



Early Childhood Education Program

Signature Assignment for EDEC 521

Theorist Paper

Student Learning Outcome(s) Assessed:

SLO #1: Analyze theoretical perspectives that relate to young children and their families.

Description of the Signature Assignment

Candidates will select a theorist whose work has influenced the field of early childhood education and write a written report that will include a biographical sketch of the theorist, fundamental views of the theorist, major discussions/debates and recent developments surrounding the theorist's ideas, influences on the field, comparison with other theorists in the field, and personal reflections and recommendations. The final version of the paper will be submitted and evaluated on Task Stream's e-portfolio system for the program.

Directions for Students

Candidates will select a theorist whose work has influenced the field of early childhood education. The written report will focus on the following aspects: introduction of the theorist with a rationale for selecting a particular theorist, the biographical sketch of the theorist including important life events and influences, fundamental views of the theorist, major discussions/debates and recent developments surrounding the theorist's ideas, the theorist's influences (historical and/or contemporary) on the field of Early Childhood Education, comparison of the theorist's ideas with that of other theorists in the field, personal reflections based on the candidate's beliefs, knowledge-base, and experiences of teaching young children, and recommendations appropriately targeted to various stake-holders such as teachers, parents, administrators, and policy-makers. A reference list of at least 10 scholarly sources will be submitted.

Grading criteria and rubric: The grading criteria for this assignment include three aspects (content, grammar, and writing format) and are based on a rubric (0-4 scale). The expectations for each level are qualitatively described in the rubric. The rubric for this assignment is posted on the course TaskStream site and the course Beachboard site (under the assignment section). The final version of the paper will be submitted and evaluated on Task Stream's e-portfolio system.

Grading Scale: The project bears a total point of 50. Different components of this paper (such as fundamental views of the theorist or influences on the field) will be differentially weighted based on their level of importance. Here is the breakdown of the scores based on the rubric scale:

45-50 (4); 40-44 (3), 35-39 (2), 30-34 (1), below 30 (0)

Writing aspects: The paper will follow the writing format and the use of English grammar recommendations of the APA 5th edition manual. All papers must be written double-spaced using 12 point Times New Roman font with 1" margin from all sides.

Revision and late submission policy: In order to work for a higher grade and with the instructor's feedback, you are allowed to make one revision to your paper. The revised paper must be submitted on the Task Stream by the due date. Ten percent of the project's total points will be deducted if the paper is not submitted on due dates (for both the first and the final draft), unless the date for late submission is negotiated with the instructor.

Rubric clarification: The rubric will be introduced in the class including the weightage system and periodically revisited before the final submission of the paper. There will be a rubric workshop in the class during which students in small-groups will evaluate a sample paper (circulated by the instructor) using the rubric and identify if the paper (as a whole and for various components) meets the rubric criteria and at what level (0-4). The rubric is posted on the course TaskStream site and the course Beachboard site (under the assignment section). "Group pages" will be created on the course Beachboard for various theorists selected by the students. You are required to participate in your theorist group page (interacting with your group members, sharing resources etc.) to receive Beachboard participation points.

Directions for posting the paper on the TaskStream:

- Click on "Add/Edit Work" on the right side of your TaskStream screen.
- Select the "Attachments" tab at the top of the pull down screen.
- Click on "Browse" to locate the paper as a document file on your computer.
- Title the document file with First/Last name.
- Click on "Add File."

To submit for evaluation:

- Select the "Evaluation" tab #5 at the top of the screen.
- Click on the "Submit" button for EDEC 521.

Scoring Rubric:

Criteria	0= Unable to score/ incomplete or missing work	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations	Score
Biographical Information of the Self-selected Theorist.		Demonstrates no evidence of knowledge of the biographical information of the self-selected theorist.	Demonstrates evidence of limited knowledge and understanding of the biographical information of the self-selected theorist.	Demonstrates evidence of adequate knowledge and understanding of the biographical information of the self-selected theorist. (identifies important life events; major political and social system under which the theorist operated)	Demonstrates evidence of advanced knowledge and understanding of biographical information of the self-selected theorist. (Identifies important life events; major political and social system under which the theorist operated; and influence of earlier educational thinkers and movements on the theorist's ideas).	
Fundamental Views of the Theorist		Demonstrates no evidence of knowledge and understanding of the fundamental views of the theorist	Demonstrates evidence of limited knowledge and understanding of the fundamental views of the theorist	Demonstrates evidence of adequate knowledge and understanding of the fundamental views of the theorist Ideas.	Demonstrates evidence of advanced knowledge and understanding of the major discussions, debates, and recent developments surrounding the theorist's ideas (provides clear explanations through examples, hypothetical and/or real).	
Influence on the Field of Early Childhood Education.		Demonstrates no evidence of understanding of the theorist's influence on the field of early childhood education.	Demonstrates evidence of limited understanding of the theorist's influence on the field of early childhood education	Demonstrates evidence of adequate understanding of the theorist's influence on the field of early childhood education (discussion accompanied with examples; incorporates historical and contemporary Influences).	Demonstrates evidence of advanced understanding of the theorist's influence on the field of early childhood education (discussion accompanied with examples; incorporates historical and contemporary influences, refers to research studies based on the theorist's ideas; identifies current challenges such as the political climate and societal issues etc).	
Comparative Perspectives		Demonstrates evidence of no understanding with regard to comparing the selected theorist's ideas with other theorists in the field.	Demonstrates evidence of limited understanding with regard to comparing the selected theorist's ideas with other theorists in the field. (either faulty comparison or not well-formed discussion)	Demonstrates evidence of adequate understanding with regard to comparing the selected theorist's ideas with other theorists in the field. (Compares with at least one other theorist with clear explanation and examples).	Demonstrates evidence of advanced understanding with regard to comparing the selected theorist's ideas with other theorists in the field. (compares with more than one theorist with <u>unique</u> explanation and examples)	

Criteria	0= Unable to score/ incomplete or missing work	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations	Score
Personal Reflections (Personal perspectives and recommendations) on the issue under discussion.		Provides evidence of no personal reflections on the theorist's ideas under discussion.	Demonstrates evidence of limited personal reflections on the theorist's ideas under discussion.	Demonstrates evidence of adequate personal reflections on the theorists' ideas under discussion (justifies one's own stand with regard to the theorist's ideas and their classroom applications; connects to one's own teaching belief and practices)	Demonstrates evidence of advanced personal reflections on the issue under discussion (justifies one's own stand with regard to the theorist's ideas and their classroom applications; connects to one's own teaching beliefs and practices); and provides recommendations for administrators, teachers/ policymakers.	
APA style (in-text citations, reference list, running head, appropriate levels of headings,)		APA 5 th edition style is not followed at all.	The specified aspects of the APA 5 th edition style are followed to a limited extent and not consistently.	The specified aspects of the APA 5 th edition style is followed accurately in most of the times	The specified aspects of the APA 5 th edition style are followed accurately all the times.	
Grammar and organization		Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity. However, the paper needs better organization and transition.	Few grammatical and/or stylistic errors. Organization of the paper is very good. Needs to work on transitional points.	Nearly error-free which reflects clear understanding and thorough proofreading. Organization is clear and transition from one section to the next flows very well.	

*Note: The 0-4 College of Education score is calculated when TaskStream averages the individual criterion scores.