



<p><i>EDUC 222</i> introduces students to language development and how to facilitate reading, writing, speaking, and listening prior to formal instruction and in the early years of schooling, birth through kindergarten. . Language arts are essential to everyday life and central to all learning. Children come to understand the world through reading, writing, listening and talking. This course will develop the knowledge needed to understand how young children’s language and literacy develops and how early childhood teachers can help children become fluent, flexible, effective users of oral and written language.</p>	<p>Students in EDUC 222 must have:</p> <ol style="list-style-type: none"> <li>1. A minimum grade point average of 2.7</li> <li>2. Completed EDUC 160 and 216</li> <li>3. Taken with EDUC 212</li> <li>4. Stage 2 field experience of 40 hours in Head Start or early care center (Field Handbook)</li> <li>5. Current clearances needed</li> </ol>
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**OVERVIEW OF PROGRAM:**

The educational philosophy of Moravian College’s Early Childhood Education program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with young children 0 to 9 years and their families in a variety of educational and service settings. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, data collection and research including the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning. The focus of this program is on training educators to be leaders and advocates for families and their young children and provides undergraduate preparation for careers in child-related professions, including infant, toddler, preschool, school readiness, and elementary education. All Early Childhood Education courses are aligned with Pennsylvania State Department of Education Competencies – Sub-competencies and the National Association for the Education of Young Children (NAEYC) Initial Licensure Standards.

**EDUCATIONAL FRAMEWORK:**

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child; and to teach so that words and actions inspire a will to learn.

**PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN THROUGH AGE NINE:**

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content materials offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with special needs.
- Developmentally appropriate practice and research based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of our youngest learners to grade four.

***PURPOSE OF COURSE:***

The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspect of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. In this course, students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always informs programs so students know if a child is making progress in reading related skills and early reading. Student will also learn how to work with parents, and policy makers who always influence early learning programs and who make decisions regarding early reading instruction.

***Expected Student Outcomes:***

1. Application of effective, developmentally appropriate (appropriate for diverse ages, individual characteristics, cultures) curriculum and assessment. IA1; IIIA-R; IVA-D; VA-T
2. Understand phonological development involving phonological awareness, memory, and retrieval. IAc,e,f
3. Develop relationships between early spoken language and early pre-literacy abilities. IAg
4. Apply spoken language skills. IAc
5. Awareness of language comprehension and expressive language skills directly related to early literacy. IAc,d,h, IB1,2
6. Understand and apply emergent literacy in context of stories and narratives. IAd,e,g; IB4a; IB5c,d; IB6a
7. Realize the influences of parent/child interactions in early-shared storybook interactions. IVA,B,C; V
8. Develop conceptual, experiential and language foundations for learning to read and write. IA1a,b,c,d,e,g,h
9. Use of tactile kinesthetic and auditory cues in reading and writing. IA1h
10. Address difficulties involving language and literacy development. IAg; VBc; IB6a; VM
11. Continued development of foundations in literacy research and theory. IB1
12. Learn, understand, apply word level instructional strategies, reading/writing connections, instructional approaches and materials, and appropriate assessment of literacy. IB
13. Focus on every child and their appropriate needs. VA-T

***LEARNING ACCOMMODATIONS:***

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received

appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510).

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

**TECHNOLOGY STATEMENT:**

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. Most coursework will use *MyEducationLab* to enhance the textbook learning by use of videos, vignettes, study guides, etc. The courses are also dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

**PDE STANDARDS AND ASSESSMENT ANCHORS STATEMENT:**

PDE has produced Infant/Toddler Standards, Early Learning Standards, Kindergarten Standards, and academic standards for the following content areas: Math, Social Studies, Science/Technology, Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards.

**REQUIRED TEXT:**

Vukelich, Carol, Christie, James F., & Enz, Billie Jean. (2008). *Helping Young Children Learn Language and Literacy: Birth Through Kindergarten, 3/E*. NY: Allyn & Bacon  
Beaty, Janice. (2009). *50 Early Childhood Literacy Strategies, 2/E*. NJ: Merrill.  
BlackBoard and MyEducationLab are required for this course. Most buildings are wireless.

**FIELD COMPONENT STATEMENT:**

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

**OTHER INFORMATION:**

**Absence Notification** = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

**Food** = Water is allowed, but we will be moving around too much to be eating.

**Cell Phones** = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class. If you text message in class, you will lose all your participation points.

**Expected Work Load** – For this course, it is expected that you will work between 6-10 hours for preparation outside of class for each week. You also may be asked to apply some experiences in a field experience that you will be having during the time of this course.

**References and formatting** = Use the Publication of the American Psychological Association, (Current edition) for references. The formatting of your papers must be in Arial 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

**Plagiarism:** Always cite your sources if the ideas are not original. If you transcribe words from another work, identify the passage as a quotation and cite the author. If you paraphrase, cite the source. Academic dishonesty will result in notification to the Academic Dean, in accordance with College policy. This will result in a failing grade if rules were broken. This course will follow all the rules for Academic Honesty as found on AMOS.

**Grading:**

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement as stated in the Student Handbook.

94-100 %	A	90-93.99 %	A-
87-89.99 %	B+	84-86.99 %	B
80-83.99 %	B-	77-79.99 %	C+
74-76.99 %	C	70-73.99 %	C-
67-69.99 %	D+	64-66.99 %	D
60-63.99 %	D-	0-59.99 %	F

F= This indicates failure.

D= 64-67% (D- = 60-64%) (D+ = 67-69%) These grades indicate unsatisfactory work, below the standard expected by the college.

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

**Late work:**

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

**Written work requirements:**

- All handed in written work needs to be done on a computer. Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders.**

**Class Arrangements:**

We meet once a week for half of a semester. Our class structure will vary. There will be

interactive small and large group assignments. For many of the activities, you will physically be participating. You will present demo lessons and activity engage in others lessons. Since you will be in a field experience, many of the assignments will be field-tested including your unit.

**Professionalism:**

Since this is a course to prepare students to think and act like professional educators, it is expected that students’ attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

**Professionalism Scoring Rubric**

<b>Attendance</b>	Arrived and left on time  50%	Late or left early  40%	Missed class, but called and had legal excuse  30%	Missed class and did not call, but had a legal excuse  10%
<b>Participation</b>	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes “over” prepared  50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work  40%	Participates when called on, supports group projects, comes to class not quite prepared <b>or</b> is occasionally busy eating  20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared <b>or</b> is busy eating  10%

Student and professor will do this.

**Evidence of Learning:**

1. Tests = 35%
2. Written class assignments and response questions = 15%
3. Micro teaching strategy lesson = 20%
4. Cooperating Teacher’s assessment & Field Journal with all required activities based on text and class = 25%
5. Professionalism = 5%

**Weekly Schedule**

Week Fall 2011	Assignment	Topic	Assessment FJ =placed in Field Journal	Competency <b>I =Dev. Cog</b> I= Sub. Matter
Sept. 2 Introduction to course, requirements, and text features; plus field experience	Sign onto BlackBoard & MyEducationLab, Preview syllabus and textbooks Read chapter 1	<b>Small group</b> –discussion and share their part of syllabus <b>Discussion:</b> Chapter 1 goals <b>Complete</b> hand-out 1.1 <i>Reminiscing about my literacy learning</i> , small to whole group discussion	Professionalism Observation of participation  Collect hand-out	<b>I.F</b> I.B.5.h

handbook		<p><b>Table work:</b> Blended Instruction: Identify components and be prepared to explain  <b>Discussion:</b> Slides 1.3-4  <b>Book sharing:</b> model read aloud  <b>Homework:</b> 1.2-1.3 worksheets; design a graphic organizer for the five components of language; know all four theories of language acquisition  <b>Internet search:</b> Show PA Infant/Toddler Standards, Early Learning Standards, Kindergarten Standards and Language Arts Content Standards; other areas at PDE website, NAEYC Standards, and IRA position papers</p>	Observation of use of laptop computers	
September 9  Chapter 1 Foundations of Language and Literacy	Read chapters 1 and 2; submit worksheets and graphic organizer; be prepared to work with chapter 2	<p><b>Small Group: Reflect</b> on principles of <b>effective literacy instruction</b> and focus on accommodations for children's developmental and linguistic diversity (Hwk. Handout 1.3)  <b>Whole Group:</b> (Hwk. Handout 1.2) Share some of your early literacy experiences.  <b>Introduction: Chapter 2</b>  Gather into language development perspective groups: Get ready to share your team's explanation of viewpoint  Discussion  <b>Table teams:</b> Share your graphic organizers for 5 components of language</p>	Professionalism  Oral presentations  Written assessment using scoring rubric Handout 1.2 Collect graphic organizers and handout 1.3	<p><b>I.B.2</b>  <b>I.D</b>  <b>I.E</b>  <b>II</b>  I.B.a  <b>II</b>  I.B.c  I.B.2  I.B.4  IV.A  V.</p>
September 16  Chapter 2 Oral Language Development	Answer ch. 2 discussion questions & view video: <i>The Human: To Talk</i>  Interview two child care givers or parents about lang. development	<p><b>Team discussion:</b> PPT 2.1 Language Acquisition Theories, PPT 2.2 Language is..., Slides 2.-4 Linguistic Components  <b>Why do babies---</b>Discussion from video on Dr. Meltzoff's findings about the linguistic journey from cooing to "Motherese" to "language explosion"  <b>PPTS:</b> 2.3-7 debates, &amp; handouts on Parentese, Language Delays, Eng. Lang. learners, hearing loss, brain basics</p>	Professionalism  PPTS on BlackBoard	<p><b>I.B.2</b>  <b>I.C</b>  <b>I.D</b>  <b>I.E</b>  I.B.2  I.B.3  III.D  IV.A</p>
Sept. 23  Chapter 3 Family Literacy and Language Development	Read and be prepared to apply contents Written and oral responses  Begin stage 2 field experience in childcare setting.	<p><b>Micro teaching</b> of an application by each team of two – questions  <b>Small group:</b> Answer given questions with follow-up discussion  <b>PPTS:</b> 3.1-.4 Discussion  <b>Table talk:</b> Identify things families can do to encourage</p>	Professionalism Written assessment Self assessment and assessment of peers  Write up	<p><b>I.A.1</b>  I.A.c  I.A.e  I.A.d  I.A.g  IV.A  IV.C</p>

	Video clips of family reading	literacy development <b>View</b> video clips and use assessment tool (DesJardin's research) <b>DI:</b> Thick and thin questions (ppt. 3.6) <b>Field observation</b> 2.1-2.4 (do 2)	observations (Field Journal - FJ)	
Sept. 30  Chapter 4 Organizing Early Language and Literacy Instruction	Read ch.4 and be able to apply	<b>Test</b> <b>Table Talk Questions:</b> Answer and share: environment and schedule <b>Discussion</b> on applying read alouds to field experience View Bobbi Fisher's <i>Classroom Environment</i> <b>Draw:</b> Design principles for literacy environment-Share <b>Micro teaching</b> of a strategy by each team of two -2 <b>Field observation</b> 3.2-3.6 (do 3).	Ch. 1, 2 & 3 test Professionalism Self assessment and assessment of peers  Observations (FJ)	<b>I.A.7</b> I.B.6 I.A.c
Oct. 7  Chapter 4 Organizing Early Language and Literacy Instruction	Answer response question about chapter 4  Observe the use of environmental and functional print - record	<b>Micro teaching</b> of an application by each team of two - 4 <b>Discussion-</b> Analyze PPTS 4.1-4.5; share team's thoughts <b>Table teams:</b> Venn diagram for environmental and functional print, chart paper and markers, whip around to share Draw a dramatic play center stick and create it on construction paper. List as many uses and functions as you can. Find partners and add to both. Group share. How was lang. & literacy developed?	Professionalism Written responses Critical analyzes of environments Self assessment and assessment of peers  Kid watching (FJ)	I.A.g, IV.A IV.B IV.C V
Oct. 14  Chapter 5 Facilitating Early Language Learning	Respond to ch. 5 questions Observe dramatic play and environmental and functional print in field	<b>Micro teaching</b> of application by each team of two -2 <b>Discussion:</b> Oral Language Development – share personal experience to respond to main concept questions <b>Table teams:</b> Handout 5.1 & 5.2 – Develop a plan for explicit teaching of new vocabulary and definitions <b>Pairs:</b> List ways for developing discourse with YC. (PPTS: 5.3-5.6) focus on teacher, play centers, sharing & meeting times	Professionalism Written response  Self assessment and assessment of peers  Quality of dramatic center  Written observation of play and print (FJ)	I.A.h I.A.b I.A.i
Oct. 21  Chapter 6 Sharing Good Books with Young Children	Bring in 2 quality EC books to read, 1 old and 1 new	<b>Analyzing</b> of Children's books by students in small groups, use handout 6.1 and pp. 122-124 in text to assess books <b>Discussion:</b> 6.2 effective read aloud strategies <b>Table talk:</b> Share some of the	Professionalism  Do read aloud in the field (FJ)	IV.B.4

		language of your books <b>Books on Chalkboard:</b> Students select a few books to discuss and read aloud		
<b>Oct. 28</b> Chapter 6 Sharing Good Books with Young Children	Observe a read aloud	<b>View</b> <i>Learning to Read by Reading</i> (unpublished NZ video) <b>Apply:</b> 6.2 and plan a read aloud using 6.3 and at least one extension (pps. 136-140)	Professionalism  Written observation of Read aloud (FJ)	I.A.c I.A.d I.A.h I.B.1 I.B.2
<b>Nov. 4</b> Chapter 7 Teaching Early Reading Skills	Emergent reading checklist in field	<b>Partners:</b> Fill in handout 7.1 and 7.2; go to outside sources such as ReadWriteThink, etc.; site work – to be collected on Nov. 11 <sup>th</sup> . <b>Video</b> clips on reading to children – assessment form	Professionalism  Checklist on emergent reading (FJ)  Written responses	I.B.4.g
Nov. 11 Chapter 7 Teaching Early Reading Skills	Respond to key questions  Obtain and bring to class copies of the national student content English language arts standards (IRA) & PA Lang. arts standards  Hand in handouts, 7.1-7.2	<b>Group discussion:</b> key questions from chapter 7 <b>Table teams:</b> Define and apply terms: Phonological awareness, phonemic awareness & phonics; share including one developmentally appropriate activity to teach those particular aspects of each term <b>Laptops-</b> What other standards and anchors does PA have? <b>PPTS:</b> 7.2-7.5 applications; 7.6-7.11 phonics rules	Ch. 4, 5, & 6 test  Professionalism  Written responses  Developmentally appropriate applications of terms from chapter (FJ)	<b>I.F</b> I.B.5.h III.F III.I III.K III.P III.Q III.R IV.A
Nov. 18 Chapter 8 Teaching Early Writing	Response to main concept questions	<b>Table teams:</b> Respond to main concepts <b>Partners Discussion:</b> Assess young children's early writing ( slides 8.1-8.6) Figure out the developmental levels; handout 8.1 vignettes –what knowledge and skills portrayed? 8.3 handout=emergent writing checklist <b>Table teams</b> 8.4-8.5 handouts-design application for each writing strategy	Professionalism Written responses   Finished unit handed in for classroom work	I.A1 I.B.5 I.B.5.h
Dec. 2 Chapter 9 Assessing Young Children's Early Literacy: Finding Out What They Know and Can Do	Response to main concept questions  Field Journal due.	<b>Table teams-</b> Key concept discussion <b>PPTS:</b> 9.1-9.4 Information gathering tools and ongoing assessment <b>Share field journal</b> – one interesting thing from each	Written responses Professionalism  Assess field journal	IV.A IV.B IV.C IV.D V
Final Dec. 9, 2011 – 9:00 AM				





# Assessment Tool for Micro Teaching

## Micro Teaching Lesson on Concept

Assessment Form For:

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Date: \_\_\_\_\_

Section: \_\_\_\_\_

Concept Title: \_\_\_\_\_

**Printed work to be handed in:** Well written description of concept, which includes:

### Overview of strategy: 60 pts.

\_\_\_\_\_/3 pts. Your name, section, and title of concept plus mechanics are correct

\_\_\_\_\_/10 pts. Explanation or description of what is the general concept

\_\_\_\_\_/10 pts. Why develop concept?

\_\_\_\_\_/10 pts. Relate concept to developmentally appropriate practices

\_\_\_\_\_/10 pts. Explanation of possible activities to develop concept (two or more)

\_\_\_\_\_/5 pts. Modifications for delayed learners

\_\_\_\_\_/5 pts. Modifications for English language learners

\_\_\_\_\_/4 pts. One additional research article cited in written text about the concept  
(a copy of the research article will be attached to written work)

\_\_\_\_\_/3 pts. Have printed copies of a brief overview for everyone at time of microteaching

### Planning for Micro Teaching: 40 pts.

\_\_\_\_\_ Complete **sample lesson plan for one application lesson** that could be used with children for concept taught in our class for us

Total points earned = \_\_\_\_\_

## Micro Teaching: Oral Presentation on an EC Concept for Pre-service Teachers

### Assessment Form For:

\_\_\_\_\_

Date: \_\_\_\_\_

Section: \_\_\_\_\_

**Strategy Lesson Title:** \_\_\_\_\_

**5= Exceeds Competency 4= Meets Competency 3= Missing one element  
2= Emerging Development 1= Needs Improvement 0= Not observed**

### Explanation of Concept

\_\_\_\_\_ Attitude towards teaching the lesson to us

- Demonstrate belief in the strategy lesson
- Enthusiastic
- Passionate
- **Add a touch of theater**

\_\_\_\_\_ Overview of total lesson= Tell us your agenda for the whole lesson

\_\_\_\_\_ Visuals/technology to help and support your concept and lesson applications

\_\_\_\_\_ Well-stated introduction so we know exactly what the concept is

\_\_\_\_\_ **Motivation** us to want to know about the importance of your concept: Did you really hook us?

\_\_\_\_\_ Restate what the concept is and why we should develop it

\_\_\_\_\_ State the “developmentally appropriate practice” of concept

\_\_\_\_\_ Clear explanation with artifacts or video of how to apply concept with at least two samples

- First application
- Second application

\_\_\_\_\_ Explain how to differentiate concept

- ELL
- Delayed learners
- General education

\_\_\_\_\_ Professional attire & Time –20 minutes or less

\_\_\_\_\_ **Total possible points = 50 pts.**

**Grade earned = \_\_\_\_\_ %**

**Written Class Assignments, Response Questions and Practice.** Homework provides students with the opportunity to extend their learning outside the classroom. At the collegiate level homework provides an opportunity to deepen understanding of new concepts and idea. This form will also be used for in-class work that is handed in.

<b>5 points</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Follows the reflection guidelines exactly</li><li><input type="checkbox"/> Topics or ideas clearly stated</li><li><input type="checkbox"/> In each reflection, at least two points are fully elaborated</li><li><input type="checkbox"/> Free of mechanical errors</li></ul> <p>Comments:</p>
<b>3 points</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Generally follows the reflection guidelines</li><li><input type="checkbox"/> Topics or ideas may be unevenly developed</li><li><input type="checkbox"/> In each reflection, at least two points are elaborated</li><li><input type="checkbox"/> Some mechanical errors</li></ul> <p>Comments:</p>
<b>1 point</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Did not follow the reflection guidelines</li><li><input type="checkbox"/> Topics or ideas not well developed</li><li><input type="checkbox"/> In each reflection, only one point is fully elaborated</li><li><input type="checkbox"/> Many mechanical errors</li></ul> <p>Comments:</p>