

EARLY CHILDHOOD CURRICULUM METHODS

Summer 2008

Instructor: Victor R. Wilburn, Ph.D.

Class Meeting: Monday thru Friday 3:00p-4:30p S. Schrank 220 (32354-7400:280-431)

Office: Schrank Hall South Room 215Q

Office Hours: 2 pm-3pm or by appointment

Office Phone: 330-972-2678 Department: 330-972-7721 Email: wilburn@uakron.edu

Textbooks: Mayesky, M. (2002). Creative Activities for Young Children (7th ed.). Albany, NY: Delmar Publishers (**Primary Sourcebook**).

Bredekamp, S. and Copple, C. (Eds.) (1997). Developmentally Appropriate Practice in Early Childhood Programs (rev. ed.). Washington, DC: NAEYC (**Primary Sourcebook**).

Dodge, D., Colker, L., & Heroman (2002). The Creative Curriculum for Preschool (4th ed.). Washington, DC: Teaching Strategies Inc. (**Supplementary Sourcebook; recommended but not required**).

Required: Class Resource Manual, available as attachment of syllabi.

Lecture notes can be obtained from [Http://gozips.uakron.edu/~wilburn](http://gozips.uakron.edu/~wilburn)

Course Description:

Planning, presenting, evaluating creative activities in art, music, movement, language arts, logico-mathematics and science. Spece, time, materials and adult-child interaction are emphasized. Prerequisite: 7400:265 (Child Development).

Expanded Course Description:

Children are naturally equipped with the talent of creativity and expression. This course will incorporate methods for adult facilitators that can enhance child developmental outcomes in children during early childhood. In addition, this course will also incorporate developmentally appropriate practices during the planning, presenting, and evaluating of creative activities in the early childhood curricular areas of art, music, movement, language arts, logico-mathematics, and science. This course incorporates theory, research, and practice to bring us closer to understanding the critical role of curriculum methods on developmental outcomes.

Objectives: After completion of this course, the student should be able to execute the following tasks:

1. Develop an understanding of the importance of creativity in children and its positive influence on cognitive, physical, social and emotional during childhood.
2. Incorporate theoretical principles and research findings on child-centered curriculum development.
3. Apply the theories of learning and development to the content of the curriculum areas.
4. Develop and implement play-based and child-centered curriculum activities that enhance children's cultural and ethnic awareness.
5. Plan and present developmentally appropriate activities in the curriculum areas.

Evaluation

1. Two exams will be given over the course of the semester (50 points). These two exams will be averaged and will account for 25% of your grade. Exam dates are indicated on the class calendar. **No** makeup exam will be given except for emergency circumstances—Instructor reserves the right to determine the validity of the emergency (Makeup exams will not occur until finals week).

2. Group Project (50 points). Students are expected to get into groups of four and identify some aspect of curriculum development. Each student is expected to contribute equally in this project during preparation and execution of the project. In the event that any group member feels that another group member is not contributing equally to the preparation of the presentation, the student may come to the instructor and request that group members evaluate each others performance. In addition, the topic must be approved by the instructor and thoroughly researched using library resources. Specific written and verbal expectations will be provided by the instructor. ***Lastly, it is important to remember that the bulk of group project work will be done in class at the designated time; consequently, it is imperative that you are present everyday during those class days labeled group project planning & during group presentations. Students who are absent those days will automatically receive a 2 pt deduction for every day they are absent.***

3. Practicum/Field Hours (50 points). Each student is expected to participate in classrooms with young children in field experiences by identify ***one*** preschool setting and facilitate a minimum of five field hours in that facility. Each student should plan his/her weekly schedule to accommodate the practicum. You will need to have the supervisor or teacher of the preschool you work in sign your Practicum Sheet every time you go in. One initial visit will be purely observation and **must** occur before the first facilitated activity. Failure to follow directions will result in a zero on first assignment. *See information packet for additional expectations.*

4. In Class Activities and Assignments (50 points). Several in-class activities will be given during the semester.

You must be in class at the time the activity is given to get credit since these activities cannot be made up.

Occasionally, it may be required of you to provide written explanations or summary of significant topics that are relevant to human development. In addition, you will be expected to do observations in settings where professionals are working with children. (The first observational assignment will be due on or before your first celebration of knowledge (Exam 1).

Grading

Exams	50 points	A =185-200pts.
Field Hours	50 points	B+ =175-184pts.
Group Project	50 points	B =165-174pts.
Activities & Assignments	50 points	C+ =155-164pts.
Total	200 points	C =145-154pts.
		D+=135-144pts.
		D =125-134pts.
		F =below 124 pts.

Style of Teaching: This class will consist of a lecture format, class discussion and class activities. In addition, you are encouraged to contribute ideas you have gained through reading, other course work, field practicum, and personal experiences.

Announcements: Occasional announcements will be made in class. Examples of these are schedule changes and assignment details. It is the responsibility of the student to make sure s/he receives such information. Therefore, it is imperative that students attend class regularly as the instructor will accept **NO** responsibility for information not received due to your absence from class. It is a good rule to network with peers in your class; this way if you have to miss class, you have someone you can call and retrieve missed information. The instructor is available to assist you with any questions you have with regard class lecture or the text but not to "catch-you-up" for missed class.

Class Attendance and Participation: Students are expected to attend scheduled classes, complete all reading and out-of-class assignments, and participate in class discussion. A class roll may be passed out daily; it is important that you sign the roll to indicate your presence. Students registered to attend a class which meets two days a week and who are absent (or who fail to sign the roll)

three or more times will receive an automatic 15 point deduction toward their final grade in the class and/or receive an automatic F for six or more absences or failure to sign the class roll. Students registered to attend a class which meets one day a week and who are absent two times will receive an automatic 15 point deduction on their final grade and an automatic F for missing (or failing to sign the class roll) four or more days. **During the summer session, students who are absent (or who fail to sign the roll) three or more times will receive an automatic 15 point deduction toward their final grade in the class and/or receive an automatic F for six or more absences or failure to sign the class roll.** Exception given to students athletes who are absent due to athletic event when written documentation is provided in advance.

Note: Please also note the attendance policy associated with group projects.

The following examples are justifiable absences:

1. Death in the family
2. Your own death
3. School related activities where you are representing the university (must give prior notice to the instructor)
4. Illness/medical appointment (need to bring a doctor's excuse upon your return to class). Doctor's note ***must*** be provided to instructor no later than one week upon your return in order to makeup any assignments.

Key Places to Visit:

Toy Resource Library

Located in the United Disabilities Bldg.
701 S. Main Street
Akron, OH
330-762-9755

Kids Play

388 S. Main St.
Akron, OH 44311
330-253-2373

Child Development Center

University of Akron
Akron, OH 44325
330-972-8210

*Early
Childhood
Curriculum Methods*

7400:280

Dr. Victor R. Wilburn

**Required Forms
Letters
Practicum Sheet**

Dear Early Childhood Professional:

This letter is to introduce _____, a student in my course, Early Childhood Curriculum Methods. The content of the course deals with teacher planned and presented activities. I hope that you will permit this student to present activities to the children during a convenient time in your schedule.

The student should spend a grand total of at least five hours in your classroom over the semester. Small group child activities are preferred. The assignments will consist of include:

- 1. Learning Environment Observation**
- 2. Teaching Observation**
- 3. Creative Arts Lesson Activity**
- 4. Science and/or Math Lesson Activity**
- 5. Music and/or Creative Movement Music Lesson Activity**

For each activity, I request a supervisory teacher to complete a short evaluation form to give important feedback (when needed) to the student. The student will provide you the form(s).

I appreciate your willingness to provide this opportunity for University of Akron students to enhance their skills in planning meaningful experiences for young children. If you have any questions or concerns, please call me at (330)972-2678.

Thank you for allowing us to come into your center. I hope that it will benefit the children and staff as much as it does the students in this course.

Sincere Regards,

**Dr. Victor R. Wilburn
School of Family & Consumer Sciences
University of Akron**

EARLY CHILDHOOD CURRICULUM METHODS

Field Practicum Documentation

Field Supervisors Must Sign Each Time Students Attend.

Student Name: _____

Address of Center: _____

Phone Number: _____

Supervisor/Teacher: _____

(Each student visit is expected to be a minimum of one hour)

<u>Date & Time</u>	<u>Assignment #</u>	<u>Classroom Type</u>	<u>Signed*</u>
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

***Each student visit is expected to be a minimum of one hour. Supervisor must sign this form and sign the evaluation form in order for students to get credit for practicum.**

FIELD EXPERIENCE INFORMATION FOR 7400:280

1. All students will fulfill a minimum of five hours of practicum time.

Expectations:

- **Students will be expected to adhere to all center/class policies regarding staff conduct, especially regarding the health and safety of the children.**
- **Students will be expected to work at their assigned time.**
- **If a student cannot attend their practicum session, s/he is to notify their practicum supervising teacher and is responsible for making up the time at a time approved by the teacher.**
- **During the practicum, after completion of class observations of assignments, students are to follow the request of the supervising teacher for assistance with the children.**

2. Class assignments that require implementation of a teaching activity are to be approved by the supervising teacher. This is to assure safety and appropriateness of the materials and activities with the children.

3. Attendance is to be kept on a form signed by the supervising teacher indicating hours worked.

Assignment 1

Learning Environment Analysis

(This assignment page must be turn-in as a cover page to your assignment)

Students are to select an early childhood learning environment and identify a room serving children between the ages of three and six years of age and visit during LEARNING ACTIVITY TIME. You may want to choose a room where you will be teaching activity lessons. Observe the room activities for at least 60 minutes.

Students are expected to write a paper (minimum 2 pages) which addresses the directives listed below. In addition, the following form needs to be filled out as it pertains to the facility that you visited.

I. Provide certain descriptive information about the facility you are visiting (i.e., Name of the Facility, Location/type of Classroom , Age Range of Children, Date/time of Observation).

II. Describe your first impression of the room: Is it inviting or confusing? Are children actively engaged in activity or wandering around uninvolved? Is there much negative behavior or happy playing?

III. Description of Activity/Learning Centers in the Room (Use Unit 6 in Mayesky's text to identify all of the learning areas in the rooms - include also areas that are not "open" for play during your observation time. Ask the teacher what the activities are in those closed areas). Also, be sure to complete the following checklist.

IV. Give examples of the following:

Aesthetic materials

Loose parts (open-ended materials that are not toys)

Multi-cultural materials

Representations of children's lives and interests in the room

Opportunities for adventure and risk-taking

V. How well does this environment function to promote child exploration, discoveries and representation of learning?

Assignment 1 Continued

Activity Area	Types of Play Materials/Activities in the area	Adequate Amount? Specify: Yes or No	Purpose/Learning Benefits Specify: High, Medium, or Low	Stimulates Child Exploration Specify: Yes or No	Comments
Art Area					
Housekeeping/Dramatic Play Center					
Block-Building Area					
Manipulative Area					
Science/Discovery Area					
Music Center					
Books & Quiet Area					
Sand & Water Play Area					
Social Studies Center: People & Places					
Woodworking Center					
Outdoor Play Area					

Assignment 2 Teaching Observation

(This assignment page must be turn-in as a cover page to your assignment)

Students are to select an early childhood teacher to observe during a time when she is interacting with children between three to six years of age. Choose a time when the children are engaged in learning activities. Observe the teacher's interactions with the children for 60 minutes. Students are expected to write a paper (minimum 2 pages) which addresses the directives listed below.

I. Provide certain descriptive information about the facility you are visiting (i.e., Teacher's name-first name/last name initial, Location/type of Classroom , Age Range of Children, Date/time of Observation).

***Remember to have the supervisor sign your field documentation form - Signature Only!**

II. Note what kind of children's learning activity/activities were going on during the observation? Describe the ways in which the teacher was interacting with children (i.e., was the teacher working in one area of the room or moving around to many groups of children).

III. Discuss the teacher's communication with the children: (A) Give some examples of questions the teacher used and discuss your view of how the questions helped children understand/learn. (B) Give some examples of comments the teacher used and how the comments helped children learn.

IV. Note any of the following that you observe and provide examples and comments: (Indicate if you obtained any by "Teacher Report")

Teacher:

- _____ puts play at the heart of the curriculum
- _____ plans curriculum that reflects child interests
- _____ plans with the children
- _____ offers opportunities for self-chosen exploration
- _____ makes notes of children's questions, skills, frustrations
- _____ allows long-term investigations on projects
- _____ promotes children's discoveries of answers/information
- _____ promotes child problem-solving
- _____ helps children understand their experiences/discoveries
- _____ documents student's work
- _____ is flexible with time and schedule to allow children to allow children to continue to work
- _____ accommodates to individual children's needs

V. How would you describe this teacher regarding a child-centered approach to curriculum?

Assignment 3 Website Assignment

(This assignment page must be turn-in as a cover page to your assignment)

Find 12 websites on early childhood education. Print the opening page and type a paragraph about the purpose and activities presented as well as the usefulness of the website for early childhood teachers.

Two (2) websites need to be on the topic of Art/aesthetics.

Two (2) websites need to be on the topic of Music/Movement.

Two (2) websites need to be on the topic of Math.

Two (2) websites need to be on the topic of Science.

Two (2) websites need to be on the topic of Literacy.

Two (2) websites need to be on the topic of Creativity.

The due date for this assignment is no later than the 2nd Celebration of Knowledge

**FIELD-BASED TEACHING
ACTIVITY DIRECTIONS**

(The following two pages is prerequisite information for the execution of assignments 4,5, & 6)

FIELD-BASED TEACHING ACTIVITY ASSIGNMENTS 4,5,&6 (Use for each of your curriculum lessons)

ASSIGNMENT REQUIREMENTS:

ASSIGNMENT PIECES: (Forms and descriptions can be found in this Coursepack)

Lesson Plan
Supervising Teacher Evaluation
Follow-up Evaluation

STEPS FOR COMPLETION OF THE ASSIGNMENT

1. Planning with the Supervising Teacher. Plan the Lesson Plan and have the class supervising teacher sign for approval. Show the teacher the evaluation form which is designed to give you some feedback on the lesson. Schedule a time to do the activity with small groups of children at a time. (If taking photos or videos, plan distribution of parental permission forms). Make sure that the lesson plans incorporate **DEVELOPMENTALLY APPROPRIATE** activities based on the children's interests. Use your observations and discussions with the teacher about current child activities. Strive to introduce novel materials and activities for the children to explore.
2. Gather and preserve all lesson materials ahead of time of the lesson
3. Do the activity with the children. Have the supervising teacher complete the teacher evaluation of student teaching activity and give your feedback on your strengths and ways to improve the activity.
4. Complete the Follow-up Evaluation of the Lesson.
5. Submit all materials in a 3 ring ***black*** binder at the first of the class period on the due date

ASSIGNMENT 4

Art Lesson Forms

- _____ **Lesson Plan** (see page 19 for appropriate form)
- _____ **Supervising Teacher Evaluation** (see page 22 for appropriate form)
- _____ **Follow-up Evaluation** (see page 23 for appropriate form)

ASSIGNMENT 5

Math/Science Forms

- _____ **Lesson Plan**
- _____ **Supervising Teacher Evaluation**
- _____ **Follow-up Evaluation**

ASSIGNMENT 6

Music/Movement Forms

- _____ **Lesson Plan**
- _____ **Supervising Teacher Evaluation**
- _____ **Follow-up Evaluation**

Note: Each of these assignments must have the lesson plan, teacher evaluation, and follow-up evaluation completed according to directions. Otherwise, the assignment is incomplete.

LESSON ACTIVITY PLAN

Indicate Curricular Area (Art, Music/Movement, Math/Science)

Major Purpose of Lesson

(Think in terms of developmental benefits, skill building, and understanding for the children—See specific concepts/purposes from the list provided)

The activity will promote

(Relate these to developmental benefits, subject content and/or guidelines for developmentally appropriate practices).

Materials used in this activity:

Lesson Presentation Procedure

Beginning: (State what the children will be doing & how will the activity begin? What will you say & do?)

Middle: (What will you do & how will you do it? What questions will you ask?)

End: (How will the activity end for the child and/or group? What will you say & do?)

Teacher/Supervisor, Signed Approval _____

HELPFUL INFORMATION TO COMPLETE LESSON ACTIVITY PLAN

CONCEPT/PURPOSE IDENTIFIERS:

(These reflect the learning benefit behind the activity)

Information/facts	Language
Matching	Sequencing
Seriation	Verbalizing thoughts
Paring–One-to-one Correspondence	Listing
Number Concepts	Recall/memory
Spatial Perception	Writing
Motor Control–Fine, Gross, Skill Practice	Describing
Sensory: (5 senses)	Creativity/constructing/building
Awareness	Imagination
Discrimination (auditory, visual	Representing
textural, etc.)	Pleasure
Pretending	Problem-solving
Object Permanence	Skill Development
Classification	Humor
Social Development	Observation
Self-control	Prediction
Self-awareness	Transformation/charge of form
Body awareness	Cultural awareness, appreciation,
Self-concept	tolerance
Concept Development	Aesthetic (beauty & wonder from
Polar concepts (opposites)	the environment)
Ideas about physical world	
Ideas about the social world	
Ideas about self	
Relating one concept to another (object-object, object-person or self)	

Note: Students may identify other purposes to add to their lesson plan.

OBJECTIVE STATEMENTS FOR LESSON PLAN

OBJECTIVES: State behavioral or performance objectives in terms of what the children will do rather than what the teacher will do.

Objectives are the means to accomplish the long-term learning goals for the children. They are specific ways to accomplishing the lesson purpose.

OBJECTIVES MUST BE OBSERVABLE AND MEASURABLE

Cognitive Examples:

- 1. The children will sort materials into three categories**
- 2. The children will estimate and measure**
- 3. The children will name three colors**
- 4. The children will select two objects from each group**

(Sample verbs to use: choose, name, explain, show, describe, find, group, produce)

Motor Examples:

- 1. The children will jump three feet distances**
- 2. The children will hop and wave their hands to the music**

(Sample verbs to use: crawl, roll, skip, hop, jump, paste, cut, fold, stir)

Socioemotional Examples:

- 1. The children will take turns using the large paint brush**
- 2. The children will help each other find the hidden object**
- 3. The children will identify sadness upon hearing the story**
- 4. The children will ask at least one other child to help solve the puzzle**

(Sample verbs to use: identify, recognize, help, share, reflect, explain, accept, attempt, ask)

MATERIALS: A list of all books, materials, equipment used in the lesson

PROCEDURES: A step-by-step description of how the activity will be introduced and taught/facilitated

TEACHER EVALUATION OF STUDENT TEACHING ACTIVITY

Instructions: Please observe the student as s/he presents an activity to a small group of children during center time. The activity to be observed should be one the student has designed and prepared. Your comments on the lesson plan, materials and teaching interactions (as well as child reactions) will help the student develop his/her teaching skills.

Circle the Curriculum Activity observed (i.e., Art, Music/Movement, Math/Science)

Number of children who participated: _____

1. Was the student well prepared and on time: _____ yes _____ no

Comments:

2. Consider child age, culture and individual interests. How appropriate was the activity for your group of children?

Very appropriate _____ Somewhat Appropriate _____ Not Appropriate _____

Comments:

3. Rate how the student interacted with the children on the following:

	Well Developed	Some	Needs Improvement
Used clear instructions	_____	_____	_____
Used questions	_____	_____	_____
Expanded children's understanding	_____	_____	_____
Used encouragement	_____	_____	_____
Managed behavior problems	_____	_____	_____

Comments:

4. How creative were the learning materials? _____ high _____ medium _____ low

Comments:

5. Was the student involved in the activity? _____ very involved _____ average _____ poor

Comments

6. Was cleanup performed to your satisfaction? _____ yes _____ no

7. Recommendations for improvement/Other Comments

Student's Name _____ Lesson Date _____

Teacher's Signature _____ School/Center _____

Phone # _____

Note: Must have teachers signature, name of center, and phone # in order to get credit for visit.

**Student Follow-Up Self Evaluation of Lesson
(Complete after you have presented the activity)**

Day&Time of the Activity _____

(Give examples of what the children did and said; be descriptive. Note: Students will not be penalized for an unsuccessful lesson if they can critically evaluate what went wrong and cite possible solutions. Mistakes are often the best learning experiences).

Use the following format to evaluate your lesson:

Evaluation Criteria	High	Medium	Low
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- 1. The activity lesson had enough materials for the children to use.
Explain:**

- 2. The activity lesson provided opportunities for the children to make explorations.
Explain and give examples of what the children did with the activity.**

- 3. The activity lesson provided for children to express themselves and become creative.
Explain:**

- 4. I used comments and questions to provoke children’s thinking.
Explain:**

*****Rate and explain how each of the lesson objectives were accomplished.**

Objectives	High	Medium	Low	Comments
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- 5. Strengths of my teaching were:**

- 6. What I will do to improve my planning and teaching skills.**

RUBRICS SHEET**Assignment 1 (Learning Environment Analysis) (5 points)**

Center Analysis (2 pts)

- thorough list of centers
- thorough list of materials
- complete analysis
- reflects understanding of learning benefits

Overall experience (3 pts)

- appropriate examples
- complete responses
- reflects appropriate time and effort

****Regarding all assignments, students may lose full points when they turn in work with spelling/grammar errors or turn in work that reflects poor/sloppy preparation**

Assignment 2 (Teaching Observation) (5 points)

- Sufficient detail in observation record (3 pts)
- Gave appropriate examples and explanations (2 pts)

**Assignment 4,5,6 (Teaching Observation) (5 points)
(problems in any area denote a -2 deduction)**

Lesson Plan

- purpose-appropriate for activity
- objectives-correctly stated
- procedures-clear, detailed

Follow-up Evaluation

- descriptive-contains sufficient details/explanations
- honest & thoughtful reflection of ways to improve

Teacher Evaluation (must have or zero points for assignment)

- included with lesson
- signed by teacher/supervisor

All parts of the assignment included

- yes
- no (**all parts of assignments 4,5,6 must be turned in or the student will receive no points for the assignment**)

CELEBRATION OF KNOWLEDGE II

Early Childhood Curriculum Methods

(Due 7/6/07)

You have been responsible for the readings of chapters deal with a host of curriculum based issues related to children, teachers, the curriculum (e.g., art) and the environment. Choose one of the topic areas where you feel most comfortable and identify a central topic in which to write a mini research paper (**Be sure to copy this page and turn in with your Celebration!**).

Please be sure to follow all directions noted on this page....You are expected to write a 5 page mini research paper on your relevant topic (double spaced 12 pt. font/one inch margins and in APA format). Also, you are to provide a complete hard copy of at least 5 research based articles used in your research paper.

Typically, the evaluation of a research paper is based on the following criteria: (1) **Accuracy and Quality of Information**. This category denotes the importance of content and the quality of arrangement in a paper. I generally look for the utility of the information expressed in a particular paper and the extent to which the writers have expressed content that is innovative. (2) **Quality of Arrangement and Organization**. This category reflect the proper usage of grammar and writing strategy. I expect all papers to adhere to APA guidelines. (3) **Overall Quality of the Paper**. This category deal with the instructor's overall interpretation of the big picture regarding the research paper. In this section, consistency and uniformity throughout the paper is important. I generally investigate the consistency between what is noted as important factors in the introduction and the thoroughness of discussion in the body of the paper. (4) **Neatness and Professionalism Are Essential**. Check the syllabus and academic competence for comments in this area. *Lastly, be sure to check the instructor academic expectations for academic competency to minimize unnecessary point losses.*

The Celebration will be based on 50 pts. The following areas will be assessed in considering your score:

_____ **Neatness, correct punctuation, grammar/spelling (10 pts)**

_____ **Accuracy and Quality of Information (15 pts)**

_____ **Quality of Arrangement and Organization (15 pts)**

_____ **Ability to follow instructions (10 pt)**

_____ **Total Grade**

CELEBRATION OF KNOWLEDGE III

Early Childhood Curriculum Methods

(Due 7/6/07 Optional)

You have been responsible for the readings of chapters deal with a host of curriculum based issues related to dramatic play and puppetry, music and movement, and math/science activities. Choose one of the topic areas where you feel most comfortable and identify a central issue in which to write a mini research paper (**Be sure to copy this page and turn in with your Celebration!**).

Please be sure to follow all directions noted on this page....You are expected to write a 5 page mini research paper on your relevant topic (double spaced 12 pt. font/one inch margins and in APA format). Also, you are to provide a complete hard copy of at least 5 research based articles used in your research paper.

Typically, the evaluation of a research paper is based on the following criteria: (1) **Accuracy and Quality of Information**. This category denotes the importance of content and the quality of arrangement in a paper. I generally look for the utility of the information expressed in a particular paper and the extent to which the writers have expressed content that is innovative. (2) **Quality of Arrangement and Organization**. This category reflect the proper usage of grammar and writing strategy. I expect all papers to adhere to APA guidelines. (3) **Overall Quality of the Paper**. This category deal with the instructor's overall interpretation of the big picture regarding the research paper. In this section, consistency and uniformity throughout the paper is important. I generally investigate the consistency between what is noted as important factors in the introduction and the thoroughness of discussion in the body of the paper. (4) **Neatness and Professionalism Are Essential**. Check the syllabus and academic competence for comments in this area. *Lastly, be sure to check the instructor academic expectations for academic competency to minimize unnecessary point losses.*

The Celebration will be based on 50 pts. The following areas will be assessed in considering your score:

_____ **Neatness, correct punctuation, grammar/spelling (10 pts)**

_____ **Accuracy and Quality of Information (15 pts)**

_____ **Quality of Arrangement and Organization (15 pts)**

_____ **Ability to follow instructions (10 pt)**

_____ **Total Grade**