RSED 3010

Introduction to Special Education

***Spring 2019***

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**Department of Special Education, Rehabilitation, & Counseling**

**College of Education**

Instructor Information:

Eddie Clark

[**ewc0015@auburn.edu**](mailto:ewc0015@auburn.edu)

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Office Hours:



**Auburn University**

**Department of Special Education, Rehabilitation, Counseling/School Psychology**

**RSED 3010 Introduction to Special Education (3 hours credit)**

**Course Number**: RSED 3010 001 **Term:** Spring 2019

**Course Title**: Introduction to Special Education **Credit Hours:** 3 semester hours

**Pre-requisites:** EDUC 3000 (RSED majors only) and Co-requisites RSED 3000

**Time/Place:** Thursday 4:00-6:30/ Haley Center Rm. 2206

**Instructor:** Eddie Clark

Address: 2084 Haley Center

Office location:

Phone: 844-7676

Email: ewc0015@auburn.edu

**Office Hours:** By appointment

**Date Syllabus Prepared**: January 2019

\* This syllabus is subject to change based on the discretion of the instructor

**Texts:**

Video Enhanced e-Text and Loose leaf version

Friend, M. (2018). *Special education: Contemporary perspectives 5th edition.* Boston, MA: Pearson

*Mastering the Maze* – instructional guide for writing individualized educational programs found on Canvas

**Course Description:** Orientation to the profession including the history, philosophy, federal legislation, procedures, and contemporary issues.

**Learning Outcomes:** Upon completion of this course students will demonstrate:

* Knowledge of needs of and management techniques for, students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning. **290-3-3-.34** **(2)(b)2.(ii)**
* Knowledge of medications, administration of medications and school healthcare protocols that have been determined educationally relevant. **290-3-3-.34** **(2)(b)2.(iii)**
* Knowledge of key historical developments in special education
* identify key federal legislation related to disabilities
* identify learning characteristics of students with disabilities across all categories
* Knowledge of evidence-based effective instructional techniques for students with high and low incidence disabilities across academic and behavioral areas
* Knowledge of physical, sensory, communication, cognitive, learning, and behavioral disabilities and their impact on learning and curriculum development. (1)(a)(1)
* Knowledge of the needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning. (1)(a)(6)
* Provide definitions of characteristics, incidence, prevalence, and etiology of disabilities across high and low incidence categories
* Knowledge of mandates of PL 94-142 and other legislation and their impact on services provided to individuals with disabilities
* Knowledge of resource agencies that provide personnel and services for improving and strengthening educational, community, and vocational programs for individuals with disabilities
* Knowledge of cultural and socioeconomic factors and their impact on eligibility and programming.
* Identify and discuss the kinds and purposes of assessments given to individuals disabilities
* Knowledge of social and emotional aspects of children and adults disabilities

6**. COURSE CONTENT OUTLINE**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Readings** | **Assignment Due** |
| Jan. 10 | Introduction, foundations | Ch 1 |  |
| Jan. 17 | Personnel and Procedures | Ch 2  Mastering Maze |  |
| Jan. 24 | Procedures and IEP Profile Page |  |  |
| Jan. 31 | Students with Specific Learning Disabilities | Ch 5 | **High Incidence Paper topic - Canvas** |
| Feb. 7 | Students with Specific Learning Disabilities | Ch 5 |  |
| **Feb. 14** | **Test 1** |  |  |
| Feb. 21 | Students with Emotional Disturbance  Profile Pages-Case Study-Student with  high incidence | Ch 7 | **High Incidence Paper Outline, Introduction, & Reference Page - Canvas** |
| Feb. 28 | Students with Intellectual Disabilities | Ch 8 |  |
| Mar. 7 | Students with Intellectual Disabilities | Ch 8 | **Profile Pages – Students w/ high incidence - Canvas** |
| **Mar. 14** | **Spring Break** |  |  |
| Mar. 21 | Students with ASD | Ch 10 | **High Incidence Paper draft - Canvas** |
| **Mar. 28** | **Test 2** |  | **Profile Pages – Students w/ low incidence - Canvas** |
| Apr. 4 | Students with ASD | Ch 10 | **Low Incidence Presentation Topic – Canvas** |
| Apr. 11 | Orthopedic impairments, Traumatic Brain Injury, Other health Impairments and medical needs | Ch 13 | **Low Incidence Presentation Outline and references -Canvas** |
| Apr. 18 | Students with Multiple Disabilities | Ch 14 | **Final paper - Canvas** |
| April 25 | Presentations |  | **Presentation - Canvas** |
| **May 2** | **Test 3** |  |  |

**7. COURSE REQUIREMENTS/EVALUATION:** Students are required to: a) successfully complete all required projects and give to the instructor no later than the date designated for each project, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior toattending classes.

**Attendance (50 points)** Students will receive points for the percentage of classes attended. For on-campus students, attendance is defined as being physically present in the classroom. For distance students attendance is a record that the class has been watched prior to the next class meeting (This information is available to the instructor through Canvas). The points for attendance will be calculated by multiplying the percentage of classes attended by 50 (e.g., 10 out of 12 or 83% attendance = 42 points)

**Examinations (50 points each, 150 points total):** There will be three examinations during the semester which will consist of objective questions that require application of course material.

**Profile pages (25 points each, 50 points total):** Students will be given written case studies about children with disabilities that correspond to the disability studied (2 for students with high incidence disabilities and 2 for students with low incidence disabilities). Each student will write an IEP profile page for each case study. Profile pages for students with high incidence disabilities will be submitted together. Profile pages for students with low incidence disabilities will be submitted together.

**Instructional Strategies for Students with High Incidence Disabilities Paper (50 points):** Students will use at least three research journal articles (that are posted on Canvas) to write a 5-page paper summarizing interventions for students with high-incidence disabilities one of the following areas:

* Reading Comprehension Strategies
* Reading Decoding Instruction
* Vocabulary Instruction
* Mathematics Strategies
* Writing Strategies

Papers should be word processed and written using APA style according to the 6th edition. A grading rubric is provided within this syllabus. Papers should include the following:

* Title page (pg1)
* An introduction to the paper with a heading (“Introduction”) that clearly states the topic and organization of the paper
* A description of each intervention (3 total) related to student characteristics and how it is implemented with a heading for each intervention
* Conclusion summarizing the interventions, discussion of their similarities and differences and uses in different situations with a heading (“Conclusions”).
* Reference page (pg. 5) with a heading (“References”)

**Low Incidence Article / Research Presentation (50 points):** In groups of 4, students will use at least three research journal articles (posted on Canvas) to develop 10-15 minute presentation summarizing interventions for students with low-incidence disabilities one of the following areas:

* Communication
* Reading instruction
* Visual supports
* Writing instruction
* Social skills
* Social Stories

Presentations should be developed using MS Power Point, Prezi, or other presentation media. A grading rubric is provided within this syllabus. Presentations should include the following:

* An engaging presentation style in which the presenters speak to the audience
  + Specific elements related to presentation skills will be included within the grading rubric
* An introduction to the topic that clearly shows the topic and organization of the presentation
* A description of each intervention (3 total) related to student characteristics and how each is implemented
* Conclusions summarizing the interventions, discussion of their similarities and differences and uses in different situations
* References written in APA style shown on a slide at the end of the presentation

incidental learning/t

**Grading and Evaluation:** Student performance in the class will be determined according to the following point assignment scale. Grades will not be rounded (i.e., 269 points is a grade of B)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Points** |  | **Grading Scale** |  |
| Attendance | 50 |  |  |  |
| Exam 1 | 50 |  |  |  |
| Exam 2 | 50 |  |  |  |
| Exam 3 | 50 |  | 315-350 = | A |
| Profiles – students with high incidence | 25 |  | 280-314 = | B |
| Profiles – students with low incidence | 25 |  |  |  |
| High incidence paper | 50 |  | 245-279 = | C |
| Low incidence presentation | 50 |  | 210-244 = | D |
| **Total** | **350 pts** |  | 0-209 = | F |

**8. CLASS POLICIES:**

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met as a result of a university approved absence. Students are responsible for initiating arrangements for missed work that results from a university approved absence. Students must satisfy all course objectives to pass the course.
2. **Excused absences**: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Students may use Panopto to access course content for excused absences. It is the student’s responsibility to keep up with assignments and due dates. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
4. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

***Extra Credit:*** There is an RSED 3010 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that expected of a professional.

All assignments must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. **No late assignments or tests** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Instructor feedback:*** If sent **one week before the due date**, the instructor will provide general feedback on any assignment prior to its due date (e.g.. *You are on the right track*.) Email completed draft (…….) no later than the **week before the due date**.

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

Course Assessment Map

|  |
| --- |
| Course Objectives/Learning Outcomes |
| Exam1 | Exam2 | Exam3 | HI-Paper | LI-Pres |
| Knowledge of needs of and management techniques for, students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning. **290-3-3-.34** **(2)(b)2.(ii)** |  |  | X |  |  |
| Knowledge of medications, administration of medications and school healthcare protocols that have been determined educationally relevant. **290-3-3-.34** **(2)(b)2.(iii)** |  |  | X |  |  |
| Knowledge of key historical developments in special education | X |  |  |  |  |
| Knowledge of key federal legislation related to disabilities | X |  |  |  |  |
| Knowledge of learning characteristics of students with disabilities across all categories | X |  | X |  |  |
| Knowledge of evidence-based effective instructional techniques for students with high and low incidence disabilities across academic and behavioral areas |  | X | X | X | X |
| Knowledge of physical, sensory, communication, cognitive, learning, and behavioral disabilities and their impact on learning and curriculum development. (1)(a)(1) |  | X | X | X | X |
| Knowledge of the needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning. (1)(a)(6) |  |  | X |  |  |
| Knowledge of characteristics, incidence, prevalence, and etiology of disabilities across high and low incidence categories | X | X | X |  |  |
| Knowledge of mandates of PL 94-142 and other legislation and their impact on services provided to individuals with disabilities | X | X | X |  |  |
| Knowledge of resource agencies that provide personnel and services for improving and strengthening educational, community, and vocational programs for indiv with disabilities |  | X | X |  |  |
| Knowledge of cultural and socioeconomic factors and their impact on eligibility and programming | X | X | X |  |  |
| Knowledge of the kinds and purposes of assessments given to individuals disabilities | X |  | X |  |  |
| Knowledge of social and emotional aspects of children and adults disabilities | X |  | X |  |  |

**Low Incidence Presentation Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Category | 10 points | 5 points | 0 points |
| Presentation Style | * An engaging presentation style in which the presenters speak to the audience * All group members speak | * One or more speakers speak to the wall rather than the audience * One or more speakers use tone of voice that is monotone, difficult to understand, or otherwise disengaging * All group members speak | * One or more speakers do not participate in verbal portion of presentation |
| Introduction | * Begins with an introduction to the topic that clearly communicates the topic and organization of the presentation | * Begins with an introduction to the topic that clearly communicates the topic, but info about organization is missing | * Introduction missing |
| Description of interventions | * A description of each intervention (3 total) is clear and accurate, related to student characteristics and how each is implemented | * A description of each intervention (3 total) is clear and accurate, relation to student characteristics unclear | * A description of any intervention is inaccurate, or the relation to student characteristics is missing |
| Conclusions | * Conclusion summarizes the interventions, includes their similarities and differences and uses in different situations | * Conclusion summarizes the interventions, but similarities and differences and uses are unclear | * Conclusion summarizes the interventions, but similarities and differences and uses are missing |
| Appearance and Writing Conventions | * The presentation is free of spelling, APA, or grammar errors or unprofessional language * The presentation graphics are visually appealing * References listed | * 5 or fewer spelling, APA, or grammar errors or unprofessional language * The presentation graphics are visually appealing * References listed | * More than 6 spelling, APA, or grammar errors or unprofessional language * The presentation graphics are visually appealing * References missing |

**IEP Profile Grading Rubric (25 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Excellent (10 points) | Competent (7 points) | Progressing (4 points) | Poor (0-1 point) |
| Student Profile  Student 1 | * Includes student strengths and interests * Includes appropriate parent concerns and descriptions that are written professionally * Includes all evaluation information, written accurately in the correct format including standardized and informal information * **All** academic, developmental, and behavioral areas of functioning are named and described (e.g., all academic subjects, classroom behavior, social skills, study skills, adaptive behaviors, peer interaction) * All sections of page 2 are completed and accurate * Sections of page 2 are reasonable and logical based profile | * Includes student strengths and interests * Parent concerns and descriptions are noted * Standardized assessment information is provided and scores are accurate, but descriptions may be vague, information assessment lacking detail * **All** academic, developmental, and behavioral areas of functioning are named, but further description needed. | * One of the following is confusing or missing: area of academic functioning, behavioral functioning, student strengths, student interests, evaluation information, parent concerns | * More than one area of functioning on page 1 is vague or missing * Sections of page 2 are incomplete * Decisions indicated on page 2 not logical/reasonable based on profile |
| Student Profile  Student 2 | * Includes student strengths and interests * Includes appropriate parent concerns and descriptions that are written professionally * Includes all evaluation information, written accurately in the correct format including standardized and informal information * **All** academic, developmental, and behavioral areas of functioning are named and described (e.g., all academic subjects, classroom behavior, social skills, study skills, adaptive behaviors, peer interaction) * All sections of page 2 are completed and accurate * Sections of page 2easonable and logical based profile | * Includes student strengths and interests * Parent concerns and descriptions are noted * Standardized assessment information is provided and scores are accurate, but descriptions may be vague, information assessment lacking detail * **All** academic, developmental, and behavioral areas of functioning are named, but further description needed. | * One of the following is confusing or missing: area of academic functioning, behavioral functioning, student strengths, student interests, evaluation information, parent concerns | * More than one area of functioning on page 1 is vague or missing * Sections of page 2 are incomplete * Decisions indicated on page 2 not logical/reasonable based on profile |
| Category | 5 points | 4 points | 3 points | 0-1 points |
| Professional writing | * All sections of profile are written using professional written language without slang, colloquialisms, etc… | * Minor grammatical or errors or lapses in professional language in one section | * Four sections of profile are written using professional language without slang, colloquialisms, etc…and without spelling and grammar errors | * Three or fewer sections of profile are written using professional language without slang, colloquialisms, etc… and without spelling and grammar errors |

**Paper Grading Rubric (50 points)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area |  | | 1point | | | |  | | 0 points |
| Paper Topic and references for given articles |  | | Appropriate topic submitted to Canvas by class time | | | |  | | Inappropriate topic  OR  Submitted late or not at all |
| Area |  | | 2points | | | | 1 point | | 0 Points |
| Outline and Introductory Paragraph |  | | * Assignment submitted to Canvas on time * Outline shows logical progression of ideas * Introductory paragraph clearly states topic and describes organization of paper | | | | * Lapses in organization * Statement of topic or organization is vague | | * Assignment submitted late * Outline incomplete or missing * Statement of topic and organization missing * Inappropriate articles |
|  |  | | 2 points | | | | 1 points | | 0 points |
| Paper Draft |  | | * Assignment submitted to Canvas on time * Topic is clear, headings used throughout * Ideas are presented logically * 5 pages, 3 full pages of content were attempted | | | | * Assignment submitted to Canvas on time * Topic vague * Headings missing * Lapses in logic * 4 pages, 2full pages of content were attempted | | * Assignment late or not submitted * Less than 2 pages of content were attempted * Inappropriate articles |
|  | |  | | | | | | | |
| \*\*\*Final Paper\*\*\* | * Articles approved * Submitted to Canvas on time * Written using own words * Written without more than **one** direct quotation | | | | | | | **If yes, continue grading**  **If no, assign zero points and return to student** | |
| Area | 5 points (highly competent) | | | | 4 points (competent) | 3 points (approaching competence) | | 0-2 points (emerging competence) | |
| Areas and descriptions in **bold font** indicate components of SERC Departmental Writing Rubric | | | | | | | | | |
| Introduction to paper  **Theme, concept, or construct clearly identified** | * Introduction clearly states the paper topic * Introduction clearly informs the reader about the topics to be covered / organization of paper | | | * Introduction clearly states the paper topic * Statement of paper’s organization may be vague | | * Introduction includes a vague description of the paper topic * The organization of the paper is not clearly stated or may be confusing | | * Introduction missing a description of the paper topic * No statement of the paper’s organization | |
| **Content for the first intervention/ strategy is accurate and comprehensive** | * All content is accurate * Comprehensive explanation of the strategy | | | * All of the content is accurate * Major components of strategy are included, but some relevant details are missing | | * Some inaccuracies within the content | | * Most of the content is inaccurate | |
| **Content for the second intervention/ strategy is accurate and comprehensive** | * All content is accurate * Comprehensive explanation of the strategy | | | * All of the content is accurate * Major components of strategy are included, but some relevant details are missing | | * Some inaccuracies within the content | | * Most of the content is inaccurate | |
| **Content for the third intervention/ strategy is accurate and comprehensive** | * All content is accurate * Comprehensive explanation of the strategy | | | * All of the content is accurate * Major components of strategy are included, but some relevant details are missing | | * Some inaccuracies within the content | | * Most of the content is inaccurate | |
| **Relevant supporting information** | * The description of strategies include details information that supports their use with students with disabilities | | | * The descriptions of two strategies include details information that supports their use with students with disabilities | | * The description of one strategy include details information that supports their use with students with disabilities | | * No mention of the strategies’ use with students with high incidence disabilities | |
| **Conclusion** | * Conclusion summarizes the interventions * discussion of their similarities and differences * overall statement about use of strategies | | | * Conclusion summarizes the interventions * similarities and differences are unclear * overall statement of use is unclear | | * Conclusion summarizes the interventions * similarities and differences are missing * missing overall statement of use | | * Missing summary | |
| **Organization**  **Transitions**  **Presentation of ideas** | * The paper includes headings for each topic * **Smooth transitions between ideas or topics** * **Ideas are presented in an orderly manner** | | | * The paper includes headings for each topic * **Smooth transitions between most ideas or topics** * **Ideas are presented in an orderly manner** | | * The paper is missing headings for each topic * **Some transitions between ideas are smooth** * **Ideas are presented in a confusing manner** | | * The paper is missing headings for each topic * **Transitions between ideas are abrupt** * **Ideas are presented in a random manner** | |
| **Correct Spelling,** **grammar, writing conventions (writing style for audience)** | * **There are 2 or fewer errors in spelling,** * **2 or fewer errors in grammar** * **2 or fewer errors in writing conventions or writing style based on audience** | | | * **There are 5 or fewer errors in spelling,** * **5 or fewer errors in grammar** * **5 or fewer errors in writing conventions or writing style based on audience** | | * **There are 8 or fewer errors in spelling,** * **8 or fewer errors in grammar** * **8 or fewer errors in writing conventions or writing style based on audience** | | * **9 or more errors in spelling,** * **9 or more errors in grammar** * **9 or more errors in writing conventions or writing style based on audience** | |
| **All citations appear in reference list** organization  **Met page length requirements** | * **The paper content (excluding title and reference pages) is 3 full pages** * **All citations appear in reference list** * **Citations and reference citations are formatted with 2 or fewer errors** * **Reference page is formatted correctly and in alphabetical order** * There are 2 or fewer errors in APA style excluding citations and reference citations | | | * **The paper content (excluding title and reference pages) is 3 full pages** * **All but one citation appear in reference list** * **Citations and reference citations are formatted with 5 or fewer errors)** * **Reference page is formatted correctly and in alphabetical order** * There are 5 or fewer errors in APA style excluding citations and reference citations | | * **The paper content is 2 full pages in length.** * **Two citations are missing in reference list** * **Citations and reference citations are formatted with 6-10 errors** * **Reference page is not formatted correctly and in alphabetical order** * There are 6-10 errors in APA style excluding citations and reference citations | | * **The paper is less than 2 full pages** * **Three or more citations are missing from the reference list** * **Citations and reference citations are formatted with 11 or more errors** * **Reference page is not formatted correctly and in alphabetical order** * There are 11 or more errors in APA style excluding citations and reference citations | |