



**Qatar University**  
**College of Education- Psychological Sciences Department**  
**Course Syllabus**

➤ **Course Information:**

**Course Title:** Early Childhood Language and Communication - **Course Number and CRN:** SPED 414  
**Prerequisite:** SPED410 **Credit Hours (CR HRS):** 3 hours  
**Department:** Psychological Sciences  
**Class meeting time:** M/W 11:00-12:20 **Location:** B04 - 208

➤ **Instructor Information:**

**Instructor's name:** D. Iman Amy Betawi **Email:** [ibetawi@qu.edu.qa](mailto:ibetawi@qu.edu.qa)  
**Office Hours:** M/W 12:30-2 **Office Number:** B04 - 218

➤ **College of Education Conceptual Framework:**

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

**College of Education Unit Learning Outcomes (Checked if addressed in this course):**

❖ **Teaching:**

1.  **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
2.  **Pedagogy:** Plan effective instruction to maximize student learning.
3.  **Technology:** Use current and emerging technologies in instructionally powerful ways.
4.  **Diversity:** Foster successful learning experiences for all students by addressing Individual differences.

❖ **Scholarship:**

5.  **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
6.  **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

❖ **Leadership:**

7.  **Ethical Values:** Apply professional ethics in all educational contexts.
8.  **Initiative:** Lead positive change in education.

➤ **Course Description:**

This course covers basic communication principles and anatomy as well as more complex learning and language deficits. Students will learn how language is acquired, used and the effects on communication with various types of speech and language disorders. This course will provide opportunities to practice techniques for working with and observing communication disorders. The connection between early childhood curriculum and language learning and how that applies to supporting the educational and developmental need of children with communication disorders will also be addressed.

➤ **Course Objectives:**

1. Demonstrate knowledge of components and functions of language.
2. Demonstrate knowledge of the diversity in language acquisition among children with various disabilities.
3. Identify and analyze physical abnormalities of the speech mechanism and impact on neurological and speech/language acquisition in relation to educational methods and practice.
4. Demonstrate understanding of assistance technology available to facilitate communication.

➤ **Course Learning Outcomes:**

1. Identify and analyze the components and functions of language (phonology, morphology, syntax, semantics, and pragmatics).
2. Demonstrate knowledge of the unique characteristics of the language acquisition process among children with various exceptionalities.
3. Identify and assess the impact of language and communication skills on student's academic performance and on instructional planning.
4. Identify and utilize augmentative and assistance technology to facilitate and support communication.

➤ **Textbooks & Readings:**

- Kuder, S. Jay. (2012). Teaching Students with Language and Communication Disabilities, (4th Edition). Boston: Pearson, Allyn & Bacon.
- Additional readings provided by the instructor to contextualize the course.

➤ **Supportive Textbooks and references:**

- الزريقات، إبراهيم (2018). اضطرابات الكلام واللغة التشخيص والعلاج، ط 4، عمان: دار الفكر.
- امين، سهير (2000). اللججة اسببها وعلاجها، القاهرة: دار الفكر.
- يحيى، خولة (2003). إرشاد أسر ذوي الاحتياجات الخاصة، عمان: دار الفكر.
- روز ماري لاجي، د. ديبى د. انيلز - مورنج، (2001). الإرشاد الأسري للأطفال ذوي الحاجات الخاصة، ترجمة علاء الدين كفاي، ج 2 القاهرة: دار قباء للطباعة والنشر والتوزيع.
- Gorman, J.C. (2004). Working with challenging parents of children with special needs. Thousand Oaks, CA: Corwin Press.
- Hallahan, D.P., & Kauffman, J.M., (2006). Exceptional Learners: An introduction to special education (10<sup>th</sup> ed.). Boston, MA: Allyn and Bacon. (له ترجمة عربية متوفرة في مكتبة أسنات المقرر)
- Holcomb, E.L. (2001). Asking the right questions: Techniques for collaboration and school change. Thousand Oaks, CA: Corwin Press.
- Reichow, B; Boyd, B.; Barton, E. & Odom, S. (2016). Handbook of Early Childhood Special Education. Springer International Publishing, Switzerland.
- Robins, K.N., Lindsey, R.B., & Terrell, R.D. (2002). Culturally proficient instruction: A guide for people who teach.

➤ **Supportive Websites:**

<https://www.specialeducationguide.com/special-education-dictionary/>  
<https://www.asha.org/public/speech/development/01/>  
<https://www.youtube.com/watch?v=vGtZv3QB4dM>  
[https://www.youtube.com/watch?v=24rT9LL\\_goM](https://www.youtube.com/watch?v=24rT9LL_goM)  
<https://youtu.be/MUu7WBTsEUy>  
<https://www.youtube.com/watch?v=inYK9ge9ghU>

<https://www.youtube.com/watch?v=03rPbxE1QqU>  
<https://www.youtube.com/watch?v=-m-gudHhLxc>  
<https://www.youtube.com/watch?v=pvoc74MKjJM>  
<https://www.youtube.com/watch?v=ceAq34OnDzQ>  
<https://youtu.be/fDX1uvzPMXw>  
<https://www.youtube.com/watch?v=0m0rhojmGpA>  
[https://youtu.be/5uomFeo\\_1Cs](https://youtu.be/5uomFeo_1Cs)

➤ **Course Requirements:**

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points’ deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student’s name, his ID, the instructor’s name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
2	1, 2, 3, 5	1	1,3	Case study report, Exam
5	1, 2, 3, 5	2	2,1,3	Research writing, Exam
6	1,2,3,5,6	3	4,1,3	Case study observation
7	6	4	5,6,3	Interview with speech therapist
3	1,2,5	5	6,5,3	Write IEP with the team

➤ **Course Outline:**

Week	Topic	Assignment
1-2	Syllabus and Course Overview- Theories of language development	Case study report, Observation Exam
3	Components of communication and of language	
4	Speech mechanism	
5	Assessment: Emerging language in the pre-linguistic period	
6	Assessment: First language, early language learning	
7	<b>Midterm Exam</b>	
8	Interpreting assessment data and developing goals and objectives for intervention	Interview and IEP- Final research project – Exams
9	Acquisition of reading and writing skills	
10-11	Special populations- Autism, SLI and DAS	
12-13	Principles of intervention	
14	Assistance technology	
15	Revision	
16	<b>Final Exam</b>	

➤ **Course assessments (Assignments):**

- **Observation: (15%)** of a case, that has communication disorder in schools or early childhood special education centers (**Appendix 1**). Due date for the submission is on Wednesday Oct 9, 2019.
- **Interview and IEP: (10%)** The student will conduct an interview with the special education teacher and speech therapist to develop a systematic work plan in the school along with IEP for the child (case study) with communication and language disorder (**Appendix 2**). Due date for the assignment is on Oct 21, 2019.
- **Final research project: (25%)** the final project is writing a scientific action research on the case study cited with scientific references that support the case and present the findings in the class (**Appendix 3**). Due dates for the submission of the research and presentation is on Nov 13, 2019.
- **Exams: two exams (20%) + (30%).** Midterm exam takes place on Monday Sep 30, 2019 (20%). In addition, a final exam (30%). The exams relate to content of the course and the classroom activities.

➤ **Grades distribution:**

N	Assessment tools	Grade	Submission date
1.	Observation	15%	
2	Interview and IEP	10%	
3	Final research project	25%	
4	Midterm Exam	20%	
5	Final Exam	30%	
<b>Total = 100</b>			

➤ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:

[http://www.qu.edu.qa/static\\_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf](http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf) The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures”. Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services.

For more information, please contact us by the official e-mail: [cedso@qu.edu.qa](mailto:cedso@qu.edu.qa)

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at:

<http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

## Appendix

➤ **Qatar National Professional Standards for Teachers:**

- 1.Planning for student progress and achievement.
- 2.Engaging students and developing them as learners.
- 3.Creating safe, supportive and challenging learning environments.
- 4.Assessing students' learning and uses assessment data to improve achievement.
- 5.Demonstrating high professional practices and engaging in continuous professional Development.
- 6.Maintaining effective partnerships with parents and community.

➤ Case Study Rubrics

	<b>Unsatisfactory</b>	<b>Needs improvement</b>	<b>Acceptable</b>	<b>Target</b>
Analysis and Synthesis	No data ( No sources stated in the case study); minimal detail of the student’s strengths, weaknesses, etc.	Includes data from one to two sources (sources are not stated in the case study); minimal detail of the student’s strengths, weaknesses, etc.	Includes data from at least three sources (sources are explicitly stated in the case study); reveals the student’s strengths, weaknesses, etc.	Includes data from 4 or more sources (sources are explicitly stated in the case study); reveals the student’s strengths, weaknesses, etc.
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO: PLO 6. Actively engage in scholarship in education.</b>			
Diagnosis	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included	Describes consistencies or patterns leading to a summary of the problem or situation; describes possible causes; no other significant characteristics of the student included	Detailed description of consistencies or patterns leading to a summary of the problem or situation; describes possible causes; includes other significant characteristics of the student
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> <b>PLO 1: Apply key theories and concepts of the subject matter in educational settings.</b>			
Evaluation	No summary of results; pre and posttest evidence is weak or missing; no decision for termination or referral	Short summary of results; pre and posttest evidence is weak or missing; no decision for termination or referral	Includes summary of results, pre and posttest evidence, and decision for termination or referral	Detailed summary of results; includes strong pre and posttest evidence; includes decision for termination or referral
Reflection	No description of the experience, the challenges, and the successes	Minimal description of the experience, the challenges, and the successes	Full description of the experience, the challenges, and the successes	Thoughtful description of the experience, the challenges, and the successes
Miscellaneous	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length	Writing is average; each section of paper is labeled; has a few grammar and/or spelling errors; 8-10 pages in length.	Paper is well written; each section is labeled; has minimal grammar or spelling errors; 8-10 pages in length

➤ **Model of individual educational plans for an interview with a speech specialist**

<b>Child Name</b>		<b>Age</b>	
<b>Classroom level</b>		<b>Nationality</b>	

**Individual's Current Performance**

1. ....
2. ....
3. ....
4. ....

**Individual's Strengths**

1. ....
2. ....
3. ....
4. ....

**Individual's Weaknesses**

1. ....
2. ....
3. ....
4. ....

**Long-term Goals**

Long-term objectives that represent the general umbrella of the curriculum must be developed - outlines taking into account the conditions for writing good goals

1. ....
2. ....
3. ....
4. ....

**Objectives short-term:**

(You must set short-term goals extracted from long-term goals, preferably writing 3-4 short goals for each long-goal )

.....  
 .....

**Needed Materials** (Materials to be used to properly apply the target)

.....  
 .....

**Teaching Methods and Strategies Used** (Behavioural and cognitive strategies through which the goal can be achieved)

.....  
 .....

**Evaluation** (The method to be used to assess a child's performance and the extent to which it achieves the goal)

.....  
 .....

**Accommodations and Adaptations**

.....  
 .....



➤ **IEP Individual Educational Plan Rubric**

	<b>Not Demonstrated or Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Target</b>	<b>Score /Level</b>
Basic Information (Top, pg. 1)	Majority of the information is incorrect or missing.	A designation is provided for student name, birth date, date of IEP, and type of IEP, but there are many mistakes or omissions.	A designation is provided for student name, birth date, district, building site, date of IEP, and type of IEP. Majority of the information is correct.	A designation is provided for student name, birth date, date of IEP, and type of IEP. All of the information is correct.	
Present Level of Educational Performance (CEC, QNS)	Little to no information is provided about the present level of education performance, or information provided is clearly not accurate.	Objective statements about educational, behavioral and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum.	Objective statements about educational, behavioral and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided	Objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided.	
	<p><b>Standards</b>  <b>International- Qatar National Professional Standards for Teachers (2016)</b>  <b>Standard:</b> 1. Planning for student progress and achievement  <b>Indicator:</b> 1.3 Caters for different groups of students (including gifted and talented and ASEN students.  <b>Indicator:</b> 1.4 Uses student data to plan for student progression  <b>International- Qatar University Diversity Standards (2015)</b>  <b>Standard:</b> (2) Identify instructional needs for a diverse student population, respecting the needs of all students.  <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b>  <b>Domain:</b> ASSESSMENT  <b>Standard 4:</b> Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>				
Long Term Goals (CEC, QNS)	Little or no information is provided for long term goals, or the information provided is clearly not appropriate. Little or no application major concepts, principles, theories, and research related to the development of children and young adolescents.	Shows some use of appropriate strategies to improve learning. Annual goals are selected and may or may not be based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are not written in measurable terms and/or do not show direction for growth. Limited application major concepts, principles, theories, and research related to the development of children and young adolescents.	Shows use of effective strategies to improve learning. Annual goals are selected and based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are written in measurable terms and show direction for growth. (minimum of 2). Some application major concepts, principles, theories, and research related to the development of children and young adolescents.	Clearly shows commitment to using innovative strategies to improve learning for the student. Annual goals are selected and prioritized based on present level of performance data. Goals are written in measurable terms and show direction for growth. Clear application major concepts, principles, theories, and research related to the development of children and young adolescents.	
	<p><b>Standards</b>  <b>International - Qatar University Initial Program Dispositions (2015)</b>  <b>Standard:</b> 8. Readily engages with new opportunities and tasks.</p>				

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score /Level
	<p><b>International- Qatar National Professional Standards for Teachers (2016)</b>  <b>Standard:</b> 4. Assessing students' learning and uses assessment data to improve achievement  <b>Indicator:</b> 4.1 Prepares and documents all types of assessment.</p> <p><b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b>  <b>PLO:</b>  PLO 4. Foster successful learning experiences for all students by addressing individual differences.</p> <p><b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b>  <b>Domain:</b> DEVELOPMENT, LEARNING AND MOTIVATION  <b>Standard 1:</b> Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>				
Short Term Objectives/ Benchmark CEC, QNS)	<p>Little or no information is provided for short term goals, or the information provided is clearly not appropriate.</p>	<p>Majority of short term objectives/ benchmark (linked to annual goals) are not written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks may or may not be age-appropriate and correlate with past IEP benchmarks.</p>	<p>Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks. Is consistent with the learners the learners unique strengths and ways of learning.</p>	<p>Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Clearly validates the learners unique strengths and ways of learning.</p>	
	<p><b>Standards</b>  <b>International - Qatar University Initial Program Dispositions (2015)</b>  <b>Standard:</b> 5. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making.</p> <p><b>International- Qatar National Professional Standards for Teachers (2016)</b>  <b>Standard:</b> 2. Engaging students and developing them as learners  <b>Indicator:</b> 2.2 Uses a variety of activities and supporting learning resources.  <b>Indicator:</b> 2.3 Provides learning experiences matched to students 'curricular learning experiences</p> <p><b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b>  <b>PLO:</b>  PLO 8: Lead positive change in education.</p> <p><b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b>  <b>Domain:</b> INSTRUCTION  <b>Standard 3.2:</b> Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>				

➤ **Action Research Rubric**

	<b>Not Demonstrated or Unsatisfactory</b>	<b>Needs improvement</b>	<b>Satisfactory</b>	<b>Target</b>	<b>Score/Level</b>
Question / Problem	The question or problem is not clearly related to teaching and learning or the field of the candidate.	The question or problem is related to teaching and learning or the field of the candidate, but may lack significant (may not be an important issue).	The question or problem significant to teaching and learning and to the field of study of the candidate, but my lack clarity in its description.	The question or problem is clearly identified and is significant to teaching and learning and to the field of study of the candidate.	
Abstract	Abstract is missing, poorly written, too long, or omits important information.	Abstract gives a brief description of at question and results, but either omits method or is unclear.	Abstract gives a brief description of question, method(s), and results.	Abstract is informative, interesting, and easy to read. It is concise and gives a brief description of question, method(s), and results.	
Literature Review	Literature Review has very few references or sources are not related to the question/problem, or formatting of citations and references does not follow any accepted system.	Literature review has a limited number of references and/or sources do not clearly relate to question/problem. Many mistakes in formatting of citations and/or references.	Literature review includes a sufficient number references although all may not be clearly related to question/program.. Few mistakes formatting in citations and references.	Literature review includes well chosen and a sufficient number of quality and supportive references. All studies are important and clearly related to the question/topic. All citations are appropriately formatted and complete.	
Method	Method description is either missing or clearly not appropriate for answering the question/problem.	Method description in unclear. Only one method of data collection is used, and it is not entirely appropriate for collecting data to answer the question (other methods would be better).	Method is clearly described. Only one method of data collection is used, but it is appropriate for collecting data to answer the question.	Methods is clearly described and includes more than one data source. Methods are clearly sufficient to answer research questions.	
Findings	Findings are not described, are not based on the data, or do not related to the question or problem.	Findings are described, but not not clearly emerge from the data. Findings may not entirely relate to the question or problem.	Findings are described and emerge from the data. Findings relate to the question or problem.	Findings are clearly and thoroughly described and clearly and accurately based on the data. Findings answer the question or provide solutions to the problem.	
Reflection	Reflection is missing, poorly written, or does not relate to improvement in teaching and/or learning.	Reflection is limited but relates in at least a limited sense to improvement in teach and learning.	Reflection is well-written, and relates to improvement in teaching and learning.	Reflection is thorough, thoughtful, well-written, and clearly relates to improvement in teaching and learning.	
Overall Organization	Introduction is not well organized and important data is difficult to locate.	Introduction is organized but is in a format differing from the suggested one.	The proposal as a whole follows a logical and evident structure, although some parts may lack clear organization.	All sections and the proposal as a whole follows logical and evident structure.	



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### **Pledge**

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).