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 Student 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 with 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 the instructor during office hours so that you 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 the instructor in front of others 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 4, 2015, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for 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. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. 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 702-895-3908. 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. Emailing within WebCampus is acceptable.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Any other class specific information - (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)
I. Prefix & Number: EDSP 471 1001

II. Title: Introduction to Early Childhood Education for Students with Disabilities

III. Course Credit Hours: 3 hours

IV. Semester/Time/Location: Fall 2015
   Mondays 4:00-6:45 pm
   CBC C112

V. Instructor: Brett Greenwald, M.Ed.

VI. Office Location: N/A

VII. Office Hours: By appointment

VIII. Telephone: 702-895-3205
               Greenwa9@UNLV.Nevada.edu

IX. Prerequisite Course(s): None

X. Course Description:

   This course provides content relevant to characteristics of young children with disabilities age birth to six years; local, state and national programs; legislation; assessment and intervention strategies; curriculum; inclusion strategies; classroom management; and family involvement. It is intended to provide information critical to the successful programming for young children in least restrictive general education environments.

**InTASC Standards Addressed:**

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 6.0 Assessment
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration

**DEC (CEC) Standards Addressed:**

- Standard 1: Foundations
- Standard 2: Development and Characteristics of Learners
- Standard 3: Individual Learning Differences
- Standard 5: Learning Environments and Social Interactions
- Standard 6: Language
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 9: Professional and Ethical Practice
- Standard 10: Collaboration
NAEYC Standards Addressed:

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4: Using Developmentally Effective Approaches
- Standard 6: Growing as a Professional (Becoming a Professional)

XI. Course Objectives: (InTASC; ICC= Common Core CEC; ECSE= CEC Early Childhood Special Ed; NAEYC= NAEYC)

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

1. Each student will demonstrate knowledge of the history of services to young children with disabilities. InTASC4(j), InTASC5(p), InTASC9(i), InTASC10(l), ICC1K1, ICC1K8, ICC1K2, ECSE1K1, ECSE1K2
   Measurement/Evaluation: Exams and Paper

2. Each student will demonstrate knowledge of federal and state legislation applicable to the provision of educational and related services to young children with disabilities. InTASC5(p), InTASC9(j), ICC1K2, ICC1K3, CC1K4, ICC1K5, ICC1K6, ICC8K2, ECSE1K2
   Measurement/Evaluation: Exams and Paper

3. Each student will demonstrate knowledge of the general principles of child development including scope, skill inter-relationship, skill sequence and typical vs. atypical differences. InTASC1(d), InTASC1(e), InTASC1(f), InTASC1(h), InTASC2(g), InTASC7(i), ICC2K2, ICC2K3, NAEYC1a &1b
   Measurement/Evaluation: Exams and Paper

4. Each student will demonstrate knowledge of and ability to recognize to health and safety issues and possible medical management issues that may arise. InTASC3(m), ICC2K3, ECSE2K5, ECSE9S1
   Measurement/Evaluation: Exams and Paper

5. Each student will demonstrate knowledge of ethical and policy issues related to early childhood special education as they relate to their personal philosophy of special education. InTASC5(k), InTASC9(k), ICC1S1, ICC5K4, ICC6K2, ICC9K2
   Measurement/Evaluation: Exams and Paper

6. Each student will demonstrate knowledge of the characteristics of the eligible population of young children with disabilities as well as those factors that lead to a judgment of eligibility. InTASC2(h), InTASC8(j), ICC2K6, ICC8K1, ECSE2K2, ICC3K1, NAEYC1a
   Measurement/Evaluation: Exams and Paper

7. Each student will demonstrate knowledge of the content of the IEP and IFSP and demonstrate the ability to form goals and objectives that are structurally sound and able to be assessed and implemented in inclusive settings. InTASC3(n), InTASC4(l), InTASC6(r), ICC1K2, ECSE3K1, NAEYC3a
   Measurement/Evaluation: Exams and Paper

8. Each student will demonstrate knowledge of antecedent and consequent strategies for teaching young children including strategies for managing disruptive and/or aggressive behavior. ICC1K2, ICC5K3, NAEYC3a
   Measurement/Evaluation: Exams and Paper
9. Each student will demonstrate knowledge of typical inclusive curricular models for young children (e.g., IDAP, Functional etc.). InTASC2(j), InTASC9(g), ECSE2K1, ECSE7K1
   Measurement/Evaluation: Exams and Paper

10. Each student will demonstrate a general knowledge of the relevance of activity-based instruction for the infusion of IEP and IFSP objectives into general preschool/ kindergarten curricula. ECSE1K2
    Measurement/Evaluation: Exams and Paper

11. Each student will demonstrate knowledge of strategies for including young children with severe multiple disabilities in the general preschool/kindergarten program. InTASC5(1), ICC5K1
    Measurement/Evaluation: Exams and Paper

12. Each student will demonstrate knowledge of the roles that families may play as members of the intervention team as well as the concerns they may express relevant to inclusion. InTASC10(m), ICC1K7, ICC2K4, ICC6K3, ECSE3K2, NAEYC1b, NAEYC2a, NAEYC2b
    Measurement/Evaluation: Exams and Paper

13. Each student will demonstrate knowledge of the differences that exist among interdisciplinary, multidisciplinary and transdisciplinary models for the delivery of related services. InTASC3(r), InTASC5(i), InTASC5(k), InTASC7(h), ICC7K5, ECSE10S3, NAEYC4a
    Measurement/Evaluation: Exams and Paper

14. Each student will demonstrate knowledge of issues in early childhood special education unique to specific cultural backgrounds and inner city versus rural geographical settings (e.g. home based versus center based services). InTASC9(j), InTASC10(o), ICC1K5, ICC1K8, ECSE3K2, ICC6K1, ICC6K3
    Measurement/Evaluation: Exams and Paper

Performances (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. Each student will develop goals, objectives and benchmarks that are structurally sound and able to be implemented in inclusive settings. ICC7S6, ICC7S7, NAEYC4c
   Measurement/Evaluation: Assignments, Exams, and Paper

2. Each student will develop task analyses of skills typically targeted for instruction in inclusive early childhood settings in at least two different curricular domains. ICC7S8
   Measurement/Evaluation: Assignments and Exams

3. Each student will develop a written rationale including justification, explication of benefits and possible challenges and strategies for successful intervention with young students with disabilities in typical early childhood care and education centers. InTASC9(b), InTASC9(e), InTASC10(d), InTASC10(h), ECSE5S, ECSE9S6
   Measurement/Evaluation: Exams and Paper

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 the educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)
1. Demonstrate awareness of and commitment to the CEC Code of Ethics and generally accepted standards for professional development. InTASC1(j), InTASC2(l), InTASC4(k), InTASC5(q), InTASC5(r), InTASC6(r), InTASC9(l), InTASC9(n), InTASC9(o), ICC9K1, ICC9K2, ICC9K3, ICC9K4, ICC9S1, ECSE9K1, NAEYC6a
   Measurement/Evaluation: Exams and Paper

2. Demonstrate knowledge of ethical and policy issues related to early childhood special education. InTASC2(m), InTASC3(o), INTASC4(p), INTASC4(q), InTASC7(q), ICC9K1, ICC9K2, CC9K3, ICC9K4, ECSE9K1
   Measurement/Evaluation: Exams and Paper

3. Demonstrate the ability to explain the values represented in both law and educational practice relative to inclusive individually and developmentally appropriate practices. InTASC1(h), InTASC1(i), InTASC1(j), InTASC1(k), INTASC4(q), InTASC5(s), InTASC7(n), InTASC7(p), InTASC10(s), InTASC10(t), ICC1K2, ECSE1K1, NAEYC1c
   Measurement/Evaluation: Exams and Paper

XII. Texts, readings, and instructional resources:

   Required Text(s):

   Optional Text(s):

   Current and Classical Reference(s):


National Association for the Education of Young Children. (1986). Position statement on developmentally appropriate practice in early childhood programs serving young children from birth through age 8. *Young Children*, 41(6), 4-19.


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**XIII. Course Requirements and grading policy:**

Course Requirements:

1. Examinations:
Two tests are required. One will be given mid-session and the other at the end of the session. Each will be taken in class and consist of 10 to 15 short-answer questions which cover material presented in class and in the assigned readings.

2. **Position Paper:**

You will provide a reasoned and referenced discussion of, first, why it is so important to use an inclusive approach to early childhood education and, second, what challenges face us as we implement inclusive programs for children with and without disabilities. Finally, your paper will address how we might deal with any challenges that might arise. Feel free to include discussion of the relationship between inclusive programming and developmentally appropriate programming.

3. **Behavioral Objectives:**

You will be expected to demonstrate an acceptable level of proficiency writing annual goals and short-term objectives (outcome statements in an IFSP). Each student will successfully complete an assignment requiring that at least three objectives be written in perfect form including all three parts of a behavioral objective. The assignment may be repeated three times, as necessary, to achieve 100% proficiency.

4. **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 up to 10 points being deducted from your final grade. Absences will result in one warning before point deduction. If there is a reason for you to be repeatedly absent have a discussion with the professor regarding how you intend to keep up with the material presented in class.

**Grading Policy:**

Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the two non-comprehensive 10-15 short answer tests, the behavioral objectives and the position paper. The behavioral objectives assignment may be repeated 3 times to achieve a perfect score (100, see rubric for how points are assigned). Each of the two exams test is worth 100 points and the position paper is also worth 100 points (400 total). The following scale will be used to determine the course grade:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AVERAGE POINTS (Midterm/Final/Objectives/Position Paper)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

XIV. **Course Outline and Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
</tr>
</thead>
</table>
1. 8/24
   I. Introduction (What is ECSE?)
   II. ECSE Eligibility Requirements
       Chapter 1

2. 8/31
   III. History of Services, Inclusion
       Chapter 2 & 3

3. 9/7
   Labor Day (No Class)

4. 9/14
   IV. IFSP & IEP
       Chapter 10

5. 9/21
   V. Typical / Atypical Development
   VI. Causes Atypical Development
       Chapters 4 & 5

6. 9/28
   VII. Annual Goals & Related Objectives
       Chapter 6 and 7

7. 10/5
   VIII. Task Analysis,
       Chapter 8
   IX. Antecedent Event
       Chapter 18
   Review for Midterm Exam
8. 10/12 MIDTERM EXAMINATION* (All notes & readings to date)

9. 10/19 X. Proximal Consequent Events Chapters 12 and 13

10. 10/26 XI. DAP and Functional Skills Chapter 14

11. 11/2 XII. Activity-Based ECE Chapter 10

12. 11/9 XIII. Infusing IEP/IFSP Objectives (Activity Matrix) Chapter 17

13. 11/16 XIV. Developing Adaptations and Accommodations Chapter 13

14. 11/23 XV. Overview. –Strategies for Including Students with Severe Disabilities XVI. Models for Related Services Chapter 3

POSITION PAPER DUE 4:30pm*

15. 11/30 XVII. Parent/Family Involvement XVIII. Cultural Diversity in ECSE Chapter 9 &19

16. 12/7 Final Exam*

* Exams must be taken on the date indicated at the time of the regularly scheduled class. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception. Also, the position paper MUST be turned in NO LATER than the date and time indicated above. Late papers will be scored 0 without exception.

RUBRIC FOR EDSP 471 – Behavioral Objectives
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>• Consistent organization • Follow from Goals • Correct spelling &amp; grammar • Sufficient in Number • Build One Upon the Other</td>
<td>• Clear statements in terms anyone can understand • Exact statement of what student is to do • Absolute level of Proficiency stated • # times and conditions under which proficiency is to occur is clearly stated</td>
</tr>
<tr>
<td></td>
<td>45-50 points</td>
<td>45-50 points</td>
</tr>
<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>• Inconsistent organization • Not all follow from goals • One or two spelling or grammar errors • Insufficient in number (2 or fewer per goal) • Not all follow from the previous objective</td>
<td>• Not all terms stated behaviorally • Statements not clear as to exactly what the student is to do • Absolute level of proficiency is too high or too low or not clearly stated • Conditions under which proficiency level is to occur not consistently stated</td>
</tr>
<tr>
<td></td>
<td>35-44 points</td>
<td>35-44 points</td>
</tr>
<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>• Disorganized &amp; difficult to follow • Objectives do not follow from goal • Many spelling or grammar errors • Objectives do not build one upon the other</td>
<td>• Terms not stated behaviorally • Unclear as to what the student is to do • Absolute level of proficiency not clearly stated • Conditions under which proficiency is to be exhibited not clearly stated</td>
</tr>
<tr>
<td></td>
<td>&lt; 35 points</td>
<td>&lt; 35 points</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Format &amp; Organization</td>
<td>Completeness of Information</td>
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<td>-----------------------------</td>
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<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>• Consistent organization (with headings &amp; subheadings)</td>
<td>• Contained at least 10 references</td>
</tr>
<tr>
<td></td>
<td>• Consistent use of APA style including Abstract &amp; Subheadings</td>
<td>• Used a variety of references</td>
</tr>
<tr>
<td></td>
<td>• Correct spelling &amp; grammar</td>
<td>• Presented original perspective concerning topic and issues</td>
</tr>
<tr>
<td></td>
<td>• Cited all references in text &amp; in reference section correctly</td>
<td>• Current references with both research and opinion/review papers represented</td>
</tr>
<tr>
<td></td>
<td>• Covered the required components and addressed all of the issues</td>
<td>• Summary/conclusions clearly stated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45-50 points</td>
</tr>
<tr>
<td><strong>MEET EXPECTATIONS</strong></td>
<td>• Frequent to occasional lapses in organization</td>
<td>• Did not contain 10 references</td>
</tr>
<tr>
<td></td>
<td>• APA style with minor discrepancies</td>
<td>• More than 3 references came from the Internet</td>
</tr>
<tr>
<td></td>
<td>• One or two spelling or grammar errors</td>
<td>• Variety of references not well represented/ mostly review papers</td>
</tr>
<tr>
<td></td>
<td>• Not all references cited in text &amp; in references correctly</td>
<td>• Information presented was only partially representative of new &amp; current information</td>
</tr>
<tr>
<td></td>
<td>• Addressed the required issues</td>
<td>• Summary/conclusions clearly presented</td>
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<tr>
<td></td>
<td></td>
<td>35-44 points</td>
</tr>
<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>• Disorganized &amp; difficult to follow</td>
<td>• Did not contain 10 references</td>
</tr>
<tr>
<td></td>
<td>• Minimal use of APA style with major discrepancies</td>
<td>• More than 3 references were from the Internet</td>
</tr>
<tr>
<td></td>
<td>• Many spelling or grammar errors</td>
<td>• Poor variety of references</td>
</tr>
<tr>
<td></td>
<td>• References in text &amp; reference list not cited correctly</td>
<td>• Information not current</td>
</tr>
<tr>
<td></td>
<td>• Did not address the required issues</td>
<td>• Summary/conclusions not clearly presented or omitted entirely</td>
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<tr>
<td></td>
<td></td>
<td>&lt; 35 points</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Format &amp; Organization</td>
<td>Completeness of Information</td>
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<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>EXCEEDS EXPECTATIONS</td>
<td>- Consistent organization</td>
<td>- Answers at least 95% of total # of questions correctly</td>
</tr>
<tr>
<td></td>
<td>- Consistent use of APA style</td>
<td>- Uses a variety of sources</td>
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<tr>
<td></td>
<td>- Correct spelling and grammar</td>
<td>- Presents comprehensive perspective</td>
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<tr>
<td></td>
<td>- References each answer to text, notes or outside readings</td>
<td>- Synthesizes information and reaches conclusions</td>
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<td>- Answers all questions</td>
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<tr>
<td></td>
<td>48 – 50 POINTS</td>
<td>48 – 50 POINTS</td>
</tr>
<tr>
<td>MEETS EXPECTATIONS</td>
<td>- Occasional lapses of clarity in organization</td>
<td>- Answered fewer than 80% of the questions correctly</td>
</tr>
<tr>
<td></td>
<td>- One or two spelling or grammar errors</td>
<td>- At least 1/2 of the answers contain references</td>
</tr>
<tr>
<td></td>
<td>- Inconsistent correct use of references</td>
<td>- Uses less than 3 references</td>
</tr>
<tr>
<td></td>
<td>- Covered the required points in each answer</td>
<td>- Answers are only partially responsive to questions</td>
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<tr>
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<td>40 – 47 POINTS</td>
<td>40 – 47 POINTS</td>
</tr>
<tr>
<td>BELOW EXPECTATIONS</td>
<td>- Disorganized and difficult to follow</td>
<td>- Answered fewer than 80% of questions correctly</td>
</tr>
<tr>
<td></td>
<td>- Minimal use of APA style</td>
<td>- No reference to text or outside reading</td>
</tr>
<tr>
<td></td>
<td>- Many spelling errors</td>
<td>- No synthesis of information from different sources</td>
</tr>
<tr>
<td></td>
<td>- No references or incorrect references</td>
<td>- Numerous incomplete answers</td>
</tr>
<tr>
<td></td>
<td>- Did not answer all questions</td>
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<tr>
<td></td>
<td>&lt; 40 POINTS</td>
<td>&lt; 40 POINTS</td>
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