I. Prefix & Number: EDSP 471
II. Title: Introduction to Early Childhood Education for Students with Disabilities
III. Course Credit Hours: 3 hours
IV. Semester/Time/Location: Fall 2010
   Monday 4:00-6:45
   CEB 209
V. Instructor: Neal Nguyen
VI. Office Location/Email: CEB 115/nnguyen@unlv.nevada.edu
VII. Office Hours: Mondays 1:30 - 3:30
VIII. Telephone: 895-4380 or by appointment
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.

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: Teaching and Learning
• Standard 5: Growing as a Professional

COE Principles Addressed

• Principle 1: Content Knowledge
• Principle 4: Planning Process
• Principle 5: Strategies Methods
• Principle 6: Learning Environments
• Principle 9: Collaboration, Ethics and Relationships

XI. Course Objectives

Knowledge:

1. Each student will demonstrate knowledge of the history of services to young children with disabilities. CC1K1, CC1K8, EC1K1, EC1K2

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. **CC1K2, CC1K3, CC1K4, CC1K5, CC1K6, CC8K2, EC1K3**

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. **CC2K2, CC2K3, NAEYC1a**

4. Each student will demonstrate knowledge of and ability to recognize of health and safety issues and possible medical management issues that may arise. **CC2K3, EC2K5, EC9S1**

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. **CC1S1, CC5K4, CC6K2, CC9K2**

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. **CC2K6, EC2K2, CC3K1, NAEYC1a**
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 implemented in inclusive settings. CC1K2, EC1K3, NAEYC3a

8. Each student will demonstrate knowledge of antecedent and consequent strategies for teaching young children including strategies for managing disruptive and/or aggressive behavior. CC1K2, CC5K3, NAEYC3a

9. Each student will demonstrate knowledge of typical inclusive curricular models for young children (e.g., IDAP, Functional etc.). EC2K1

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. EC1K2

11. Each student will demonstrate knowledge of strategies for including young children with severe multiple disabilities in the general preschool/kindergarten program. CC5K1

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. CC1K7, CC2K4, CC6K3, NAEYC1b, NAEYC2a, NAEYC2b

13. Each student will demonstrate knowledge of the differences which exist among interdisciplinary, multidisciplinary and transdisciplinary models for the delivery of related services. CC7K5, EC10S3, NAEYC2b, NAEYC4a

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). CC1K9, CC1K10, EC2K4, CC6K1, CC6K3, CC9K1

**Performance (Skills):**

1. Each student will develop goals, objectives and benchmarks that are structurally sound and able to be implemented in inclusive settings. CC7S8, NAEYC4d

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. CC7S8

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. CC1S1

**Disposition(s):**

1. Demonstrate awareness of and commitment to the CEC Code of Ethics and generally accepted standards for professional development. CC9K1, CC9K2, CC9K3, CC9K4, CC9S1, NAEYC5a
2. Demonstrate knowledge of ethical and policy issues related to early childhood special education. CC9K1, CC9K2, CC9K3, CC9K4

3. Demonstrate the ability to explain the values represented in both law and educational practice relative to inclusive individually and developmentally appropriate practices. CC1K2, NAEYC1c

XII. Texts, readings, and instructional resources:

Required Text:


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.


XIII. Course Requirements and grading policy:

Course Requirements:

1. **Examinations:** (100 points each) **MidTerm - October 11, Final Exam - December 6.**

Two tests are required. One will be given mid-term and the other at the end of the session during exam week. 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. At the student's option, the final may be comprehensive and consist of 20 to 30 short-answer questions. (See attached rubric).

2. **Position Paper:** (100 points) **Due on November 29.**

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. (See attached rubric).

3. **Behavioral Objectives:** (100 points) **Due on October 25.**

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 two times, as necessary, to achieve 100% proficiency. (See attached rubric).

4. **Assigned Readings and WebCampus Discussions:** **Due weekly prior to class meetings**

(5 points for each of the 10 postings).

Students are expected to complete assigned readings for each class meeting and be ready to participate in small group discussions. In addition, students are required to engage in the group discussion on WebCampus each week prior to each class meeting. Students must complete at least one posting AND reply to at least one other person’s posting. The WebCampus weekly discussions must include the following three components: (a) one quote from the weekly assigned readings that caught your attention, (b) an explanation of what was noteworthy about that passage, in other words, your reaction to that passage, and, (c) a brief discussion of how the information might be beneficial to students with and without special needs. WebCampus postings for each student (your own posting and reply to others) should be single-spaced and at least half of a page.
5. **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 instructor regarding how you intend to keep up with the material presented in class.

6. **Extra Credits: Article Summaries and Presentations (5 points for each article and presentation)**

**Due on November 8.**

Students will choose 1 or 2 articles (peer-reviewed) on inclusive practices from a variety of professional journals such as: Intervention in School and Clinic, Exceptional Children, Journal of Learning Disabilities, Young Children (NAEYC), Journal of Special Education, Topics in Early Childhood Special Education...etc. (Students might choose the articles from the journals of their choice with the instructor’s approval).

Students will write a 200-300 word abstract for each selected article. An abstract provides an outline of the article and summarizes its content. Students will schedule their presentation dates with the instructor. The presentations must discuss the meaning and the practical implications for educators/parents. The presentations (15-20 minutes) should include power points and handouts as necessary for other students in the class and the instructor. Students will submit their abstracts, copies of articles, and power points to the instructor on the day of presentation. This extra credit assignment is required to be typed (double-spaced) and free of grammatical and spelling errors. The cover sheet for this assignment is to include the student’s name, the assignment title, date, course name and title, and the instructor’s name.

**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, WebCampus postings, and the position paper. The behavioral objectives assignment may be repeated 2 times to achieve a perfect score (100, see rubric for how points are assigned). Each of the two exams is worth 100 points and the position paper is also worth 100 points. Each of the ten weekly WebCampus posting is worth 5 points...
(50 total). The following scale will be used to determine the course grade: (450 possible points)

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XIV. Course Outline and Schedule
(Subject to change with notice)

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<tr>
<th>Session</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
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<tbody>
<tr>
<td>1.</td>
<td>Aug. 23</td>
<td>Introduction&lt;br&gt;Opening Activity&lt;br&gt;Go over syllabus&lt;br&gt;Questions and Answers</td>
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3. Sept. 6
LABOR DAY RECESS

4. Sept. 13
(Allen & Cowdery, Chapters 3, 4)
Chapter 3. Inclusive Programs for Young
Chapter 4. Normal and Exceptional

*** (1) WebCampus postings of
Brief in-class

discussion of postings.

5. Sept 20
(Allen & Cowdery, Chapters 5, 6)
Chapter 5. Developmental Disabilities:
Classifications.
Chapter 6. Sensory Impairments: Hearing

*** (2) WebCampus postings of
Brief in-class
discussion of postings.

6. Sept. 27
(Allen & Cowdery, Chapters 7, 8)
Chapter 7. Physical
Disabilities and Health Problems.
Chapter 8. Learning and Behavior

*** (3) WebCampus postings of
Brief in-class
discussion of postings.

7. Oct. 4
REVIEW FOR MIDTERM EXAM
in-class review
(Chapters 1-8).

8. Oct. 11
MIDTERM EXAMINATION
pens).
(Chapters 1-8).
(Be prepared by bringing your own papers and
9. Oct. 18

(Allen & Cowdery, Chapters 9, 10)
Chapter 9. Partnership with Families.
Chapter 10. Assessment and the IFSP/IEP

***(4) WebCampus postings of
Brief in-class
discussion of postings.

chapters 7 & 8 Due ***

teachers in

10. Oct. 25

(Allen & Cowdery, Chapters 11, 12)
Chapter 11. Characteristics of Effective
Inclusive Programs.
Chapter 12. The Developmental-Behavioral

****(5) WebCampus postings of
Brief in-class
discussion of postings.

chapters 9 & 10 Due ***

*** Behavioral Objectives Due

11. Nov. 1

(Allen & Cowdery, Chapters 13, 14)
Chapter 13. Arranging the
Chapter 14. Facilitating self-care,
Independence Skills.

****(6) WebCampus postings of
Brief in-class discussion of postings.

chapters 11 & 12 Due***

12. Nov. 8

(Allen & Cowdery, Chapters 15 & 16)
Chapter 15. Facilitating
Chapter 16. Facilitating Speech, Language,
Communication Skills.
chapters 13 & 14 Due***
discussion of postings.

sumaries

13. Nov. 15
Cognitive Behaviors.

chapters 15 & 16 Due***
discussion of postings.

14. Nov. 22
Support Inclusion.

chapters 17 & 18 Due***
discussion of postings.

15. Nov. 29
provided along with in-class review (Chapters 9-19). See “Comprehensive Option”.

*** (7) WebCampus postings of
Brief in-class

*** Last day for extra credits article & presentations ***

(Allen & Cowdery, Chapters 17 & 18)
Chapter 17. Facilitating Preacademic and Learning.
Chapter 18. Managing Challenging

*** (8) WebCampus postings of
Brief in-class

(Allen & Cowdery, Chapter 19)
Chapter 19. Planning Transitions to

*** (9) WebCampus postings of
Brief in-class

REVIEW FOR FINAL EXAM & CATCH-UP.
Study Guides will be
of up-to-date notes and readings.

“Course Requirements” for

*** Position Papers Due ***
The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability

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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: “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” located at <http://studentlife.unlv.edu/judicial/misconductPolicy.html>.

As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 31, 2009, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

http://catalog.unlv.acatalog.com/content.php?catoid=1&navoid=44&bc=1

Writing Assistance and/or Tutoring. One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-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. [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/). Tutoring resources are also available through the Academic Success Center [http://academicsuccess.unlv.edu/tutoring](http://academicsuccess.unlv.edu/tutoring).

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**Collection of Student Assignments for Accreditation Purposes.** Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
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<th>TARGET</th>
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<td>- Consistent organization</td>
<td>- Consistent use of APA style</td>
<td>- Disorganized and difficult to follow</td>
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<td>- Consistent use of APA style</td>
<td>- Correct spelling and grammar</td>
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<td>- References each answer to text, notes or outside readings</td>
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<td>- Answered at least 95% of total # of questions correctly</td>
<td>- Uses a variety of sources</td>
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<td>- Presents comprehensive perspective</td>
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<td>- Synthesizes information and reaches conclusions</td>
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<td>- No reference to text or outside reading</td>
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<td>- No synthesis of information from different sources</td>
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<td>- Answered fewer than 80% of the questions correctly</td>
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RUBRIC FOR EDSP 471 MIDTERM AND FINAL EXAM
RUBRIC FOR EDSP 471 – Behavioral Objectives
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<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
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<tr>
<td><strong>TARGET</strong></td>
<td>- Consistent organization</td>
<td>- Clear statements in terms anyone can understand</td>
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<td>- Follow from Goals</td>
<td>- Exact statement of what student is to do</td>
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<td>- Correct spelling &amp; grammar</td>
<td>- Absolute level of Proficiency stated</td>
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<td>- Sufficient in Number</td>
<td>- # times and conditions under which proficiency is to occur is clearly stated</td>
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<td>- Build One Upon the Other</td>
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<td><strong>ACCEPTABLE</strong></td>
<td>- Inconsistent organization</td>
<td>- Not all terms stated behaviorally</td>
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<td>- Not all follow from goals</td>
<td>- Statements not clear as to exactly what the student is to do</td>
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<td>- One or two spelling or grammar errors</td>
<td>- Absolute level of proficiency is too high or too low or not clearly stated</td>
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<td>- Insufficient in number (2 or fewer per goal)</td>
<td>- Conditions under which proficiency level is to occur not consistently stated</td>
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<td>- Not all follow from the previous objective</td>
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<td><strong>UNACCEPTABLE</strong></td>
<td>- Disorganized &amp; difficult to follow</td>
<td>- Terms not stated behaviorally</td>
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<td>- Objectives do not follow from goal</td>
<td>- Unclear as to what the student is to do</td>
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<td>- Many spelling or grammar errors</td>
<td>- Absolute level of proficiency not clearly stated</td>
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<td>- Objectives do not build one upon the other</td>
<td>- Conditions under which proficiency is to be exhibited not clearly stated</td>
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# RUBRIC FOR EDSP 471 POSITION PAPER

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<th>Completeness of Information</th>
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| **TARGET**                      | • Consistent organization (with headings & subheadings)  
• Consistent use of APA style  
• Correct spelling & grammar  
• Cited all references in text & in reference section correctly  
• Covered the required components and addressed all of the issues | • Contained at least 10 references  
• Used a variety of references  
• Covered each required area completely with original thought and analysis  
• Current references with both research and opinion/review papers represented  
• Summary/conclusions clearly stated & consistent with references | **45-50 points** |
| **ACCEPTABLE**                   | • Frequent to occasional lapses in organization  
• APA style with minor discrepancies  
• One or two spelling or grammar errors  
• Not all references cited in text & in references correctly  
• Addressed the required issues | • Did not contain 10 references  
• More than 3 references came from the Internet  
• Variety of references not well represented/ mostly review papers  
• Information presented was only partially representative of new & current information  
• Summary/conclusions clearly presented | **37-44 points** |
| **UNACCEPTABLE**                 | • Disorganized & difficult to follow  
• Minimal use of APA style with major discrepancies  
• Many spelling or grammar errors  
• References in text & reference list not cited correctly  
• Did not address the required issues | • Did not contain 10 references  
• More than 3 references were from the Internet  
• Poor variety of references  
• Information not current  
• Summary/conclusions not clearly presented or omitted entirely | **< 37 points** |