National Hispanic University  
CD 252- Practicum in Child Development  
Child Development  
Spring 2010

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Janice Fonteno M.S.</th>
<th>E-mail</th>
<th><a href="mailto:jfonteno@nhu.edu">jfonteno@nhu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(510) 659-7496</td>
<td>Total Units</td>
<td>3 units (1 lecture/2 practicum)</td>
</tr>
<tr>
<td>Room</td>
<td>311</td>
<td>Days/Time</td>
<td>Saturdays (9am-11:45am)</td>
</tr>
<tr>
<td>Office</td>
<td>NHU, Child Development Program. 2nd Floor</td>
<td>Office Hours</td>
<td>1 hour prior to each class meeting</td>
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</tbody>
</table>

**Course Description**  
This course combines field experience and seminars relating theory and research to practice. It focuses on developing reflective practitioners who will become more aware of their own teaching styles in relation to curriculum planning and children's needs. The course also emphasizes planning and implementation of developmentally appropriate activities for culturally and linguistically diverse children, including children with special needs while addressing the physical, social, emotional, and cognitive developmental domains.

**Prerequisite:** Completion of 12 units in Child Development.

**Course Content**  
Curriculum planning and implementation; relationship between theory, research and practice; culturally and linguistically diverse teaching strategies; relationships with teachers, children, and their families; observation and assessment of children's development; analysis of classroom experiences that reflect children’s developmental needs; reflective student-teacher practice; children with special needs; anti-bias curriculum; student-teacher responsibilities; professional work habits; classroom management and application of socio-emotional guidance strategies.

**Child Development Program Learning Outcomes**
- Develop and implement best practices that respond to the specific developmental and individual needs of children and are, at the same time, culturally and linguistically relevant to children and their families.

**University Student Learning Outcomes:**
- **Critical thinking:** Think critically, independently, and creatively to evaluate, organize, solve problems, and make decisions.
• **Oral Communication Skills:** Communicate effectively with a variety of audiences in any setting.

**Course Objectives** Students will be able to:
• Synthesize and apply their knowledge of child development principles to develop strategies that promote children’s learning in a group care setting environment.
• Plan and implement culturally and linguistically diverse classroom experiences and activities for children that integrate their families in the curriculum.
• Analyze various curriculum approaches based on their theoretical and philosophical underpinnings.
• Demonstrate knowledge of curriculum adaptation for children in inclusive settings.

**Goals for the Course:** This course is designed for students to learn and practice first steps in becoming a professional in the field of Child Development. Observation of both the individual child and children in groups is a focal point. Child observations will guide students in developing curriculum based on what is age, developmentally and culturally appropriate. Students will also learn how to use a developmental profile tool and apply it to one child during the semester. Throughout this course, students will:
• Demonstrate understanding of DAP Developmentally Appropriate Practice.
• Plan and implement developmentally and culturally appropriate activities for children 0-12 years in a variety of settings.
• Gain teaching experience through “student teaching.”
• Demonstrate ability to use self-reflection for professional and personal development.
• Demonstrate a beginning skill level of completing a developmental profile of a child.

**Required Textbooks**

*Developmentally Appropriate Practice in Early Childhood Programs 3rd edition* by Carol Copple and Sue Bredekamp (2009)

**Course Requirements**
Students must meet the following requirements in order to succeed in this course:
• Students are expected to come to class ready to learn
• Listen attentively and take accurate notes
• Active and enthusiastic participation in group discussions
• Ask questions of instructor when something needs clarification
• Students must have a current TB clearance to participate in lab hours (as needed for lab site)
• Students must complete required clearance forms for working at a site
• All assignments must be submitted on time. Late assignments will not be accepted. There will not be any make ups or revisions of assignments
• All assignments must be typed (no exceptions)
• Assignments must be your own work

**Grading Policy:**
More than two (2) absences will result in a lower grade.

**Plagiarism Policy:** taken from NHU catalog
Students who are involved in conduct that falls within the categories listed below are subject to disciplinary action which may consist of being expelled, suspended, placed on probation, or given a lesser sanction:

- A lack of honesty, such as cheating, fraud and plagiarism in any academic pursuit.

### Course Assignments and Grade Requirements

**Grading Policy:** Letter Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance /Participation</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Web search</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Weekly homework (10x10 pts)</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>NAEYC Code of Ethical Conduct Presentation</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Desired Results Developmental Profile</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Curriculum planning (10x25 pt)</td>
<td>250</td>
<td>55%</td>
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</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-429</td>
<td>A</td>
</tr>
<tr>
<td>428-405</td>
<td>A-</td>
</tr>
<tr>
<td>404-383</td>
<td>B+</td>
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<tr>
<td>382-360</td>
<td>B</td>
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<tr>
<td>359-338</td>
<td>B-</td>
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<tr>
<td>337-315</td>
<td>C+</td>
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<tr>
<td>314-293</td>
<td>C</td>
</tr>
<tr>
<td>292-280</td>
<td>C-</td>
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<tr>
<td>279-269</td>
<td>D</td>
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<tr>
<td>268-258</td>
<td>D-</td>
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<tr>
<td>257-or less</td>
<td>F</td>
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</table>

Students will be assigned letter grades based on the following criteria:

A = EXCELLENT

- Prepares thorough and exceptional assignments, handouts, visuals, etc.
- Completes all assigned readings and summaries as assigned
- Completes all assignments on-time
- Participates in all group in-class exercises; takes leadership role
- Demonstrates work beyond the minimum requirements
- Assignments show extra effort
- On-time and no unexcused absences

B = ABOVE AVERAGE

- Prepares assignments, handouts, visuals above minimum standards
- Completes all assigned readings and summaries
- Completes all assignments on-time
- Participates in class group exercises
- On-time and no unexcused absences
C = AVERAGE

☐ Prepares satisfactory assignments
☐ Turns in assignments with minimal effort or misses an assignment
☐ Regular attendance
☐ Participates in class oral and group exercises

D = BELOW AVERAGE - Not acceptable

Course Assignments:

- **Critical Assignment** – Students will conduct a project including: 1) video/audio recordings of interactions among children, their families, and teachers; 2) analysis of video/audio recordings of children, their families, and teachers; 3) critique of teacher’s interactions with children addressing how teachers plan and implement culturally and linguistically diverse activities for children that integrate their families in the curriculum; 4) development and submission of written curriculum plans; 5) logs and analyses of meetings with teachers; and 6) a daily reflective journal based on the observations and evaluation of child development programs. Some topics to be included: curriculum adaptation for children with special needs and analyses of various curriculum approaches (NAEYC Standards 2 – Curriculum and 3- Teaching (including all sub standards).

To complete Critical Assignment students must submit the following:

- **Textbook readings and self-reflective questions** (due weekly) **10 points each**
  - **This assignment meets criterion # 6 in the Critical assignment**
    - Read textbook pages as stated on syllabus schedule.
    - Use both information gained from readings and self-reflection (examination of your thoughts) when answering the assigned questions
    - As you develop your response make certain it is thorough, complete and concise.
      - Type your responses on a computer and save your homework.
      - Use a complete heading on the top page of your assignment. Heading includes: your name / date assignment is due / title of assignment / chapters included on assignment
      - When responding to a question make certain you provide the page number of question and question number
      - Turn in assignment on due date. No late homework accepted.
      - See rubric for grading

- **Observation of children (10) included with Curriculum Plan (10) (due weekly) 25 points each**
  - **This assignment meets criteria # 1, 2, 4 and 5 in the critical assignment.**
    - Video or audio tape of interaction with children. If using audio tape student will need to provide a transcription of the conversation. Student will provide an evaluation/reflection paper. Professor will provide a format for assignment.
    - Observe children in a group setting (your lab).
    - Take observation notes of what children are interested in. What are they doing, what questions are they asking, what has triggered their interest?
Develop a curriculum plan that extends the interest children display in their play. For example: If you observe children looking at a spider making a web. A natural outcome is to develop a curriculum plan that extends the children’s interest. You could provide magnifying glasses and go for a spider hunt. As a follow up, children can draw pictures and tell a story that you can document and make in to a book.

Following the observation and curriculum plan log, have your lab hours verified and signed by the supervising teacher or director. Signature for both entering and leaving lab is required.

Submit the log and curriculum plan ten (10) are assigned. **You must complete 90 hours of lab to pass the class.**

- **Portfolio consisting of all work completed during class.** Must be in folder with table of contents/ tabs/dividers (sheet protectors used must be for back to back pages only. Professor will not search for assignments) - **20 points**
  Meets criteria # 5, and 6 in Critical assignment.
  - It must include:
    - Resume (must be current)
    - Self-evaluation (in class assignment)
    - Observation and Curriculum plans (10)
    - Child Study and DRDP-R
    - Web search assignment
    - Lab hours signed and approved by supervising Teacher/Director
    - Student Information Form
    - NAEYC Code of Ethical Conduct
    - Active listening (in-class assignment)

- **Observation and analysis of teacher child interaction.** Guidelines provided by instructor.
  Meets criteria# 2, and 3 of critical assignment

The purpose of this assignment is to determine mastery of CD Student Learning Outcome 2: *Develop and implement best practices that respond to the specific developmental and individual needs of children and are, at the same time, culturally and linguistically relevant to children and their families.*

Completion and a grade of ‘C’ or above for all critical assignments are necessary for students to meet graduation requirements. Students need to keep their graded critical assignments in a binder, which in turn needs to be presented to the Chair of the Child Development Program upon completion of coursework.

- **Web search assignment and presentation 20 points**
  - Locate a professional website related to the Early Care and Education Field
  - Describe the Website.
  - Describe how you will use the website in your role as an early childhood teacher.
• Develop a project board display that defines what resources the website provides and plan to present to either a small group or the entire class (to be determined).
• Provide a handout from the website to each student in the class.
• Develop a one (1) page (additional) handout for each member of the class that highlights key points/services/resources from the website.
• Each student will be responsible for compiling a small three-hole binder with all handouts provided by class members and turn in to instructor. This will include a table of contents, tabs and dividers. Neatness counts.

• Complete a child study using the DRDP-R 20 pts
  o Check with supervising teacher as to proper approval procedures for completing a child profile (Center or Family Child Care policies).
• Print an age appropriate profile form from the website [http://www.cde.ca.gov/sp/cd/ci/documents/drdpRSA.pdf](http://www.cde.ca.gov/sp/cd/ci/documents/drdpRSA.pdf)
• Use this website for resource [http://www.wested.org/desiredresults/training/resources.htm](http://www.wested.org/desiredresults/training/resources.htm)
• Complete the profile on the child you have selected to observe during your lab
• Include written notes to support each rating
• Discuss with your supervising teacher and have him/her sign once complete
• Submit on time. No late assignments accepted.
• Presentation of NAEYC Code of Ethical Conduct 20 points

• With one or two additional students prepare an oral presentation of a section of the Code
• Study the Code by reading and as needed seek additional resources provided by Professor
• Develop a visual such as a power point presentation for the class
• Present within a designated amount of time and include a question and answer period
• Provide appropriate examples and explanations during presentation
• Submit a summary of your presentation. This can be a copy of your power point

• Completed sign in and out sheet verifying 90 hours of lab with a supervising teacher- required to pass the class
  o Each time you attend designated lab site supervising teacher must sign sheet verifying the time you began and ended your lab hours. This will include time spent observing children and planning curriculum that meets the interest of the children

Supervising teacher must qualify under one of the following and be approved by the instructor:
• California Early Childhood Mentor Teacher
• Teacher with minimum of Master Teacher level Child Development Permit
• Head Start /State Preschool teacher with AA degree in Child Development, ECE or related field; or minimum Master Teacher level Child Development Permit
• Family Child Care Owner with FACCC accreditation or AA degree or Master Teacher level Child Development Permit
• Contact your instructor if in doubt of supervising teacher qualifications

**Class Schedule:**

**Week 1  Class**
Introductions, review syllabus and textbook, culturally relevant exercise, complete Student Information Sheet  
**Homework Assignment**
Read ch 1 DAP  
Read ch 1 Tyminski  
Answer questions  
1-6 page 19-20

**Week 2  Class**
Discuss readings and homework assignment/Student Info sheet/web search  
**Homework Assignment**
Begin web search  
read ch 2 Tyminski  
Answer question # 5 pg 41 (respond in writing)

**Week 3  Class**
Review [www.naeyc.org](http://www.naeyc.org) DAP Video casts  In class assignment  
**Homework Assignment**
Read ch 2 DAP  
Read ch 3 Tyminski  
Answer questions 2 & 3 pg 56

**Week 4  Class**
Review communication skills /Active listening in- class exercise  
**Homework Assignment**
Read ch 4  Tyminski  
Answer questions # 1-3 & 5 pg 78

**Week 5  Class**
Discuss guidance /discipline vs punishment  
**Homework Assignment**
Read ch 5 Tyminski  
Answer questions 1,2 & 4 pg 98

**Week 6  Class**
Classroom management /discuss strategies for best practice/role play scenarios  
**Homework Assignment**
Read ch 7 Tyminski  
Answer questions 2 & 3 pg 137

**Week 7  Class**
Introduce the Desired Results Developmental Profile (in computer lab)  
**Homework Assignment**
Read ch 8 Tyminski  
Complete # 3 pg. 155 & #1 pg 166

CD 252
Demonstrate one of your curriculum plans in class next week. Bring materials for class to participate.

**Week 8 Class**

Assessment Supportive Instruction/Curriculum

**Homework Assignment**

Read ch 9 Tyminski
Answer questions 1-6 pg 170 & #2 pg 187
Plan to share your response to #2 in small group next week
Plan to share one of your curriculum plans with the class

**Week 9 Class**

Understanding Diverse Family structure culturally relevant in-class exercise

**Homework Assignment**

Read DAP age appropriate chapter (Infant-Toddler 0-3)/ (Preschool 3-5)/ (Kindergarten 5-6)
(Primary Grades 6-8 yrs)

**Week 10 Class**

DVD and discussion Family Culture and Language

**Homework Assignment**

Continue reading appropriate DAP chapter

**Week 11 Class**

Everyone brings a DAP and culturally-relevant curriculum activity to share

**Homework Assignment**

**Week 12 Class**

DVD and discussion-Working with Children with Special Needs

**Homework Assignment**

Read Ch 6 Tyminski
Bring completed self-evaluation with comments pg 107 to class next week
Bring Supervising Teacher evaluation

**Week 13 Class**

Discuss value of evaluation

**Homework Assignment**

Read ch 10 Tyminski
Bring your resume following sample on pg 201

**Week 14 Class**

Review resume and self-evaluation in partners

Real play interviews

**Homework Assignment**

Complete lab hours and Read NAEYC Code of Ethical Conduct

**Week 15 Class**

Looking ahead NAEYC Code of Ethical Conduct

**Homework Assignment**

Small group preparations for NAEYC Code of Ethical Conduct presentation next week

**Portfolio due**
Week 16 Critical Assignment Due/
Code of Ethical Conduct small group presentation

Week 17 NAEYC Code of Ethical Conduct small group presentation (continuation)

Critical Assignment will be graded according to the following rubric:
C.D. Scoring Rubric for Program Learning Outcome 2: 
*Develop and implement best practices that respond to the specific developmental and individual needs of children and are, at the same time, culturally and linguistically relevant to children and their families.*

<table>
<thead>
<tr>
<th>Demonstrates knowledge of child development and implement best practices for children that meet developmental and individual needs of children</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Coherent and relevant application of concepts. Clearly demonstrates implementation of developmentally appropriate practices for children. Thorough evidence provided.</td>
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<tr>
<td>Applies concepts of developmentally appropriate practices for children. Evidence provided.</td>
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<tr>
<td>Exhibits some evidence of applying concepts of developmentally appropriate practices for children. Little support or evidence provided.</td>
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<tr>
<td>Missing areas or lacking recognizable evidence of concepts of developmentally appropriate practices for children.</td>
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<table>
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<tr>
<th>Understand and implement evidence-based &amp; comprehensive curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, and likely to promote positive outcomes for children</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Critically analyzes and evaluates various curriculum approaches. Clearly and consistently integrates all aspects of evidence-based curriculum approaches. Thorough evidence provided.</td>
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<tr>
<td>Analyzes and evaluates various curriculum approaches. Integrates all aspects of evidence-based curriculum approaches. Evidence provided.</td>
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<tr>
<td>Exhibits some evidence of analyzing and evaluating various curriculum approaches. Partially integrates aspects of evidence-based curriculum approaches. Little support or evidence provided.</td>
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<tr>
<td>Missing areas or lacking recognizable evidence of various curriculum approaches.</td>
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<tr>
<th>Demonstrate knowledge on indicators of effective assessment strategies: a) what is assessed is developmentally and educationally significant; b) assessment evidence is used to understand and</th>
<th>4</th>
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<th>2</th>
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<tbody>
<tr>
<td>Critically analyzes and evaluates indicators included in assessment strategies. Clearly and consistently integrates all aspects of assessment strategies. Thorough evidence provided.</td>
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<tr>
<td>Analyzes and evaluates indicators included in assessment strategies. Integrates all aspects of assessment strategies. Evidence provided.</td>
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</tr>
<tr>
<td>Exhibits some evidence of analyzing and evaluating indicators included in assessment strategies. Partially integrates all aspects of assessment strategies. Little support or evidence provided.</td>
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<td></td>
</tr>
<tr>
<td>Missing areas or lacking recognizable evidence of indicators included in assessment strategies.</td>
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improve learning; and c) assessment evidence is gathered from realistic settings and situations that reflect children’s actual performance.

| Develop and implement environments for children that respects diversity, supports children’s ties to their families and community | Clearly, thoroughly, and convincingly demonstrates knowledge and ability to implement environments for children that respects diversity and supports children’s ties to their families and community. Thorough evidence provided. | Demonstrates knowledge and ability to implement an environment for children that respects diversity and supports children’s ties to their families and community. Evidence provided. | Exhibits some evidence of demonstrating knowledge and ability to implement an environment for children that respects diversity and supports children’s ties to their families and community. Little support or evidence provided. | Missing areas or no recognizable evidence of knowledge and ability to implement an environment for children that respects diversity and supports children’s ties to their families and community. |

| Articulate and promote both second language acquisition and preservation of children’s home languages and cultural identities | Clearly and consistently emphasizes and implements practices that support bilingualism, and cultural diversity. Thorough evidence provided. | Emphasizes and implements practices that support bilingualism, and cultural diversity. Evidence provided. | Exhibits some evidence of applying concepts of developmentally appropriate practices for children. Little support or evidence provided. | Missing areas or no recognizable evidence of practices that support bilingualism, and cultural diversity. |
Course Assignments will be graded according to the following rubrics:

<table>
<thead>
<tr>
<th>Scoring Rubric for NHU Student Learning Outcome Analytical Assessment of Critical Thinking:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing information: data, ideas, or concepts</td>
<td>Interprets and analyzes information (data, ideas, or concepts) accurately, appropriately and in-depth in new contexts</td>
<td>Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts</td>
<td>Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions</td>
<td>Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information</td>
</tr>
<tr>
<td>Applying formulas, procedures, principles, or themes</td>
<td>Employs formulas, procedures, principles, or themes accurately, appropriately and/or creatively in new contexts</td>
<td>Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts</td>
<td>Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies</td>
<td>Labels formulas, procedures, principles, or themes inappropriately, inaccurately, or omits them</td>
</tr>
<tr>
<td>Presenting multiple solutions, positions or perspectives</td>
<td>Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view</td>
<td>Describes two or more solutions, positions, or perspectives accurately</td>
<td>Identifies simple solutions, over-simplified positions, or perspectives with minor inaccuracies</td>
<td>Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective</td>
</tr>
<tr>
<td>Drawing well-supported conclusions</td>
<td>Creates a detailed conclusion or complex solution that is well-supported, logically consistent, complete and often unique</td>
<td>Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented</td>
<td>Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions</td>
<td>Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether</td>
</tr>
<tr>
<td>Synthesizing ideas into a coherent whole</td>
<td>Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive</td>
<td>Connects ideas or develops solutions in a clear and coherent order</td>
<td>Arranges ideas or solutions into a simple pattern</td>
<td>Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order</td>
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</tbody>
</table>
### Scoring Rubric for NHU Student Learning Outcome Oral Communication:
Communicate effectively with a variety of audiences in any setting.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject knowledge demonstrated in oral presentation</strong></td>
<td>Demonstrates complete comfort with presenting and has knowledge (possibly more than required) of topic which is demonstrated by answering all questions with expanded explanations</td>
<td>Comfortable presenting information and is at ease with questions but does not elaborate</td>
<td>Uncomfortable in presenting the information. Is able to answer simple questions. Does not show depth of knowledge.</td>
<td>Does not have grasp of information. Is unable to answer simple questions. Does not show mastery of topic.</td>
</tr>
<tr>
<td><strong>Ability to deliver oral presentation and retain eye contact with audience</strong></td>
<td>Maintains eye contact with audience throughout presentation</td>
<td>Maintains eye contact most of the time</td>
<td>Occasionally uses eye contact</td>
<td>Fails to maintain eye contact with audience</td>
</tr>
<tr>
<td><strong>Graphics/Visuals</strong></td>
<td>Graphics/visuals are of high quality and clearly explain/reinforce/expand on information in oral presentation</td>
<td>Graphics/visuals relate to oral presentation and explain/expand/reinforce the oral presentation.</td>
<td>Graphics/visuals do not support oral presentation or are not visible</td>
<td>Uses no graphics or visuals during oral presentation</td>
</tr>
<tr>
<td><strong>Engage Audience</strong></td>
<td>Actively and effectively engages audience through more than one method</td>
<td>Actively engages audience.</td>
<td>Occasionally engages audience but is not consistent</td>
<td>Student does not engage audience.</td>
</tr>
</tbody>
</table>
### Scoring Rubric for NHU Student Learning Outcome Written Communication:

**Present, develop, analyze and communicate ideas effectively for a variety of audiences in any setting.**

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>4</th>
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<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Rhetorical Force The clarity with which the student states and maintains the thesis, central idea, or point of view; the coherence, logic, and unity of the student's reasoning</td>
<td>Clearly presents a thesis and maintains focus on the topic; the response is well reasoned.</td>
<td>Presents a thesis or central idea and maintains focus on the topic in general; the response is adequately reasoned.</td>
<td>Presents central idea and/or point of view but does not maintain focus on the topic; the response is simplistically reasoned.</td>
<td>Does not present a thesis, central idea, and/or point of view; the response lacks coherence and logic.</td>
</tr>
<tr>
<td>Style The strength of the student’s voice and appropriateness of the student’s tone</td>
<td>Writes with a clear, strong voice and in a tone that complements the topic and is appropriate for an academic audience.</td>
<td>Writes with adequate voice and generally appropriate tone for the topic and an academic audience.</td>
<td>Writes with an inadequate voice and in a tone that is inappropriate for the topic and an academic audience.</td>
<td>Lacks control of voice and tone.</td>
</tr>
<tr>
<td>Structure The extent to which the writing displays college-level syntax, diction, grammar punctuation, and spelling</td>
<td>Uses complex and varied sentences; the paragraphs are well developed with supporting details; although the response may contain minor errors in diction, grammar, punctuation, or spelling, it is easy to read.</td>
<td>Response may have errors in sentence and paragraph construction, grammar, punctuation, or spelling, but they are neither serious nor frequent enough to distract the reader.</td>
<td>Response has distracting errors in sentence and paragraph construction, grammar, punctuation, or spelling; student uses short, choppy sentences with minimal modification.</td>
<td>Response has serious errors in sentence and paragraph construction, grammar, punctuation, or spelling.</td>
</tr>
<tr>
<td>Development The relevance, depth, analysis, synthesis, and specificity of the supporting information</td>
<td>Assertions and generalizations are consistently supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are generally supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are inadequately supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are unsupported with specific, relevant, and detailed evidence.</td>
</tr>
<tr>
<td>Conclusion The degree in which the conclusion follows the logic of the written work</td>
<td>Conclusion clearly synthesizes arguments and evidence. Topic is addressed. Conclusion is warranted, judicious, non-fallacious. Topic is comprehensively addressed.</td>
<td>Conclusion synthesizes arguments and/or evidence. Conclusion is frequently warranted, judicious, non-fallacious. Topic is addressed.</td>
<td>Conclusion lacks synthesis of arguments and evidence. Sometimes draws unwarranted or fallacious conclusions. Topic is somewhat addressed.</td>
<td>Conclusion is missing. Argues using fallacious or irrelevant reasons and unwarranted claims, or fails to argue. Topic is not addressed.</td>
</tr>
<tr>
<td>Critical Thinking The degree to which the student analyzes and/or questions underlying assumptions, beliefs, and biases</td>
<td>Effectively questions and analyzes the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays a high degree of inferential thinking.</td>
<td>Adequately addresses the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays some inferential thinking.</td>
<td>Inadequately addresses the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays little or no inferential thinking.</td>
<td>Does not address the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays no inferential thinking.</td>
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</tbody>
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