Department of Special Education  
College of Education, University of Nevada, Las Vegas

I. Prefix & Number: ECE 441

II. Title: Play Theory, Creativity & Aesthetics in ECE

III. Credit: 3 hours

IV. Semester/Time/Location: Spring, 2016 Tuesday 4:00pm-6:45pm

V. Instructor: Dr. Kathleen S. O’Hara

VI. Office Location: CBC C 217

VII. Office Hours: By appointment only

VIII. Telephone/email: oharak3@unlv.nevada.edu

X. Prerequisite Course(s): ECE 250 or consent of instructor

X. Course Description:

This course is designed to explore and understand the current theories of play interpretation, creativity and be able to both observe and facilitate their role in the development of young children. An analysis and examination of the nature of creativity and creative expression among young children will be investigated. An identification of the aesthetics domain (art, drama, music, movement, etc.) will be covered along with methods for bringing them into the young child’s world.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The
university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, September 6, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about
tutoring services by calling (702) 895-3177 or visiting the tutoring web site at:
http://academicsuccess.unlv.edu/tutoring/.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

**XI. Course Objectives:**

**Knowledge**

(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. **(InTASC 1.a, NAEYC1.a, NAEYC1.b, NAEYC5.b)**
   
   *Measurement/Evaluation: Exam, Team Project*

2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. **(InTASC1.b, InTASC2.g, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC4.c)**
   
   *Measurement/Evaluation: Exam, Team Project*

3. Describe the nature of play and creativity which include giving several definitions, describing the characteristics of the highly creative person and describing the process of play and creativity. **(InTASC2.a, InTASC4.d, NAEYC1.b, NAEYC1.c, NAEYC5. NAEYC5.b, NAEYC5.c)**
   
   *Measurement/Evaluation: Exam, Team Project*

4. Describe conditions which promote and inhibit creative teaching and learning. **InTASC1.d, InTASC3, InTASC8, NAEYC1.b, NAEYC1.c, NAEYC4.c, NAEYC5.b, NAEYC5.c**
   
   *Measurement/Evaluation: Exam, Team Project*

**Performance (Skills)**

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)
1. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (InTASC1.b, InTASC2.a, INTASC3.c, InTASC5.g, InTASC8.m, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)  
   Measurement/Evaluation: Team Project
2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (InTASC1.b, INTASC3.f, InTASC5.g, InTASC8, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)  
   Measurement/Evaluation: Team Project
3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (InTASC6.a, NAEYC3a, NAEYC3.d)  
   Measurement/Evaluation: Team Project
4. Demonstrate the ability to establish conditions which stimulate creative expression. (InTASC8.i, NAEYC4.b, NAEYC4.c, NAEYC5.b)  
   Measurement/Evaluation: Learning Toy or game  
5. Develop materials and ideas which can be used to stimulate creative expression and reinforce skills. (4.b)  
   (InTASC4.g, InTASC5.c, NAEYC4.b, NAEYC4.c, NAEYC5.b, NAEYC5.c)  
   Measurement/Evaluation: Learning Toy or game  
6. Identify appropriate ways of promoting each child’s total development through experiences in art, music, drama and other avenues of creative expression. (4.b)  
   (InTASC5.a, InTASC8.e, NAEYC4.b, NAEYC4.c, NAEYC5.a, NAEYC5.b, NAEYC5.c)  
   Measurement/Evaluation: Exam, Team Project

Disposition(s)  
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (InTASC2.a, NAEYC2.a, NAEYC2.b, NAEYC2.c)  
   Measurement/Evaluation: Exam  
2. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program and planning and modification, and continuing professional development. (InTASC6.a, NAEYC3a, NAEYC3.d)  
   Measurement/Evaluation: Team Project
3. Demonstrate awareness of and commitment to the profession’s code of ethical conduct. (InTASC9.o, NAEYC6.b)  
   Measurement/Evaluation: Team Project
4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. *(InTASC9.n, NAEYC6.a, NAEYC6.b, NAEYC6.e)*
   Measurement/Evaluation: Report on Two Readings

5. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. *(InTASC9.m, NAEYC6.a, NAEYC6.c)*
   Measurement/Evaluation: Team Project

6. Serve as advocates on behalf of young children and their families, improved quality of and services for young children, and enhanced professional status and working conditions for early childhood educators. *(InTASC9.o, NAEYC6.e)*
   Measurement/Evaluation: Team Project

**Internet Resources:**

The Division for Early Childhood (CEC):
   http://www.dec-sped.org/

UNLV Library:
   http://www.library.unlv.edu/

National Association for the Education of Young Children
   http://www.naeyc.org/about/mission

**XII. Texts, readings, and instructional resources:**

**Required Textbook(s):**

**Suggested Readings:**

**Description of Instructional Procedures:**

The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; and Webcampus postings and/or discussions.
XIII. Assignments, evaluation procedures, and grading policy:

**Course Requirements:**
1. Report on two readings relevant to this course
2. Originate a Learning Toy
3. Teach 2 Fingerplays to the class
4. Team Project
5. Exam

**Assignments:**

1. **Journal Articles (2)**
   This assignment requires the participant to select, read and critique a research study or educational article on some area of play theory, creativity or aesthetics in early childhood education. During the search for an appropriate study, it is hoped that students will learn about the many types of professional journals available in the university library and the information they contain.

**Journals to be used:**

**Assignment Profile**

Reference the article at the top of paper (APA 6th Edition examples are below)

Author(s), (Year of Journal). Title of Article (small case letters except first word), Name of Journal, Volume(issue), pages.


Provide purpose: a paraphrase of the researchers words
Subjects: name, age, sex socioeconomic status, hereditary and environmental factors, (if applicable)
Procedure: description of steps taken and any special apparatus, tests or techniques
Results: findings
Conclusions: researcher’s interpretations of whether hypothesis is substantiated
Reflections: the most important section, the place for students to express personal opinions, questions to consider. Is it a worthwhile study? Are there any points of agreements or disagreements with the researcher? What are the theoretical implications?

Journal Article Criteria:
Organization (APA style, grammar, spelling, continuity, punctuation and order): 5 points
Content: Information Data (subjects, procedure, results, conclusions): 15 points
Reflections: 5 points
Total: 25 points

2. **Learning Toy or Game**

Students will originate an educational toy or game for young children which is self corrective.
When constructing this learning instrument it is important that the creator consider the developmental and academic value inherent in the product. Include theory to back up your academic claims. Also include the instructions on how to use your product.

Criteria
Written Paper:
Organization: 5 points
Instructional Directions: 10 points
Objectives: 20 points
Creativity: 10 points

Learning Game or Toy
Oral Presentation:
Creativity: 10 points
Organization: 5 points
Self Corrective: 10 points
Objectives: 10 points
DAP toy or game: 20 points
Total: 100 points

3. **Fingerplays (2)**
Each student will select two fingerplays and teach them to the class. You will need to demonstrate the fingerplay and then provide an instructional approach that you would use in a classroom of young students. **25 points each**

4. **Team Presentations:**

Team Topics
1. Movement Exploration
2. Technology
3. Nutrition
5. Storytelling and Poetry
6. Music

The purpose of this assignment is to provide teachers of young children with research materials, activities, organization and the opportunity to conduct a mini workshop pertinent to selected topic.

**Presentation Ideas**
What is the importance of your topic?
What new research has been conducted?
What materials and activities would be of value for the teacher of young children?
Create a relevant reference page

You are required to make an Oral Presentation as well as generate a written presentation.

**Criteria for Oral Presentation:**
- Organization: 10 points
- Activities: 40 points
- Total: 50 points

**Criteria for Written Presentation:**
- Table of contents: 10 points
- Goals: 10 points
- Organization: 10 points
- Research section supporting the use of your discipline (2-3 page review): 20 points
- Activities: 30 points
- Reference Page: 10 points
- Each members responsibilities or contribution: 10 points
- Total: 100 points

**5.** Exam:
One test is required. One will be given mid-session and will be taken in class and consist of 10 to 15 short-answer questions that cover material presented in class and in the assigned readings.

**Course Grading:**
- Assignments
  - Report on two readings: 100 points (50 points each)
  - Fingerplays: 50 points (25 points each)
  - Team Project: 150 points (100 points written assignment/ 50 points oral presentation)
  - Learning Toy: 100 points
  - Exam: 100 points
- Assignments Total: 500 points
Grading Policy:

Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the one non-comprehensive 10-15 short answer test, the two finger plays, the team project, the two journal article critiques, and the game or toy activity. The exam is worth 100 points, the two finger plays are worth 50 points, the team project is worth 150 points, the two journal article critiques are worth 100 points, and the game or toy is worth 100 points (500 total). The following scale will be used to determine the course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>B+</td>
<td>88-91</td>
</tr>
<tr>
<td>B</td>
<td>85-87</td>
</tr>
<tr>
<td>B-</td>
<td>82-84</td>
</tr>
<tr>
<td>C</td>
<td>78-81</td>
</tr>
<tr>
<td>C-</td>
<td>75-77</td>
</tr>
<tr>
<td>D+</td>
<td>68-71</td>
</tr>
<tr>
<td>D</td>
<td>65-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-64</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

As per UNLV policy an 'I' (Incomplete) will be given only if the instructor determines that the reason for non-completion is satisfactory. It is given only when a minor part of the course work remains incomplete and the major portion has been completed at a level that is clearly passing. Students must make up an Incomplete in a 400-level or lower course in one semester or the Registrar's Office will automatically record a grade of 'F'.

Course Policies:

1. Projects are to be submitted on or before due dates. Late projects will not be accepted.
2. Although content is of primary concern, appearance, grammar and composition, spelling and handwriting will be considered in all course requirements.
3. APA 6th Edition must be used for all written assignments.

Attendance:

Regular attendance in class is expected, that is, your grade will not be positively affected by attendance; however, repeated absences that are not excused can result in points being deducted from your final grade. One absence is permitted each semester, and each additional absence beyond the first absence will result in 10 points being deducted from the final point total at the end of the term.

This class is supported by WebCampus. Each student enrolled in the class is expected to log on to WebCampus and to monitor closely the class site for messages and additional assignments on a daily basis.
### XIV. Class Schedule: Course outline subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Course Content</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/19/2016</td>
<td>Introductions</td>
<td>Order book and familiarize yourself with it</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>1/26/2016</td>
<td>Developmentally Appropriate Practices</td>
<td>Read DAP article and fill in Ecological Theory Sheet</td>
<td>Be sure to sign up for all class projects and know the date you are presenting</td>
</tr>
<tr>
<td></td>
<td>1/26/2016</td>
<td>Review Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>2/2/2016</td>
<td>DAP continued</td>
<td>Read Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/2/2016</td>
<td>APA review/Library Services</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>2/9/2016</td>
<td>The Development of Play</td>
<td>Read Chapter 2</td>
<td></td>
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<tr>
<td></td>
<td>2/9/2016</td>
<td>2 Fingerplays:</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>2/16/2016</td>
<td>Characteristics of Play</td>
<td>Read Chapter 3</td>
<td></td>
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<tr>
<td></td>
<td>2/16/2016</td>
<td>Categories of Play</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/16/2016</td>
<td>2 Fingerplays:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>2/23/2016</td>
<td>Embedding Play Theory into daily instruction and Curriculum</td>
<td>Read Chapter 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/23/2016</td>
<td>3 Fingerplays:</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>3/1/2016</td>
<td>Fostering Playful Learning throughout the Day</td>
<td>Read Chapter 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/1/2016</td>
<td>3 Fingerplays:</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>3/8/2016</td>
<td>Fostering Playful Learning throughout Pretense</td>
<td>STUDY for MIDTERM!!!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/8/2016</td>
<td>Review for Midterm</td>
<td>Read Chapter 6 for week 11 on 3/29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/8/2016</td>
<td>3 Fingerplays:</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>3/15/2016</td>
<td>MIDTERM EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>3/22/2016</td>
<td>NO CLASS SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>3/29/2016</td>
<td>Fostering Playful Learning through ongoing Assessment</td>
<td>Read Chapter 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/29/2016</td>
<td>3 Fingerplays:</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>4/5/2016</td>
<td>Fostering Healthy Living thorough Playful Learning and Teaching</td>
<td>Read Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/5/2016</td>
<td>3 Fingerplays:</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>4/12/2016</td>
<td>Fostering Creative Expression through Playful Learning and Teaching</td>
<td>Read Chapter 9</td>
<td>Learning Toy or Game Due/Presentations</td>
</tr>
<tr>
<td></td>
<td>4/12/2016</td>
<td>3 Fingerplays:</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>4/19/2016</td>
<td>Fostering Language and Literacy through Playful leaning and teaching</td>
<td>Read Chapter 10</td>
<td>Learning Toy or Game Due/Presentations</td>
</tr>
<tr>
<td></td>
<td>4/19/2016</td>
<td>3 Fingerplays:</td>
<td>(Kieff &amp; Casbergue)</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>4/26/2016</td>
<td>Fostering Cognitive Competence through Playful learning and teaching</td>
<td>Prepare and Practice for Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>5/3/2016</td>
<td>Team Project Presentations</td>
<td></td>
<td>Team Projects Due/Team Presentations</td>
</tr>
<tr>
<td>Week 17</td>
<td>5/10/2016</td>
<td>FINAL EXAM</td>
<td></td>
<td>Last Day to turn in Journal Article Critiques</td>
</tr>
</tbody>
</table>

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***FRIENDLY REMINDER***

You are responsible to turn in your two journal article critiques before Week 17 5/10 or you will receive a 0!
Activity Format:

Purpose of Activity:

Objectives/State Standards:

Procedure:

Materials:

Evaluation:
# Team Project Rubric

<table>
<thead>
<tr>
<th>Proficiency Target</th>
<th>Format</th>
<th>Completeness of Oral Presentation</th>
<th>Completeness of Written Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Clear and logical sequence and order Easy to follow Typed Appropriate Grammar and Spelling APA format</td>
<td>Provides significant info All major areas are discussed: issues pro and con Research Content <strong>45-50 points</strong></td>
<td>Provides significant info All major areas are discussed: issues pro and con Objectives Research Reflection All required criteria for written presentation is available <strong>95-100 points</strong></td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>Somewhat logical sequence and order Difficult to follow Typed Minimal grammar and spelling errors Minimal APA format errors</td>
<td>Provides sufficient info Some areas are discussed: issues pro and con Research Content <strong>35-44 points</strong></td>
<td>Provides sufficient information Some areas are discussed: issues pro and con Objectives Research Reflection Some required criteria for written presentation is available <strong>85-94 points</strong></td>
</tr>
<tr>
<td><strong>Below Expectations</strong></td>
<td>No logical Sequence No Areas are discussed Many APA format errors Many grammar and spelling errors</td>
<td>Provides little info No areas are discussed <strong>35 – 0 points</strong></td>
<td>Provides little info and order Not typed No APA format Poor grammar and spelling None of the required criteria for written presentation is available <strong>85 -0 points</strong></td>
</tr>
</tbody>
</table>
# Learning Game or Toy Rubric

<table>
<thead>
<tr>
<th>Proficiency Target</th>
<th>Format</th>
<th>Completeness of Oral Presentation</th>
<th>Completeness of Written Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Clear and logical sequence and order Easy to follow Typed Appropriate Grammar and Spelling APA format</td>
<td>Provides significant info Creative Organized Explains how toy/game is self-corrective in nature Discusses objectives Developmentally Appropriate for the age group it represents Research Content</td>
<td>Provides significant info Organized Instruction Directions Objectives Creative</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>Somewhat logical sequence and order Difficult to follow Typed Minimal grammar and spelling errors Minimal APA format errors</td>
<td>Provides sufficient info Some areas are discussed Research Content</td>
<td>Provides sufficient information Objectives Some instruction directions are given Somewhat creative Some Objectives</td>
</tr>
<tr>
<td><strong>Below Expectations</strong></td>
<td>No logical Sequence No Areas are discussed Many APA format errors Many grammar and spelling errors</td>
<td>Provides little info No areas are discussed</td>
<td>Provides little info and order Not typed No APA format Poor grammar and spelling None of the required criteria for written presentation is available</td>
</tr>
</tbody>
</table>
## Journal Article Critique Rubric

<table>
<thead>
<tr>
<th>Proficiency Target</th>
<th>Format</th>
<th>Completeness of Written Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Clear and logical sequence and order Easy to follow Typed Appropriate Grammar and Spelling APA format</td>
<td>Provides significant info: All required criteria for written presentation is available journal is cited, Provide purpose, subjects, procedure, Results, conclusions, and reflections <strong>20-25 points</strong></td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>Somewhat logical sequence and order Difficult to follow Typed Minimal grammar and spelling errors Minimal APA format errors</td>
<td>Provides sufficient information Some required criteria for written presentation is available <strong>15-19 points</strong></td>
</tr>
<tr>
<td><strong>Below Expectations</strong></td>
<td>No logical Sequence No Areas are discussed Many APA format errors Many grammar and spelling errors</td>
<td>Provides little info and order Not typed No APA format Poor grammar and spelling None of the required criteria for written presentation is available <strong>15-0 points</strong></td>
</tr>
</tbody>
</table>