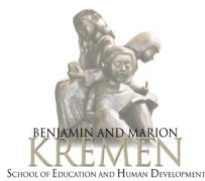


California State University, Fresno



*Leadership for Diverse Communities*

LEE 235

**Concept Development in Early Childhood**

Syllabus:

**SPRING 2019**

**Vision:**

*The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.*

*The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

**Course Perspectives, Topics and Descriptions:**

Welcome to LEE 235, a course in the basic sequence for the MA in Early Childhood Education. Because each of you aspires either to the MA, you will thus become an instructional leader. I want to use our time together to pursue, in some depth, several topics that I believe will have relevance to you as professional educators who, by virtue of your professional training, will be expected to speak publicly on behalf of children.

We will spend the bulk of our time this semester uncovering how children develop conceptual understandings. It is my hope that our discussions and your study will give you deeper insights to better interact with children on a cognitive level. In addition, you should emerge with a clearer perspective through which to evaluate the impact of new curricula being considered by your program, school or district.

The two prime topics of focus this semester relate to:

- (a) *Piaget's theory of intellectual development*, his study of how children understand their world, including what is now called alternatively moral education or character education. These topics will be studied from the perspective of concept development. For example, we will study a topic (e.g., children's moral development), assess children's development and understanding of that concept, and make connections to classroom practice. For this section of the class we'll look at Piaget's basic ideas, including a look at infant (sensori-motor) cognition, and then we'll look at several of Piaget's books—on language, children's play and their ability to represent, children's understanding of their world, and perhaps, some other topics.

For the last part of class, we will make a choice.

we can explore the theory of Lev Vygotsky.

- (b) Vygotsky's theory differs from Piaget's in significant ways. 1) Vygotsky places more emphasis on culture affecting/shaping cognitive development - this contradicts Piaget's view of universal stages and content of development. (Vygotsky does not refer to stages in the way that Piaget does); 2) Vygotsky places considerably more emphasis on social-cultural factors contributing to cognitive development (Piaget is criticized for underestimating this); 3) Vygotsky places more (and different) emphasis on the role of language in cognitive development (again Piaget is criticized for lack of emphasis on this). For Vygotsky, cognitive development results from an internalization of language; 4) According to Piaget, language depends on thought for its development (i.e. thought comes before language). For Vygotsky, thought and language are initially separate systems from the beginning of life, merging at around three years of age, producing verbal thought (inner speech).  
(from: <http://www.simplypsychology.org/vygotsky.html>)

**OR**, we will explore more deeply the Piagetian ideas

For the first significant portion of this class I've chosen to focus on Piaget's theory of cognitive development because I believe that an understanding of children's cognitive development is one of the most important topics teachers can know about in making several levels of professional decisions: decisions related to appropriate interactions with children of different ages; decisions related to choosing instructional materials; decisions related to choosing instructional strategies. The Wadsworth book is a good one and can be applied by professionals like you in helping you to make those decisions. I'll supplement this book with handouts and my own perspectives.

I've chosen to include moral education/character education because increasingly this is a topic and a curriculum area that has attracted school boards and district administrators. Tulare County and Visalia, Fresno, Clovis, Central and Sanger districts have adopted a character education curriculum. Both the U.S. Congress and the California Board of Education have passed resolutions related to character education in the schools, and the CDE publication *Elementary Makes the Grade!* (2000) includes the development of positive character traits as one of 15 recommendations for elementary education in California. What is character education? is it a cognitive function? a philosophic function? YES. Are there instructional approaches that are more effective than others? We'll look at this area from a developmental perspective and a philosophic perspective.

Finally, I hope that through this class you will think about issues you may not have connected before--issues like what kinds of discipline strategies may be best for kids and whether certain strategies may be better for children than others; the relation between direct instruction and higher level thinking (do philosophical principles and psychological principles conflict?); intrinsic vs. extrinsic learning (is intrinsic learning always best?), etc. These are topics that are part of the early childhood education/child psychology experience.

This course is, then, about ideas affecting your professional knowledge as educators. You may discover that some of the ideas we will discuss are somewhat controversial and that I have strong beliefs about some of the topics we will examine (just as do many other professors

and graduate students). Some authorities agree with me--others disagree. This is the case in our professional educational world--we still don't have the underlying professional knowledge on which all educators can agree. If we did, more of our children would be learning more, and fewer would end up involved with various disorders that currently face them (low achievement, early pregnancies, the justice system, suicide, etc.).

Your grades in this class will be unrelated to whether you agree or disagree with my perspective. My grading procedures will be objective and depend on the clarity of your answers and presentations. Please participate, and write clearly and correctly and thoughtfully and persuasively.

<b>Course Information LEE 235, Spring 2018</b>	<i>Instructor:</i> Dr. Jacques Benninga
<i>Units:</i> 3	<i>Office Number:</i> ED Building 373
<i>Time:</i> Wednesdays, 6:00 – 8:50 pm	<i>E-Mail:</i> jackb@csufresno.edu
<i>Location:</i> ED Building Room 181	<i>Telephone:</i> 278-0253 (o); 696-9741(c)
	<i>Office Hours:</i> By Appointment
<b>About Benninga:</b> <a href="http://www.fresnostate.edu/kremen/bonnercenter/about/about-benninga.html">http://www.fresnostate.edu/kremen/bonnercenter/about/about-benninga.html</a>	

**Prerequisites: Admission to the ECE graduate program.**

**Writing Requirement for the MA in ECE: Your second paper (#4 below) will constitute the writing requirement for the program.** All students in the MA in Education, Early Childhood Education Emphasis, must demonstrate competence in written English prior to applying for advancement to candidacy. Students will have the opportunity to demonstrate writing proficiency in LEE 235, Concept Development in ECE. More on this later.

**Required Texts and instructional Materials**

- (1) Wadsworth, B.J. (2004 or 1989). *Piaget’s Theory of Cognitive and Affective Development* (5<sup>th</sup> or 4<sup>th</sup> Edition). Boston: Pearson.
- (2) Copple, C. & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.
- (3) Purchase of one of **Piaget’s books** is optional. Reading one is required. Don’t do this now. We’ll discuss this in class.

**OBJECTIVES and PRIMARY LEARNING OUTCOMES:**

1. To understand and be able to describe various aspects of the process of cognitive development as defined by Jean Piaget and related researchers and relate those processes to appropriate interactions with children.
2. To describe the process of moral development from a cognitive developmental perspective and character education from a philosophic perspective and to distinguish between the two; and, to make connections to the professional ethical development of teachers.
3. Perhaps to participate as discussants and leaders in reviewing the research presented in the theories of Lev Vygotsky.

**The NCATE/NAEYC Advanced Professional Preparation core standards for early childhood programs** ask candidates to demonstrate competence at higher levels and with greater depth and specialization than those holding an initial degree, license or credential in early childhood education or child development. NAEYC affirms the value of having a common set of outcomes shared by all in the profession, whatever their preparation or professional role. The standards are:

- 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

Candidates in advanced programs are also expected to demonstrate competence in using each of the following professional tools, as these tools apply to their areas of specialization and professional roles. The **Essential Tools** for all candidates in Advance Programs include:

1. Cultural competence
2. Knowledge and application of ethical principles
3. Communication skills
4. Mastery of relevant theory and research
5. Skills in identifying and using professional resources
6. Inquiry skills and knowledge of research methods
7. Skills in collaborating, teaching, and mentoring
8. Advocacy skills
9. Leadership skills

### **MAJOR REQUIREMENTS AND ASSIGNMENTS**

1. Each of you should have a Fresno State e-mail address that you access regularly. Grades will be posted on blackboard.
  2. Read all assigned readings and complete homework activities BEFORE coming to class.
  3. Choose one of Piaget's books (buy it or check it out from the library), read a significant portion (with instructor input) and write a 6-8 page review. Include page references as appropriate. The review should state:
    1. the intention of the book (what was Piaget looking at or for?),
    2. how did Piaget study the particular concept, and,
    3. how are the concepts uncovered applicable to your understanding of and your work with children.
  4. As a preview for this assignment you will test children at a variety of ages, on Piagetian notions of conceptual understanding (see specific assignments below).  
The Piaget book review assignment is due towards the end of the semester (see below). I'll bring in samples of Piaget's work for you to choose from.
4. You will lead the discussion of your chosen book/area. You will not only make a presentation, but will lead a discussion in such a manner that the rest of us will have the best opportunity to understand and learn its major and relevant concepts.

(NCATE/NAEYC Standards 1b, 2a,,5a, 5d; Essential Tools 1, 4, 5, 8)  
(CCTC Standards 2.1.1, 2.2.2, 2.3.10, 2.6.1)

You will turn in a 6-8 page paper of your study. This paper will be due at the time of your presentation or no later than **May 9 or 16**, and will constitute the Writing Examination for this course (and the program). You will include in your paper 2-4 references outside the book's content that supplement and/or update the content with studies that support or refine the content. The DAP book will provide good references. This paper will be written in APA style and will fully referenced.

- 5. Other assignments** will relate to assessments of infants and children and will be explained in class.

**COURSE SCHEDULE/TOPICS/ASSIGNMENTS FOR LEE 235**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
JAN 22	Introduction to Course	
JAN 29 and FEB 5, 12	Piaget's Life, Times, and Work	Chapters 1 and 2
FEB 19	Piaget on Infancy; Practice Tasks	Infant Assessment Read Chapter 3
FEB 26, MARCH 5	Review Infant Assessment Piaget's Early Work ( <i>Language and Thought; Child's Conception of the World</i> , etc) Review Assignment	Interview children on conception of the world <b>OR</b> their reactions to Aesop's Fables Read Jack and the Beanstalk(?)
MAR 12	Review Assignment from last week  Continue review/study of Piaget's work	Read and interpret short story Bring in substantive children's book to share Chapter 4
MARCH 19	Moral Development—Piaget Moral Development—Kohlberg	Complete and Score DIT Moral judgment assignment Relevant parts of Chapters 4,5,8
MARCH 26	Review moral judgment assignment Moral/Character Ed Cont'd --Character Education --11 Principles --2 <sup>nd</sup> Step	
APRIL 2, 9	Adult Moral Judgment and Professional Ethics	
APRIL 5	CHARACTER AND CIVIC ED CONFERENCE--DOWNTOWN	
APRIL 16	SPRING BREAK	
APRIL 23	Piaget's Later Work Classification/Conservation	Classification/conservation interview of three children Reading on Professional Ethics—Chapter 5 Piaget Book Due March 25 or April 8
APRIL 30	Piaget Presentations	
MAY 7	Piaget Presentations; Last Official Class	
MAY 14	FINAL EXAM PERIOD	

**Note:** The foregoing is, to the best of my current level of anticipation, the general plan for the semester. But things may change a bit and we'll discuss any changes as I know about them.

## GRADING

Test infants at each of about four stages—and write up	15 points
Interview two or more children--conception of the world	15 points
OR	
write up their reactions to Aesop fables	
Moral Judgment Interview--Piaget--two children (minimum)	15 points
Adult Moral Judgment	5 points
Professional Ethical Perspectives	5 points
Classification/conservation experiment with two children	15 points
BOOK REVIEW--PIAGET (or Vygotsky)	20 points
Extra credit (write-ups of special events: up to 2 points each) (e.g., reviews of professional journals or websites below)	5 points
Discretionary	5 points

**A = 90-100**

**B = 80-89**

**C = 70-79**

\*\*All assignments will be accepted up to one week after the due deadline; however, all such late papers will receive an automatic 30% penalty taken after the paper or assignment has been graded. Write-ups and reviews that are more than one week late, will ordinarily not be accepted. All assignments must be completed for a passing grade.

\*\*It is important that professional educators express themselves professionally. LEE 235 is the class where writing proficiency is assessed for the MA in ECE. I will consider both grammar and style in my grading of your work. For specific details see the ECE Graduate Writing Requirement policy (attached).

\*\*If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify me immediately. Reasonable efforts will be made to accommodate your special needs.

## **UNIVERSITY POLICIES**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center (UC) room 5 (278-2811).

**Honor Code:** “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration),
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Make Up Policy for Planned and Unplanned Absences:** In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."



## **Recommended Professional Journals and Websites**

FOUNDATION FOR CHILD DEVELOPMENT

<http://www.fcd-us.org/>

ANTI DEFMANATION LEAGUE (bias free curricula)

[http://www.adl.org/education/edu\\_awod/awod\\_childhood\\_edu.asp](http://www.adl.org/education/edu_awod/awod_childhood_edu.asp)

WEST ED: EARLY CHILDHOOD FOR LIFELONG LEARNING

<http://files.eric.ed.gov/fulltext/ED493051.pdf>

\* HARVARD UNIV: THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT

<http://developingchild.harvard.edu/>

<http://news.harvard.edu/gazette/story/2007/08/new-science-provides-compelling-framework-for-early-childhood-investment/>

[http://developingchild.harvard.edu/topics/science\\_of\\_early\\_childhood/](http://developingchild.harvard.edu/topics/science_of_early_childhood/)

\* WHAT WORKS CLEARINGHOUSE: ECE

<http://ies.ed.gov/ncee/wwc/topic.aspx?sid=4>

<http://www.whatworks.ed.gov/Topic.asp?tid=13&ReturnPage=default.asp>

\* US DEPARTMENT OF EDUCATION

<http://www.ed.gov/teachers/how/early/edpicks.jhtml?src=ln>

\* EARLY CHILDHOOD RESEARCH AND PRACTICE (Electronic Journal)

<http://ecrp.uiuc.edu/>

\* JOURNAL OF EARLY CHILDHOOD RESEARCH (Requires Subscription)

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201641>

\* EARLY CHILDHOOD RESEARCH QUARTERLY (Read Abstracts; subscription req)

[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/620184/description](http://www.elsevier.com/wps/find/journaldescription.cws_home/620184/description)

\* CENTER FOR EARLY CHILDHOOD RESEARCH

<http://babylab.uchicago.edu/page/our-research>

\* NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH (NIEER)

<http://nieer.org/news/>

\* NATIONAL CENTER FOR EARLY DEVELOPMENT AND LEARNING

<http://fpg.unc.edu/node/4649>

\* EARLY CHILDHOOD AND PARENTING COLLABORATIVE

<http://ecap.crc.illinois.edu/poptopics.html>

• NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

<http://www.naeyc.org/>

## **Bibliography**

### • **Books by and about Jean Piaget**

In the list below, the following definitions have been used

(The references have been presented in order of their impact according to Google Scholar.)

- Exemplars: More than 5,000 citations in Google Scholar
- Super-Classics: More than 2,500 citations in Google Scholar

### **Exemplars**

- Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press. (Original work published 1936.)
- Piaget, J. (1932). *The Moral Judgment of the Child*. London: Kegan Paul, Trench, Trubner and Co. (Original work published 1932.)

### Super-classics

- Piaget, J. (1999). *The Construction of Reality in the Child* (original work, 1932)
- Piaget, J. (1962). *Play, Dreams and Imitation in Childhood*. New York: Norton.
- Piaget, J. *The Language and Thought of the Child* (originally published 1932).
- Piaget, J., and Inhelder, B. (1962). *The Psychology of the Child*. New York: Basic Books.
- Inhelder, B. and J. Piaget (1958). *The Growth of Logical Thinking from Childhood to Adolescence*. New York: Basic Books.
- Piaget, J. (1928). *The Child's Conception of the World*. London: Routledge and Kegan Paul.
- Piaget, J. (1951). *The Psychology of Intelligence*. London: Routledge and Kegan Paul.
- **Research on Current Child Development**  
See above: **Recommended Professional Journals and Websites for current research**  
(all are very current and constantly updated)
- **Major References about Lev Vygotsky's Work**
  - Wertsch, J. V. (1985). *Vygotsky and the Social Formation of Mind*. Harvard University Press, Cambridge, Mass., and London.
  - Kozulin, A. (1990). *Vygotsky's Psychology: A Biography of Ideas*. Cambridge, MA: Harvard University Press.
  - Lee, C. D., & Smagorinsky, P. (Editors) (2000). *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry*. New York: Cambridge University Press.
  - Van der Veer, R., & Valsiner, J. (1991). *Understanding Vygotsky. A quest for synthesis*. Oxford: Basil Blackwell.
  - Newman, F. & Holzman, L. (1993). *Lev Vygotsky: Revolutionary scientist*. London: Routledge.
  - Van der Veer, R., & Valsiner, J. (Eds.) (1994). *The Vygotsky Reader*. Oxford: Blackwell.
  - Daniels, H. (Ed.) (1996). *An Introduction to Vygotsky*. London: Routledge.
  - Cole, M. & Wertsch, J. (1996). *Contemporary Implications of Vygotsky and Luria*. Worcester, MA: Clark University Press.
  - Daniels, H., Wertsch, J. & Cole, M. (Eds.) (2007). *The Cambridge Companion to Vygotsky*. New York: Cambridge University.
  - Bodrova, E. and Leong, D.J. (2007). *Tools of the Mind: A Vygotskian Approach to Early Childhood Education*. Upper Saddle, NJ: Pearson.

## **Graduate Writing Requirement Policy Master of Arts Degree in Education Early Childhood Education Emphasis**

In keeping with the California State University, Fresno's Graduate Writing Requirement, all students in the MA in Education, Early Childhood Education Emphasis, must demonstrate competence in written English prior to applying for advancement to candidacy. Students will have the opportunity to demonstrate writing proficiency in LEE 235, Concept Development in ECE. The program faculty recognizes the importance of having students demonstrate writing competence early in their programs. Accordingly, graduate faculty will advise students to complete LEE 235 during the first or second semester of program enrollment.

### **Overview**

Candidates for the Master of Arts Degree in Education, Early Childhood Education Emphasis, will meet the University requirement for demonstrating graduate-level competence in written English by satisfactory completion of a scholarly analysis of various developmental aspects in young children. This assessment will be completed as part of the course requirements for LEE 235. Writing competency will be assessed using a 4 point scoring rubric. To demonstrate competency, the student must score a 3 in each of three areas: Style and Format; Mechanics; and Content and Organization. The writing sample will be evaluated by graduate faculty. Inability to demonstrate competence will necessitate remediation which may require (but not be limited to) additional course work, experiences in the Writing Center, tutoring and/or independent study. The student must demonstrate writing competence before advancement to candidacy.

### **Writing Requirement**

As one of the requirements for LEE 235, each student will identify various developmental issues related to the development of concepts in young children, locate and read related literature, and write a formal analysis 5-8 pages in length reviewing the concept and drawing conclusions about the issue. The student's writing should demonstrate:

- comprehensibility;
- clear organization and presentation of ideas;
- an ability to arrange ideas logically so as to establish a sound scholarly argument;
- thoroughness and competence in documentation;
- an ability to express in writing a critical analysis of existing scholarly/professional literature in the student's area of interest; and
- an ability to model the discipline's overall style as reflected in representative journals.

The attached Scoring Rubric has been developed to provide guidance to students and faculty alike. The student will receive a score on each of three sub-scales: Style and Format, Mechanics, and Content and Organization. Scores will range from 1 to 4 with the following designations:

- 4 - Exemplary
- 3 - Accomplished
- 2 - Developing
- 1 - Beginning

In order to demonstrate writing proficiency, the student must receive a score of “3” in each area. As successful completion of this requirement will only be one component of the course evaluation, the student may pass CTET 250 while failing the Graduate Writing Requirement or visa versa.

### **Faculty Evaluation of Writing Proficiency**

The instructor of LEE 235 will be the primary evaluator of each student’s writing. When the instructor determines that the student meets the criteria (achieves a score of 3 in each area of the rubric), the process will be considered completed. For each section of LEE 235, the instructor will forward to the program coordinator a list of students enrolled and the status of their writing competence. The program coordinator will forward this information to the School of Education graduate chair and the Graduate Studies Office. A record of each student’s writing proficiency status will be placed in the student’s file.

If the instructor believes the student’s writing to be deficient in one or more areas, it will be referred to the Review Committee and evaluated by the committee as a whole. The Review Committee will consist of 2 graduate faculty in addition to the instructor. The decision of this committee will be considered final. If the committee determines that the student meets the criteria, the process will be considered completed and the chair of the committee will notify the program coordinator that the student has demonstrated writing proficiency.

If the reviewers determine that the student has not demonstrated competence in written English, the student will be required to remediate writing skills. The appropriate methods for remediation will be determined in conjunction with the Review Committee and monitored by the student’s Graduate Advisor. Remediation may require (but not be limited to) additional course work, experiences in the Writing Center, tutoring and/or independent study. Following remediation, the student will submit a letter to the Graduate Advisor outlining the steps taken to improve writing proficiency and requesting that s/he be allowed to redo the writing assessment. With the concurrence of the advisor, the student will be allowed to redo the writing assignment on a different topic. The subsequent writing sample will be evaluated by the Review Committee and the decision of the committee will be considered final.

**Scoring Rubric—Graduate Writing Requirement, MA in Education, Early Childhood Education**  
(Approved, SOEHD Grad Com, 8/19/1999; revised by the ECE Graduate Committee 10/2006))

Scoring Level	Style and Format	Mechanics	Content and Organization
4 - Exemplary	In addition to meeting the requirement for a “3,” the paper is consistent with APA throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for an APA publication.	In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic.	In addition to meeting the requirements for a “3,” excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.
3 - Accomplished	While there may be minor errors, APA conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline’s overall journalistic style.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another.	Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader’s attention. Does a creditable job summarizing related literature.
2 - Developing	While some APA conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions.	While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.
1 - Beginning	APA conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic.	Paper contains numerous errors in spelling, grammar, and/or sentence structure which make following the logic of the paper extremely difficult	Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little understanding of the topic.