George Mason University
College of Education and Human Development
Elementary Education

ELED 443.001: Children, Family, Culture, and Schools, Ages 4-12

3 credits, Fall, 2020
Wednesdays, August 24-December 16
4:30-7:10 pm
Online

Faculty

Name:	Margaret Maurizi
Office Hours:	By appointment via Zoom/Blackboard Collaborate Ultra
Office Location:	Thompson Hall
Office Phone:	703-304-2487
Email Address:	mmaurizi@gmu.edu

Prerequisites/Corequisites
EDUC 200: Introduction to Teaching
EDUC 301: Introduction to Diverse Learners

University Catalog Course Description
Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

Course Overview
Not applicable

Field Hours: This course requires 15 hours of field observation. Additional details are in the 'assignments' section. * Will adapt as opportunities allow in the virtual start to school.

Course Delivery Method
This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 24, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
      https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
Teacher candidates completing ELED 443 will be able to:

1. Detail the stages of typical human development in the domains of: (a) cognition, (b) speech and language, (c) social/emotional and (d) physical in children ages 4-12.
2. Identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. Read and reflect upon contemporary theories of human development their relevance to educational practices in elementary schools.
4. Understand current research on the brain, its role in learning, and implications for instruction
5. Examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions.
6. Observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
7. Identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

Professional Standards
InTASC Standards
  Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

8 VAC 20-25-30. Technology Standards

A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
C. Instructional personnel shall be able to apply computer productivity tools for professional use.
D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Required Texts
Slavin, R. E. (2015). *Educational psychology: Theory and practice (12th ed.)*. Boston, MA: Pearson.

Additional selected readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

Course Assignments & Evaluations

1. **Attendance and Participation (30%)**

It is expected that you attend all synchronous and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make

arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to synchronous and asynchronous online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

Your attendance and participation includes completion of all synchronous and asynchronous application activities and is worth 30% of your final grade in the course. This includes, but is not limited to:

contributions to whole group and small group discussions.

2. **Child Abuse Recognition and Intervention Training (CARI) (2%)**

As a part of this course, you will complete the Child Abuse Recognition and Intervention Training (CARI) online modules required by the state of Virginia for licensure. You will submit a copy of your certificate to Blackboard to demonstrate completion of this task, which is worth 2% of your final grade in the course.

3. *Community Mapping Activity* **(12%)**

Within your observation groups, you will complete a community mapping activity. The purpose of this activity is to familiarize you with the myriad of ecological factors that influence students' daily school experiences. As you work with your observation groups, you will create a brief presentation (15-20 minutes max) that introduces us to the following aspects of your classroom and school:

1) A visual tour of both your school and the surrounding community
2) School description/demographics
3) Community description/demographics
4) Aspects of your school that make it unique
5) Intersection of course readings/discussions with your school experiences.

The presentation can take any format that your group prefers! Be creative ☺. Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum. Final products of this assignment can be used in your final observation report.

4. *Child Development Flipped Observation Journals* **(16%)**

Using the template provided in class, you will complete four observation journals, one on each of the four aspects of child development we study in this course: cognitive, physical, social/emotional, and speech/language. In each journal, you will describe the research you have gleaned from your

course readings, what you might expect to observe in a classroom, and how this information might inform your future practice as it relates to that aspect of child development.

The rubric used to evaluate this assignment will be provided in class. Each of the four journals is worth 4%, for a total of 16% of your final grade in the course.

5. **PBA: Understanding Diverse Learners Action Plan (40%)**

As you prepare to become developmentally appropriate teachers, you will construct an action plan demonstrating your understanding of the influence of child development, families and communities, and ecological and sociocultural factors on your future practice. Your action plan will focus on the school identified in your Community Mapping Activity (Assignment #1). Building on what you learned in both that assignment and the Child Development Flipped Observation Journals (Assignment #2), you will consider specific actions and tools/strategies you would implement were you a teacher within that particular school context. This action plan will be accompanied by a 2-3 page memo addressed to the school principal explaining the research basis and rationale behind the elements included in your plan.

Specific guidelines for this assignment, along with a template, will be distributed in class. The rubric used to evaluate this assignment can be found at the end of this syllabus. This PBA is worth 40% of your final grade in the course.

Assignment Points and Grading

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5, 6	Attendance and Participation	30%	Weekly
n/a	CARI Training	2%	Sept 16
1, 2, 5	Community Mapping Activity	12%	Sept. 30
1, 3	Child Development Flipped Observation	4% each 16% Total	Oct. 28
1, 2, 3, 4, 5, 6	PBA: Understanding Diverse Learners Action Plan	40%	Dec.9

Last revised August 2020

Grading Policy

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	95-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-94	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.70	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
D	60-69	1.00	
F*	<69	0.00	

Remember: A course grade less than B- requires that you retake the course. **Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education**

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can http://catalog.gmu.edu.

Other Assignment Expectations

- ***Completion of Child Abuse Recognition Training Modules (CARI) as required by VDOE.***

- All written assignments **MUST** be **double-spaced, 1" margins and black, 12-point font** (Times New Roman, Calibri or Arial). **APA format is required.** If you do not have the APA Manual 6th edition, the OWL at Purdue is an excellent resource:
  https://owl.english.purdue.edu/owl/resource/560/01/.

- All assignments are expected at the beginning of the assigned class. Unless prior arrangements have been made with me (*at least 48 hours in advance*), **late submissions will not be accepted** and will **result in a grade of 0** for that assignment.

  *Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the course calendar (see below) and should be submitted at the beginning of class—except for the PBAs (PHYSICAL ACTIVITY REPORT & OBSERVATION REPORT which are submitted to **Blackboard**. All assignments must be saved with your Last Name and Assignment Title (e.g., **Maurizi_Observation Report**).

*Please Note: *I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.*

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times. (See https://cehd.gmu.edu/students/polices-procedures/).

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website http://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on emergency.gmu.edu.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

TENTATIVE CLASS SCHEDULE

Note: Calendar is tentative and may be modified in line with course needs.

Date	Guiding Questions/Topics	Readings Due	Assignments Due
How Do We Understand Development through an Ecological Perspective?			
Class 1	Getting to know each other! How does educational psychology pertain to my work as an elementary teacher? Who are we as individuals? Who are we as future teachers? How do we organize to best serve our students and our profession?	**Reading Uploaded to Blackboard** Willing to Be Disturbed **(and emailed to students)**	Read assigned reading - emailed Syllabus Review
Class 2	Why is the ecological model of development relevant for schools, teaching and student learning?	Slavin Chapter 1 (p. 2-27) Slavin (p. 42) **Reading Uploaded to Blackboard** Bronfenbrenner (1994) – read directions posted to know what sections of the article to read Ecological Model Handout	Online modules for APA and Honor Code
What's the Role of Families in a Child's Development and Learning?			

Class 3	What does it mean to become a partner with families? How will you develop home-school partnerships?	**Reading Uploaded to Blackboard** Family Engagement and the Responsive Educator Teacher as Family Communication Facilitator	
What is Culture? How do Teachers' Cultural Biases Impact Children's Development and Learning?			
Class 4	What is culture? How do our implicit biases influence our teaching?	Slavin Chapter 4 (p. 68-97) **Readings Uploaded to Blackboard** Towards A Conception of Culturally Responsive Classroom Management But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy	CARI Training Due
Class 5	ROUGH DRAFT WORKSHOP COMMUNITY MAPPING PRESENTATION WORKSHOP		
Class 6	**COMMUNITY MAPPING PRESENTATIONS**		Community Mapping Activity Presentations
What Developmental Concepts Influence Learning?			
Class 7	How does the brain influence physical development and learning? What theories of cognitive development influence how we teach elementary students? How do students' learning styles inform their cognitive functioning in the classroom?	Slavin Chapter 6 (p. 122-159) Slavin Chapter 2 (p. 28-41) **Articles on Blackboard for small group reading**	

Class 8	How do language and speech development?	Slavin Chapter 2 (p. 43-46) **Articles on Blackboard for small group reading**	
Class 9	How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?	Slavin Chapter 3 (p. 48-67)	
Class 10	In what ways can you support the developmental and cultural influences of student learning within your classroom environment? How will you motivate your students?	Slavin Chapter 11 (p. 270-299) Slavin Chapter 10 (p.-269)	Child Development Flipped Observations Due
How Will You Establish a Developmentally and Culturally Appropriate Classroom?			
Class 11	What do elementary teachers need to know to support students with mental health needs?	Online Modules	
Class 12	With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?	Slavin Chapter 12 – (p. 300-337)	PBA: Understanding Diverse Learners Action Plan) Peer Review
Class 13	*Course Wrap Up* *Course Evaluations*		
Class 14	Final Understanding Diverse Learners Action Plan) *(Please remember to upload to Tk20 and Blackboard!)*		

Understanding Diverse Learners (Action Plan) (59 points total) – **PBA**

Topic	Does Not Meet 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Describe the physical observations collected **INTASC 1**	Candidate does not describe observed students' physical activity.	Candidate describes only some observed students' physical activity with mention only of 1-2 sources of data.	Candidate describes all observed students' physical activity with general discussion of observations and interview data.	Candidate describes all observed students' physical activity with full discussion of observations and interview data.
Assess observations to typical development **INTASC 1**	Candidate does not discuss age appropriate physical development.	Candidate describes findings from physical activity observations but does not incorporate general knowledge of student learners and learner development.	Candidate uses general knowledge of student learners and learner development to describe findings from physical activity observations.	Candidate uses detailed, research based knowledge of student learners and learner development to describe findings from physical activity observations.
Implications of findings for future teaching **INTASC 1, 2**	Candidate does not use their knowledge of physical development literature to describe implications future teaching.	Candidate describes implications for future teaching but does not incorporate general knowledge of physical development literature.	Candidate uses general knowledge of physical development literature to describe implications for future teaching.	Candidate uses detailed, research based knowledge of physical development literature to describe implications for future teaching.
Activities for fostering healthy lifestyle **INTASC 1, 2**	Candidate does not use knowledge of human and physical development literature to	Candidate explains activities for future classroom that foster active healthy life styles but does	Candidate uses general knowledge of human and physical development literature to explain activities that foster	Candidate uses detailed, research based knowledge of human and physical development literature to explain activities that foster active

	explain activities that foster active healthy life styles in their future classroom.	not incorporate general knowledge of human and physical development literature.	active healthy life styles in future classroom.	healthy life styles in future classroom.

PBA: Understanding Diverse Learners

Standards	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
Knows and understands the major concepts, principles, theories and research associated with the physical, cognitive, social/emotional, and language development of children ages 4-12.	Content is not accurate, is incomplete, and lacks clarity. Does demonstrate a thorough knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 and fails to give adequate description of child's development supported by examples	Content is accurate, but is incomplete. Uses nascent knowledge of the development of children ages 4-12 to give brief description of the child's development with some reference to theoretical perspectives	Content is accurate, generally complete, and clearly stated. Uses knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to describe child's development, from several theoretical perspectives	Content is accurate, complete, clearly stated, and appropriately referenced. Uses in-depth knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to give detailed description of child's whole development, abilities, interests, values and cultural background from many theoretical perspectives
Uses child development theory and	A brief description and discussion of the	A general description and discussion of the	A full description and discussion of the child's	An exhaustive description and discussion of the

14

observation to create a comprehensive description of the child's physical development.	child's physical development with little or no reference to child development theory	child's physical development with some reference to child development theory	physical development with general reference to child development theory	child's physical development with detailed reference to child development theory
Uses child development theory and observation to create a comprehensive description of the child's cognitive development.	Limited description and discussion includes few aspects with little or no reference to child development theory	Description and discussion include some aspects with brief reference to child development theory	Description and discussion include all aspects with general reference to child development theory	Exhaustive description and discussion include all aspects with detailed reference to child development theory
Uses child development theory and observational data to create a comprehensive description of the child's affective development (social, emotional, and moral).	Limited description and discussion include few aspects with little or no reference to child development theory	Description and discussion include some aspects with brief reference to child development theory	Description and discussion include all aspects with general reference to child development theory	Exhaustive description and discussion include all aspects with detailed reference to child development theory
Demonstrates understanding that children aged 4-12 differ in their development.	Does not show understanding or knowledge of how and why children differ in their development	Inadequate evidence of understanding and knowledge how and why children differ in their development the implications this has for the teacher	Stated or implied evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher	Clearly stated evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher
Demonstrates understanding that children	Fails to show evidence of knowledge and	Inadequate evidence of knowledge and	Stated or implied evidence of knowledge and	Clearly stated evidence of knowledge and

aged 4-12 differ in their approaches to learning.	understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture	understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture	understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture	understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture
Demonstrates knowledge of the child's socio-cultural and ecological backgrounds including: •**Community** •**Family** •**Demographics (e.g., race/ethnicity, language, religion**) *****School**	Does not demonstrate awareness and knowledge of sociocultural and ecological backgrounds	Demonstrates limited detail and knowledge of sociocultural and ecological backgrounds	Demonstrates some detail and general knowledge of all sociocultural and ecological backgrounds	Demonstrates clear, explicit detail and comprehensive knowledge of all sociocultural and ecological backgrounds
Demonstrates understanding of how the child's socio-cultural context can affect development.	No discussion of socio-cultural implications for development	Limited discussion of socio-cultural implications for development and little reference to case study	Full discussion of socio-cultural implications for development with general reference to case study	Extensive and specific discussion of socio-cultural implications for development with particular reference to case study
Demonstrates understanding of how the child's socio-cultural context can affect learning.	No discussion of socio-cultural implications for learning	Limited discussion of socio-cultural implications for learning and little reference to case study	Full discussion of socio-cultural implications for learning with general reference to case study	Extensive and specific discussion of socio-cultural implications for learning with particular reference to case study
Compare and reflect observation reports	No reflection on similarities and differences across reports.	Limited reflection on the review of similarities and	Reflection addresses review of similarities and differences	Reflection addresses review of similarities and differences

	No discussion to how candidates will address similarities and differences in their future classrooms	differences across developmental, cultural and academic indicators comprehensively. Limited discussion on how candidates will address these similarities and differences in their future classrooms	across developmental, cultural and academic indicators generally. Broad discussion on how candidates will address these similarities and differences in their future classrooms	across developmental, cultural and academic indicators comprehensively. Exhaustive and specific discussion on how candidates will address these similarities and differences in their future classrooms
Organization *Report adheres to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.*	Poor organization and lacks unity. No transitions. No introduction and/or conclusion	Logical organization, with few transitions. Ineffective introduction and/or conclusion providing little relevance to the report aims	Logical organization with some inconsistent transitions. Introduction and conclusion related to report aims generally and broad synthesis provided	Highly organized report with effective transitions. Superior introduction and conclusion, which provides synthesis for the aims of the report
Written Mechanics *Case study is written using clear text that makes meaningful connections between research and practice and demonstrates grammatical correctness and evidence of proofreading.*	Careless editing. **More than 6 errors** in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Some attempt at editing. **Fewer than 6 errors** in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Careful editing. **Fewer than 3** errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Superior editing. **No errors** in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format

Report (possible 48 points) = _____ / 48 (Tk20 assessment)

Completion of Peer Review (possible 11 points) = _____ / 11 – rubric provided separately

Total = _____