: All Dispositions: SDE, EC, PTSL, PEP
Philosophy of Education	Understand, develop, and articulate an individual philosophy of education.	IPTS: All ICTS: 1, 3 ICLA: 1, 2, 3, NAEYC: All Dispositions: SDE, EC, PTSL, PEP, IWS

<p>Comparison of Contemporary Educational Approaches</p>	<p>Performance includes a project on comparing different early childhood educational approaches and philosophies in early childhood education. The use of technology will be integrated into this project.</p> <p>Analyze contemporary educational approaches relative to philosophical method.</p> <p>Students will work collaboratively with peers to interpret and defend teaching approaches.</p> <p>Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches.</p> <p>Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives.</p>	<p>IPTS: All ICTS:1,2,5,7,8 ICLA: 2, NAEYC: All</p> <p>Dispositions: SDE, EC. IWS, PEP, PTSL</p>
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Core Assignments	Brief Description	Points	Approximate Weight
Participation	Performance includes attendance, participation and preparation for group and whole class discussions.	Participation = 10 pts. Attendance = 10 pts.	10%
Letter of Intent (Reflection)	Carefully review the list of dispositional areas adopted by CEPS and reflect upon the letter of intent you initially submitted. Revise your original letter of intent to address each of the dispositional areas. What experiences in your teacher preparation program have provided you opportunities to exhibit and develop these dispositions? Why are these dispositional areas important for your career as an educator?	50 pts.	15%
Tests and Examination	Tests and examinations consist of multiple measures, including multiple choice, short answers, and essay questions. Questions will be derived from lecture, assigned readings, article handouts and class discussions.	Mid-Term =30 pts Final =30 pts.	20%
Critical Examination of an Issue in Early Childhood Education	Students will individually research an issue in early childhood education and develop a paper analyzing the philosophical basis for the various perspectives on this issue. The issue must be current and significant to the early childhood field. The paper should be at least 5-pages long with references and written in APA style.	60 pts.	20%
Philosophy of Early Childhood Education	Students will write a paper (a minimum of 5 pages) on their philosophy and beliefs about teaching and the learning of young children and their families in order to articulate an individual philosophy of education.	60 pts.	20%

Comparison of Contemporary Educational Approaches in Early Childhood Education	Compare and contrast two or more types of early childhood approaches from different perspectives (philosophy, daily schedules and activities, assessments and evaluations, teacher's role, parental involvement, etc). The project will be presented in class. Utilization of technology in the project will be part of the assessment.	60 pts.	15%
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DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR

Graduate Students: Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be the completion of a theory to practice project paper to include a minimum of 12 pages with 10 sources. The nature of this assignment may vary and will be determined after consultation between the individual student and the instructor.

Student Point Record	Possible Points	Due Date
1. Letter of Intent Reflections	50	1/22/14
2. Philosophy of ECE	60	2/12/14
3. Mid-Term Exam	30	3/5/14
4. Current Issue in ECE	60	4/17/14
5. ECE Approaches Showcase	50 10	4/30/14 4/30/14
6. Final Exam	30	5/7/14
Attendance	10	
Participation	10	
Total	300	

Grading Scale:

A= 92%-100%	= 276-300
B= 82%-91%	= 246- 275
C= 72%-81%	= 216 - 245
D= 62%-71%	= 186 - 215
F= 61% and below	= 185 and below

Course Overview

This course covers five topics in early childhood programs and philosophy: 1) Contributions from the past, 2) Methodological philosophies, 3) Theoretical foundations of contemporary educational approaches 4) National values and social policies, and 5) Perspectives on Diversity.

COURSE OUTLINE

- A. Contributions from the Past
 - a. Influences from classical sources
 - i. Comenius
 - ii. Rousseau
 - iii. Froebel
 - iv. Pestalozzi
 - v. Montessori
 - vi. Locke
 - b. Early Growth of Educational Efforts
 - i. Kindergarten in Europe and North America
 - ii. Origins of nursery schools

iii. Child care facilities

- B. Theoretical Foundations of ECE Programs
- a. The normative-descriptive approach
 - b. The humanistic school
 - c. Behaviorism and shaping techniques
 - d. Piaget's interpretations of growth
 - e. Erikson's early ages and stages
 - f. Vygotsky's zone of proximal development
 - g. Dewey's Progressivism
 - h. Waldorf's view of nature and the environment
 - i. Gardner's multiple intelligences
- C. Methodological Philosophies of Contemporary Educational Approaches
- a. The Project Approach
 - b. Bank Street Approach
 - c. Reggio Emilia's Approach
 - d. The Waldorf Approach
 - e. The Montessori Approach
 - f. The Pyramid Method
 - g. Spectrum Approach
 - h. The High/Scope Model
 - i. The Portage Model
- D. National Values and Social Policy
- a. The Federal Government: Supporting Children's Success
 - b. Supporting Children's Success at the State Level
 - c. Historical perspective of legal and ethical rights of young children
- E. Perspectives on Diversity:
- a. Past and Present
 - i. Suppression of Cultural Diversity
 - ii. Melting Pot/ Issues with migration and immigration
 1. Family Structure(s)
 2. Language
 - iii. "Add-On" Multiculturalism
 - iv. Bilingualism/Biculturalism
 - v. Anti-bias Education
 - b. Preparing to Teach from an Anti-bias Perspective

Weekly Schedule

Week/ Date	Topic	Reading Assignment	Due
1 1/15	Overview of Course: Syllabus and Assignments Influences from classical sources i. Comenius ii. Rousseau	Morrison, Chapter 4	
2 1/22	Overview of Course: Syllabus and Assignments Influences from classical sources iii. Froebel iv. Locke v. Pestalozzi	Morrison, Chapter 7	Letter of Intent Reflections
3 1/29	Early Growth of Educational Efforts Kindergarten in Europe and North America	Morrison, Chapter 7	

	Early Growth of Educational Efforts (contd) i. Origins of nursery schools ii. Child care facilities		
4 2/5	Methodological Philosophies: a. The normative-descriptive approach b. The humanistic school c. Behaviorism and shaping techniques	Morrison, Chapter 5	
5 2/12	Methodological Philosophies (contd): d. Piaget's interpretations of growth e. Erikson's early ages and stages f. Vygotsky's zone of proximal development		Philosophy of Early Childhood Education
6 2/19	Methodological Philosophies (contd) g. Dewey's Progressivism h. Gardner's multiple intelligences		
7 2/26	Theoretical Foundations of Contemporary Educational Approaches a. The Montessori Approach b. The Waldorf Approach		
8 3/6	Theoretical Foundations of Contemporary Educational Approaches (contd) c. The Project Approach d. Reggio Emilia's Approach		Mid-Term Exam 3/5/14 –in class
9	Spring break:3/10 -3/14		
10 3/19	Theoretical Foundations of Contemporary Educational Approaches (contd) e. Bank Street Approach f. The High/Scope Model	Morrison, Chapter 6	
11 3/26	Theoretical Foundations of Contemporary Educational Approaches (contd) g. The Pyramid Method h. Spectrum Approach		
12 4/2	Theoretical Foundations of Contemporary Educational Approaches (contd) i. The Portage Model		American Educational Research Annual Conference
13 4/9	National Values and Social Policy a. The Federal Government: Supporting Children's Success b. Supporting Children's Success at the State Level		
14 4/16	National Values and Social Policy- continued c. Historical perspective of legal and ethical rights of young children	Morrison, Chapters 2, 7, and 8	Issue in Early Childhood Education
15 4/23	Perspectives on Diversity: a. Past and Present i. Suppression of Cultural Diversity ii. Melting Pot/ Issues with migration and immigration		4/30

	1. Family Structure(s) 2. Language Perspectives on Diversity: continued iii. "Add-On" Multiculturalism iv. Bilingualism/Biculturalism v. Anti-bias Education c. Preparing to Teach from an Anti-bias Perspective		
16 4/30	Comparisons Approaches in ECE	Morrison, Chapter 15.	Comparisons Approaches in ECE: Paper and Poster
17	Final Exam: 5/7/14: 7:30-9:30 pm, in class		

Absences: Regular attendance and class participation are expected and count as part of your grade. If you are absent or missed the class, it is your responsibility to check with your classmate first to see if there have been any assignment changes or materials covered in the class.

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

Students are required to conform to the classroom rules. Using cellphones and other electronic devices including lap tops in the class are strictly prohibited.

References

- Brosterman, N. (2002). *Inventing kindergarten*. NY: Harry Adams.
- Cople, C. & Bredekamp, S. (2009). *Developmentally appropriate practice: Serving children birth through age 3*. Washington, DC: National Association of Education for Young Children.
- Bodrova, E.D., Leong, D., & McAfee, O. (2004). *Basic assessment: Primer for early childhood educators*. Washington, D.C: National Association of Education for Young Children.
- Cadwell, L.B., & Rinaldi, C. (2003). *Bringing learning to life: A Reggio approach to early childhood education*. NY: Teachers, & College Press.
- DeVaries, R. (2002). *Developing constructivist early childhood curriculum: Practical principles and activities*. NY: Teachers College Press.
- Herschkowitz, E. C., & Kagan, A. (2004). *A good start in life: Understanding you child's brain and behavior*. Malden, MA: Joseph Henry Press.
- Hendrick, J. & Weissman, P. (2007). *Total learning: Developmental curriculum for the young child*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Lascarides, V. & Hinitz, B. (2000). *History of early childhood education*. NY: Falmer Press.

- Isenberg, J.P. & Jalongo, I. (2003). *Major trends and issues in early childhood education: Challenges, controversies and insights*. NY: Teachers College Press.
- Mooney, C. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. St.Paul, MN: Readleaf Press.
- Morrow, L. M. (2004). *Literacy development in the early years*. Boston: Allyn & Bacon.
- Newby, T.J., Stepich, J., Lehman, J., & Russell, J. D. (2006). *Educational technology for teaching and learning*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Roopnarine, J. & Johnson, J. (2005). *Approaches to early childhood education*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Saracho, O., & Spodek, B. (2003). *Studying teachers in early childhood settings*. Greenwich, CT: Information Age.
- Spietz, H. A. (2002). *Montessori resources: A complete guide to finding Montessori materials for parents and teachers*. Roosmoor, CA: American Montessori Consulting.
- Zigler, E., & Styfco, S.J. (2004). *The Head Start debates*. Baltimore: Brookes.
- Wolfe, J. (2002). *Learning from the past: Historical voices in early childhood education*. Alberta, Canada: Piney Branch Press.
- Wright, K.D., Stegelin, A., & Harris, L. (2007). *Building family, school, and community partnerships*. Upper Saddle River, NJ: Merrill/Prentice Hall

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

All information in this syllabus should be considered subject to change based upon professional discretion.

Description of the Assignment

1. **Letter of Intent (Reflection)** **50 points**
 - Students will expand and reflect on their Letter of Intent to incorporate all the CEPS dispositional areas in a revised document.
 - Carefully review the list of dispositional areas adopted by CEPS and reflect upon the letter of intent you initially submitted. Revise your original letter of intent to address each of the dispositional areas. What experiences in your teacher preparation program have provided you opportunities to exhibit and develop these dispositions? Why are these dispositional areas important for your career as an educator?
 - The CEPS dispositional areas are as follows:
 - i. Interactions with Students
 - ii. Professional Ethics and Practices
 - iii. Effective Communication
 - iv. Planning and Teaching for Student Teaching
 - v. Sensitivity to Diversity and Equity
 - Letter needs to be a minimum of 4 pages long not including reference and title pages
 - What experiences in your teacher preparation program have provided you opportunities to exhibit and develop these dispositions?
 - Explain your experience in each area of dispositions = 5 points for each area of disposition (25 points)
 - Why are these dispositional areas important for your career as an educator? = 5 points for each area of the dispositions (25 points)

2. **Critical Examination of an Issue in Early Childhood Education** **60 points**

Students will individually research an issue in early childhood education and develop a paper analyzing the philosophical basis for the various perspectives on this issue. The issue must be current and significant to the early childhood field. The paper should be at least 5-pages long with references and written in APA style.

 - Analyze educational literature and practice with philosophical lens (15 points)
 - Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches (15 points)

- Demonstrate knowledge of past and present developments (issues, research, and social influences) in the field of ECE (15 points)
- Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives (15 points).

3. Philosophy of Early Childhood Education

60 points

- Students will write a paper (a minimum of 5 pages) on their philosophy and beliefs about teaching and the learning of young children and their families in order to articulate an individual philosophy of education.
- This paper will address the following topics; philosophy of teaching, what do you believe the best practice in teaching young children, children with special needs, diversity and multiculturalism, using technology for young children, poverty and low income children and families.

4. Comparison of Contemporary Educational Approaches in Early Childhood Education 60 points

Select **TWO** early childhood approaches (one from U.S. and the other from Europe) and **compare and contrast** the two approaches. Write a minimum of six pages not including references. You will present in class. Components of the paper will include:

- a. Name of the approaches. What are the children's age groups of these approaches.
- b. What type of the child care centers used these approaches?
- c. The philosophy, the goals, or objectives of the approaches
- d. The principles of the approaches
- e. What learning theories of young children are based on these approaches?
- f. What constitutes the quality education of these approaches?
- g. The primary activities of the approaches (schedules, daily routines, etc)
- h. The assessments used for the approaches
- i. Teacher training/ preparation
- j. Advantages and disadvantages of the approaches

- ***Suggested Topics:***

Early childhood approaches in the United States:

The High/Scope Model

The Vygotskian Approach

The Spectrum Approach

The Developmental-Interaction Approach (Bank Street)

Project Approach

The Portage Model

Early childhood approaches in the Europe:

Reggio Emilia

The Waldorf

Montessori

The Pyramid

1. Philosophy of Early Childhood Education Paper: 60 Points

Name:

Date:

	Excellent	Good	Unsatisfactory	Possible Points	Your Points
Statement of Philosophy	Statements of philosophy are very clearly stated 19-20	Statements of philosophy are clearly stated 10-18	Statements of philosophy are not clearly stated 5-9	20	
Beliefs about Teaching	Beliefs about teaching are very clearly stated 19-20	Beliefs about teaching are clearly stated 10-18	Beliefs about teaching are not clearly stated 5-9	20	
Addressing Children's and Family's Needs	Very clearly addresses children's and families' needs 9-10	Clearly addresses children's and families' needs 6-8	Children's and families' needs were not addressed clearly 1-5	20	
Total				60	

Group Project: Paper and Showcase/Poster Presentation: 60 Points

Group Members:

Date:

1.

2.

3.

Paper: 80 Points	Excellent	Good	Unsatisfactory	Possible Points	Your Points
a. Name of the program, children's age groups, which type of child care centers use these programs	Name of the program, children's age groups, which type of child care centers use these programs are clearly explained 5	Name of the program, children's age groups, which type of child care centers use these programs are somewhat clear. 3-4	Name of the program, children's age groups, which type of child care centers use these programs are not clear. 1-2	5	
b. The principles of the programs.	Listed all the principles of the programs 5	Partial listing of principles of the programs 3-4	Listed only few principles of the programs 1-2	5	
c. Developmental learning theories of young children are based on these programs	Developmental learning theories are very clearly incorporated and explained 5	Developmental learning theories are somewhat clearly incorporated and explained 3-4	Developmental learning theories are unclear and did not incorporate in the programs 1-2	5	
d. The curriculum: what constitute quality education in the programs	The content and the explanation of the curriculum are very clear 9-10	The content and the explanation of the curriculum are somewhat clear 4-8	The content and the explanation of the curriculum are unclear 1-3	10	
e. The primary activities, schedules of the programs, daily routines	The primary activities, schedules of the programs and daily routines are very clearly stated and explained 9-10	The primary activities, schedules of the programs and daily routines are somewhat clearly stated and explained	The primary activities, schedules of the programs and daily routines lack of explanation.		

		4-8	1-3	10	
f.The assessments used for the curriculum	The assessments used for the curriculum are very clearly and accurately explained 5	The assessments used for the curriculum are somewhat clear and accurately explained 3-4	The assessments used for the curriculum are unclear and inaccurately explained 1-2	5	
g. Teacher training/ preparation	Teacher training/ preparation is explained clearly 5	Teacher training/ preparation is somewhat clearly in the explanation 3-4	Teacher training/ preparation is unclear 1-2	5	
h. Advantages and disadvantages of the programs	Advantages and disadvantages of the programs are clearly explained 5	Advantages and disadvantages of the programs are somewhat clear 3-4	Advantages and disadvantages of the programs are unclear 1-2	5	
Showcase: 10 Points					
i. Clarity of points and presentation	Points are very clearly explained and discussed in the presentation 4	Points are clearly explained and discussed in the presentation 2-3	Points and explanation are unclear 1		
ii. Accuracy of information	Information is very accurate 4	Information is somewhat accurate 2-3	Most of the information is inaccurate 1	4	
iii. Technology infusion and creativity	Excellent use of technology infusion and creativity in the presentation 2	Good use of technology infusion and somewhat creative in the presentation 1	Limited in technology infusion and creativity in the presentation 0	2	
Total				60	

ELE 4776: Scoring Sheet for Current Issue/Critical Examination of an Issue in ECE - 60 points

Title:

Name:

Date:

	11-15	6-10	0-5	Possible Points	Your Points
Analyze educational literature and practice with philosophical lens	Analyze 5 educational literature and practice with philosophical lens	Analyze 4 educational literature and practice with philosophical lens	Analyze 3 educational literature and practice with philosophical lens	15	
Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches	Demonstrate three Knowledge and Understanding of historical backgrounds philosophies that influenced ECE programs and approaches	Demonstrate two Knowledge and Understanding of historical backgrounds philosophies that influenced ECE programs and approaches	Demonstrate one Knowledge and Understanding of historical backgrounds philosophies that influenced ECE programs and approaches	15	
Demonstrate knowledge of past and present developments (issue, research, and social influences)	Knowledge of past and present developments (issue, research, and social influences) are demonstrated clearly and related to the topic	Knowledge of past and present developments (issue, research, and social influences) are demonstrated somewhat clear and related to the topic	Knowledge of past and present developments (issue, research, and social influences) are unclear and less related to the topic	15	
Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives	Knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives are clearly demonstrated in the paper	Knowledge of past and present developments (issue, research, and social influences) are demonstrated somewhat clear and related to the topic	Knowledge of past and present developments (issue, research, and social influences) are unclear and less related to the topic	15	

ELE 4776: Rubric for Poster Presentation: 10 point possible

Your Name: _____

Title of Poster 2: _____

1. Accuracy of the information	4 Information is very accurate and cover all aspects in the question	3 Information is less accurate and cover some aspects in the question	0 Information is inaccurate and cover very minimal aspects in the question	Point Possible
2. Clarity of the information	4 Information presented very clear and organized	3 Information presented is clear and organized	0 Information presented is unclear and disorganized	
3. Technology integration and creativity of the poster	2 Excellent use of and integration of technology. Very creative in the poster presentation.	1 Good use and integration of technology. Poster is less creative.	0 Limited use and integration of technology. Not creative in the poster presentation.	
Total				

Title of Poster 2: _____

1. Accuracy of the information	4 Information is very accurate and cover all aspects in the question	3 Information is less accurate and cover some aspects in the question	0 Information is inaccurate and cover very minimal aspects in the question	Point Possible
2. Clarity of the information	4 Information presented very clear and organized	3 Information presented is clear and organized	0 Information presented is unclear and disorganized	
3. Technology integration and creativity of the poster	2 Excellent use of and integration of technology. Very creative in the poster presentation.	1 Good use and integration of technology. Poster is less creative.	0 Limited use and integration of technology. Not creative in the poster presentation.	
Total				

