



THE UNIVERSITY OF TEXAS AT EL PASO
College of Education- Department of Teacher Education

Title of Course:

TED 5302 CRN 25923

Manage Student-Centered Classroom

Semester: Spring 2025

Course Credits: 3

Course Level: Graduate

Instructor Information

Heather Click-Cuellar, Ph.D.

Office: Zoom

Office hours: Email for Zoom appointment

hclick@utep.edu

Day/Time: This course is listed as hybrid, which means that online course activity replaces 50-85% percent of required face to face meetings. This semester is condensed (8 weeks– January 21 - March 21).

We will **meet face to face** in our **FIRST week only**, on **Tuesday, January 21st at 5:30 pm** in EDUC 302. The remainder of the semester will consist of online instruction; meaning that all assignments, videos, and resources will be posted in BlackBoard with instructions and expectations. Refer to the Course Schedule below for an outline of weekly modules for the semester.

Course Description

Managing the Student-centered Classroom (3-0) Theory and practice on how to manage instruction and relationships in a student-centered classroom. Emphasis on classroom as communities of learning and on communication skills.

Pre-Residency Course Details

Connections and applications will be made regularly to the [Miner Assessment Tool](#), utilized in UTEP's Miner Teacher Residency.

Course Format Information

This course will be primarily online, except for one face-to-face meeting on January 21st . All course assignments, videos, and resources will be posted on BlackBoard. Each week, a new module will be posted no later than Monday at noon. Each weekly assignment will have a due date of Monday by 11:59 pm unless otherwise stated.

The standard recommendation across American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course BlackBoard site VERY carefully; understand *what* you need to do and *when* you need to do it so you may plan study time accordingly. If you do not understand what to do or when to do it, you should contact Dr. Heather Click-Cuellar at hclick@utep.edu.

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP email account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

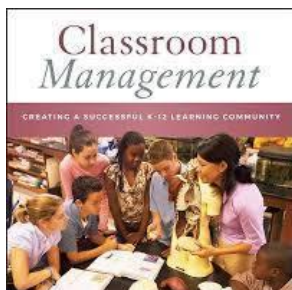
For Technical Assistance

For technical problems with BlackBoard or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 PM. Phone: 915.747.4357. If you are on

campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Text

Burden, P. (2020). *Classroom management: Creating a successful K-12 learning community* (7th ed.). Hoboken, NJ: Wiley.



Additional Required Readings

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| Minor Assessment Tool (MAT) |
| <p>The Colorado Education Initiative’s Student Perception Survey: SPS Survey Items http://www.coloradoedinitiative.org/wp-content/uploads/2015/02/SPS_Administration_survey-instrument-3-5-CEI.pdf</p> <p>The Colorado Education Initiative- SPS Instructional Strategies Guides Grades K-5 Grades 6-12</p> |
| <p>lead4ward resources from lead4ward.com http://www.Lead4ward.com/resources</p> |
| <p>Texas Essential Knowledge and Skills (TEKS) https://tea.texas.gov/academics/curriculum-standards/teks-review/texas-essential-knowledge-and-skills</p> |

Student Learning Outcomes

| Focal TEXAS TEACHING PERFORMANCE STANDARDS [SBEC] TED5302 students will be able to: | Assessment of SBEC Learning Outcomes |
|--|--|
| Knowledge of Students and Student Learning | |
| Demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success. | Weekly Reflection Posts Final Project: Philosophy of a Student-Centered Classroom |
| Purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth. | Weekly Reflection Posts |
| Create a community of learners in an inclusive environment that views differences in learning and background as educational assets. | Weekly Reflection Posts Final Project: Philosophy, Parent Letter, Class Poster |
| Accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner. | Weekly Reflection Posts Final Project: Philosophy of a Student-Centered Classroom |

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| Acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning. | Weekly Reflection Posts Final Project: Parent Letter, Class Poster, SPS Intervention |
| Connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts. | Weekly Reflection Posts Final Project: Philosophy of a Student-Centered Classroom |

There will be weekly videos, activities, and assignments in addition to the major performance tasks listed in the Course Schedule below. This coursework **may or may not be** included in the general syllabus. It is imperative that you maintain an active presence with completion of BlackBoard assignments and all necessary course requirements.

UTEP Learning Resources

All work submitted will be considered final, rather than draft form. Submitting work with a substantial number of grammatical, spelling, and/or punctuation errors may impact your grade.

All submitted written work should be in APA writing format. For reference, refer to the latest APA Manual, which is available for purchase and is also available in the UTEP Library (may be viewed online); or you may use free the Purdue University OWL resource- <https://owl.english.purdue.edu/owl/resource/560/01/> .

UTEP University Writing Center (UWC): Please utilize the UTEP Writing Center as needed- <http://uwc.utep.edu> Library Building Rm. 227: (915) 747-5112

The UWC provides online consultations to all UTEP students at no cost. They also have walk-in services. It is a terrific resource! If I suggest you attend the Writing Center, it is because I think you will benefit from it. It is not a punishment – it is intended to help you. Check the website for more information: <http://uwc.utep.edu>

Standards of Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributed in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. ***This includes submission of work created by AI instead of original student work.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal from the University.

Students with Disabilities Statement

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

Guide to Online Etiquette

As a member of the learning community of this class, the following is a list of specific expectations for our

online interactions and collaboration (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

- **You are expected to actively engage in the learning community of this class.**
This includes: completing the coursework tasks as outlined in each week's module, actively contributing to postings, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if you ask your question), and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes, but is not limited to: engaging in activities and writing, volunteering input in class postings, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.
- **You are expected to exhibit appropriate behavior for a higher education learning environment.**
Logging in to our online course via BlackBoard is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply on BlackBoard. Our BlackBoard is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are, and will differ from our peers; sharing these in class allows us to learn different perspectives and points of view. This can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to fully participate in all activities possible, with an open mind to new perspectives and experiences. In particular, the following are general guidelines for online interactions:
 - All information posted between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
 - You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page).
 - Do not use inappropriate language, all capital letters, or language shortcuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
 - When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- **You are expected to exhibit high-level time management skills and turn your work in ON TIME.**
Timely completion of all coursework is essential for this class to run smoothly. Therefore, late work will NOT be accepted without penalty. All online assignments are due by the due date and time listed in the task directions (see each weekly module in our BlackBoard for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

Attendance Policy

Since this class is primarily online (except the 1st week), completion of assignments ON TIME is considered your attendance. Missing 3 assignments or inactivity for 2 weeks could result in being dropped from the course.

If BlackBoard is down and you cannot get into our course site to post work by the required due date: you must email me (through regular email hclick@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted. If you email me indicating that you did not post your coursework because Blackboard was down, but you do not send me your work as an attachment in the message, you will not receive full credit for your work.

If you are unclear of expectations for the course material or completing course work for any reason—BE PROACTIVE! I am here for you (email, Zoom). I *strongly* encourage you to reach out to me as soon as

possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Course Evaluation/ Grades

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| <u>Coursework Assignments</u> | | Grading: A 90-100 points B 80-89 points C 70-79 points D 60-69 points F Below 60 points Note: <u>2 weeks of inactivity</u> or <u>3 missed assignments</u> and failure to communicate with instructor may constitute automatic drop from the course. |
| Weekly Posts: | | |
| Weekly Reflections from Readings- 3 points/wk x 8 wks | 24 points | |
| Weekly Peer Responses to Posts- 3 points/wk x 8 wks | 24 points | |
| <u>Cumulative Final Project</u> | | |
| Part 1- Philosophy of My Student Centered Classroom | 20 points | |
| Part 2- Sample Parent Letter | 10 points | |
| Part 3- Sample Class Expectation Poster | 10 points | |
| Part 4- Student Perception Survey Component | 12 points | |
| ----- | | |
| Total | 100 points | |

Assignments

Weekly online discussions (8 total): (150-300 words for each discussion posting)—you will need to post your well-supported reflection for all assigned readings. Be sure to address ALL parts of the question prompts in your responses.

Do not send attachments. Instead, write each reflection posting and response in the **message box** of the BlackBoard thread.

For each discussion posting, you must also complete one (50-100 word) well-developed response to one peer's reflection. Follow APA guidelines for your submission. Remember to spell and grammar check your initial posting and your peer responses.

Your response should follow a "**crisscross**" discussion format. If someone already has a response, then scroll down the discussion thread and find someone who still needs a response and reply to that individual. You will post one initial reflection to the Discussion Board forum, and then respond to a colleague's reflection post. If possible, choose colleagues whom you have not interacted with before. *See the assignment guidelines and rubric below for assessment and evaluation.*

Cumulative Final Project: My Student Centered Classroom

Throughout the semester, you will synthesize course readings, videos, and discussions to assemble a final project that represents your ability to apply the goals and objectives of the course to each of four components.

Part 1- My Philosophy of a Student-Centered Classroom (20 points)

Your philosophy section should be written as a narrative (2-3 pages) and citations should be APA style. You must include the following:

- your personal preference between low, medium, or high teacher control in *your* future classroom as described by Burden (2020) and your reasoning for why you will apply this level of control in your own classroom (refer to Chapter 2);
- identification of the discipline model(s) that informs your philosophy and how (refer to Chapter 2);
- your own experiences as a student that have helped carve your philosophical beliefs;
- how your philosophy addresses Domain 3 of the [Miner Assessment Tool](#)
 - o 3.1 Classroom Environment, Routines, and Procedures
 - o 3.2 Managing Student Behavior

- o 3.3 Classroom Culture
- what key communication skills you will implement to establish an effective, positive teacher presence in your classroom (refer to Chapter 6)

Part 2- Sample Beginning of the Year Parent Letter (10 points)

This section should be written in letter or brochure format (1 page) as if it were to be sent home (or emailed) to all your students' parents at the beginning of the year. Be sure to check for spelling and grammar (you wouldn't want to have parents read errors!).

Your letter must include:

- your classroom expectations for academics and behavior;
- incentives and consequences for appropriate and inappropriate student behavior;
- what you want parents to know about you (times to reach you, your education/ certification/ background, hobbies, and passions). It is okay to imagine you are already teaching and make up some of these details to make this product more authentic.

Part 3- Sample Poster of Class Rules (10 points)

Feel free to use your creativity with this! You will design a poster to model how you will post classroom rules. You may use Word, Power Point, paper and markers, or other software to create your poster. You may take a screenshot to plug into your final project submission file. Refer to Chapter 4 and the recommendations from our text as you design your poster.

*You will accompany your poster with a description (1/2- 1 page, size 12 Arial font) of how you will create these rules and get student buy-in.

- Will you have students give input when creating these rules?
- How will you ensure students have a solid understanding of your behavior expectations?
- Where will this poster be hung in your room?
- What points in time will the rules be taught and reviewed?

Part 4- Student Perception Survey Component (12 points)

This section requires you to consider your chosen discipline model(s) as context for examining the Colorado Education Initiative's Student Perception Survey constructs. You will choose one survey item to explore by **reviewing** related interventions and **choosing** one intervention to expand upon. You will state your survey item and interventions, then **describe** a plan for implementation of your intervention and **predict** what the results would be. You will include your **reasoning** for choosing the survey item as well as the **intervention** from the menu of options in Colorado Education Initiative's list and relate course readings, videos, and resources that guided your decisions. (1-2 pages)


*See scoring rubrics below for details on work quality.

TED 5302 Tentative Course Schedule

This schedule is a **guide** and **may be changed** as needed to meet the needs of the cohort. Changes to the calendar will be shared via **UTEP email**. Please stay on top of your UTEP email and check Blackboard regularly so that you do not miss important updates! Details about assignments and readings are in the weekly coursework module descriptions on BlackBoard.

TED 5302 Assignments and Due Dates
(refer to BlackBoard each week for assignment details)

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| <p>Week 1 1/21-1/26</p> <p>1/21 Meet face to face in EDUC Room 302</p> | <p>Read: Burden- Chapter 1 Understanding Management and Discipline in the Classroom, pages 2-6 and 9-15; Poem- ‘Cause I Ain’t Got a Pencil; Domain 3 of the Miner Assessment Tool</p> <p>View: Refer to BlackBoard for video(s)/resources of the week</p> <p>Assignments Due: Introductory post on Padlet (due 1/26 by 11:59 pm) Reflection to Week 1 Prompt (due 1/25 by 11:59 pm) Response to peer’s Week 1 Reflection (due 1/26 by 11:59 pm)</p> |
| <p>Week 2 1/27-2/2</p> | <p>Read: Burden- Chapter 2 Models of Discipline pages 18-40</p> <p>View: Refer to BlackBoard for video(s)/resources of the week</p> <p>Assignments Due: Reflection to Week 2 Prompt (due 2/1 by 11:59 pm) Response to peer’s Week 2 Reflection (due 2/2 by 11:59 pm)</p> |
| <p>Week 3 2/3-2/9</p> | <p>Read: Burden- Chapter 3 Preparing for the School Year pages 41-61 Domain 3 of the Miner Assessment Tool</p> <p>View: Refer to BlackBoard for video(s)/resources of the week</p> <p>Assignments Due: Reflection to Week 3 Prompt (due 2/8 by 11:59 pm) Response to peer’s Week 3 Reflection (due 2/9 by 11:59 pm)</p> <p>Final Project Part 1- My Philosophy of a Student-Centered Classroom (see BlackBoard for details). This will NOT need to be submitted yet, but should be completed at this time for adequate progress toward completion of the cumulative final project.</p> |
| <p>Week 4 2/10-2/16</p> | <p>Read: Burden- Chapter 4 Choosing Rules and Procedures pages 64-77 Domain 3 of the Miner Assessment Tool</p> <p>View: Refer to BlackBoard for video(s)/resources of the week</p> <p>Assignments Due: Reflection to Week 4 Prompt (due 2/15 by 11:59 pm) Response to peer’s Week 4 Reflection (due 2/16 by 11:59 pm)</p> <p>Final Project Part 2- Sample beginning of the year parent letter (see BlackBoard for details). This will NOT need to be submitted yet, but should be completed at this time for adequate progress toward completion of the cumulative final project.</p> |
| <p>Week 5 2/17-2/23</p> | <p>Read: Burden- Chapter 5 Maintaining Appropriate Student Behavior pages 79-99 Domain 3 of the Miner Assessment Tool</p> <p>View: Refer to BlackBoard for video(s)/resources of the week</p> <p>Assignments Due: Reflection to Week 5 Prompt (due 2/22 by 11:59 pm) Response to peer’s Week 5 Reflection (due 2/23 by 11:59 pm)</p> <p>Final Project Part 3- Sample poster of classroom rules and expectations (see BlackBoard for details). This will NOT need to be submitted yet, but should be completed at this time for adequate progress toward completion of the cumulative final project.</p> |

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| <p>Week 6 2/24-3/2</p> | <p>Read: Burden- Chapter 6 Communication Skills for Teaching pages 100-121 Domain 3 of the Miner Assessment Tool View: Refer to BlackBoard for video(s)/resources of the week Assignments Due: Reflection to Week 6 Prompt (due 3/1 by 11:59 pm) Response to peer's Week 6 Reflection (due 3/2 by 11:59 pm)</p> |
| <p>Week 7 3/3-3/9</p> | <p>Read: Burden- Chapter 7 Knowing and Connecting with Your Students pages 122-147 Domain 3 of the Miner Assessment Tool View: Refer to BlackBoard for video(s)/resources of the week Assignments Due: Reflection to Week 7 Prompt (due 3/8 by 11:59 pm) Response to peer's Week 7 Reflection (due 3/9 by 11:59 pm)</p> <p>Final Project Part 4- Student Perception Survey Intervention and Predicted Result (see BlackBoard for details). This will NOT need to be submitted yet, but should be completed at this time for adequate progress toward completion of the cumulative final project.</p> |
| <p>3/10-3/16</p> | <p>UTEP Spring Break- Enjoy and be safe!</p>  |
| <p>Week 8 3/17-3/21</p> | <p>Read: Burden- Chapter 9 Responding to Inappropriate Behavior pages 174-196 Domain 3 of the Miner Assessment Tool View: Refer to BlackBoard for video(s)/resources of the week Assignments Due: Post DRAFT of your Final Project (due 3/19 by 11:59 pm) Post feedback for one classmate's Final Project with constructive feedback and possible suggestions for improvement (due 3/20 by 11:59 pm)</p> <p>Reflection to Week 8 Prompt (due 3/20 by 11:59 pm) Response to peer's Week 8 Reflection (due 3/21 by 11:59 pm)</p> |
| <p>Final Project Due 3/21 There will be no final for this course.</p> | <p>Assignments Due: Upload Final Cumulative Project (all 4 parts) to your assigned OneDrive folder (due 3/21 by 11:59 pm)</p> |

****Syllabus is subject to change.****

Additional Guidelines for Weekly Reflection and Response Postings (BlackBoard)

Posted responses should be *worthy of credit* – helping our thinking about the topic and the discussion to move forward. *See examples of credit-worthy postings below.* All responses are to include at least one appropriate (APA) citation from the assigned videos, class readings, and/or additional readings.

Discussion Responsibilities

1. Respect each other’s differences and do not make or take it personal.
2. Keep to the issues and not the person posting.
3. Keep posts professional regarding other programs and colleagues.
4. Use “I” messages as much as possible when sharing.
5. Ask for understanding of another’s perspective if you are unclear.
6. Because the discussion board is text based, use *Netiquette* (no capitalized complete words, etc.) and check your writing from another person’s perspective before posting.
7. Ask for clarification if you feel offended, concerned, or do not understand.

Online Discussion Rubric- Work Quality

| Criteria Engaged | Comprehensive | Moderate | Non-substantive | Possible Points |
|--|---|---|---|-----------------------|
| Responsiveness to discussion topic: Reflection and response demonstrates knowledge & understanding from assigned readings/videos | <p>Reflection: It is obvious that assigned readings/videos were incorporated into the reflection; relates to the topic of the prompt.</p> <p>Response to peer: Posting adds to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.</p> | <p>Reflection: Some effective discussion of the readings/videos is included; relates to the topic of the prompt.</p> <p>Response to peer: Response adds to the discussion by clarifying information or showing how it can be applied in a particular situation, but does not break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts.</p> | <p>Reflection: Lacking effective discussion of assigned course readings; and/or does not relate to the topic of the prompt.</p> <p>Response to peer: Response is too general to help move the discussion forward.</p> | 3 pts |
| Written conventions, APA, and timeliness | <p>All postings (including peer response) on time</p> <p>Grammar rules and written conventions followed</p> <p>All sources cited correctly in APA</p> | <p>Late postings</p> <p>Written convention rules may be inconsistent</p> <p>Incorrect APA citations</p> | <p>Postings are incomplete and/or late</p> <p>Lacking written conventions, grammar</p> <p>Lacking APA format</p> | 3 pts |
| TOTAL POINTS POSSIBLE | | | | 6 pts per week |

Example of an effective response:

Example– “I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll (2017, p. 114), I believe that ‘Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning’. Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe

that the learning needs of learners should always be the force, which guides the instructional development process and the crafting of meaningful behavioral objectives. Therefore, differentiated instruction is of paramount importance if we are to provide meaningful learning environments, which emulate challenge, variety, creativity, and innovation.

This example is an effective response as it combines ideas learned from various resources, including an assigned reading. Original thoughts are also included.

Examples of non-effective messages to avoid in your responses:

Example 1 – “Good idea for assessing whether people know what to do.”

Example 1 is a non-effective message because it’s simply a compliment to the student that posted the original message. It doesn’t move the discussion forward or add anything substantial to the discussion and/or meaning.

Example 2 – “I have to agree. Having a subject matter expert or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants.”

Example 2 is a non-effective message because the student is simply agreeing with a statement made by another student. This message does little to move the discussion forward.

Example 3 – “I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?”

Example 3 is a non-effective message because, although the student disagrees, she/he doesn’t expand on the question by saying why there is disagreement.

Final Project Rubric- Work Quality

| Criteria Engaged | Comprehensive (35 -52 points) | Moderate (17 -34 points) | Non-substantive (0 -16 points) |
|---|---|--|--|
| <i>Project demonstrates knowledge & understanding from assigned course reflections, readings/videos, and class discussions with application in a new format</i> | All four sections are complete and robust featuring components that are consistent with content learned throughout the semester; author connects content in well-thought out and meaningful ways; multiple citations are incorporated within the project (at least 4) | All four sections are complete and each features components that are linked to content from the semester; author connects with the content with little or no elaboration; some citations are incorporated within the project (2-3) | Sections may be incomplete; project lacks connections to content from the semester; author fails to connect with course content in a consistent way; and limited to no citations are incorporated within the project (0-1) |
| <i>Written conventions, APA, complete, and aesthetics</i> | Grammar rules and written conventions followed All sources cited correctly in APA All sections are complete and aesthetically arranged so that the reader can navigate with ease | Written convention rules may be inconsistent Inconsistent or incorrect APA citations All sections are complete but there is difficulty navigating sections of the project; no flow | Lacking written convention, grammar Lacking APA format Sections are incomplete and/or sections are arranged in a way that interferes with reading for meaning |