

DISCUSSION BOARD

Purpose

The purpose of the discussion board postings is to facilitate professional growth through collaborative critical discourse. Through discussion of relevant topics, candidates will write initial in-depth reflections on a topic and respond to each other to further both their own and each other's understanding of the issues and topics addressed. It demonstrates appropriate hours of faculty-to-candidate and candidate-to-candidate interaction as a component of basic credit hour requirements.

Resources

The texts, activities, and your classmates are all resources for this assignment. You will analyze and integrate all learning materials and experiences in your responses to the discussion questions.

[Narrated Key Points on these Discussion Instructions for LTS, SLM, WRT courses.](#)

Background

This is an online, learning community-based class. Class participation—whether it be conversation in an asynchronous discussion board, peer review of other students' work, or participation in an online activity—is one of the main assessments of this class. Think of the Discussion Forum as a place—the virtual space where you “attend” class and the heart of this course.

The Discussion Forum is where you:

- learn through conversation,
- interact with your instructor and fellow students,
- ask questions,
- share your work,
- offer (and receive) peer review on some of your major projects.

In short, the Discussion Board is where we will all enhance and support our professional growth. As such, you are assessed on the quantity and quality of your Forum Participation.

Your Task

We ask that everyone log on to Blackboard a minimum of four times a week and participate in the required class conversations. Each module will have a forum with several threads. In most cases, you will be asked to participate in each of the threads (typically 4-6).

The conversations work best when participants log on throughout the week—preferably at least once at the beginning of the week (first couple of days), at least once in the middle of the week (second couple of days), and at least once during the last part of the week (last 2-3 days).

Things to Remember

1. The goal is to have dynamic discussion that lasts throughout the module, so postings should be distributed throughout the discussion period (not on one day or just at the beginning or end of the discussion period.) Attend class and participate in the discussion board a minimum of 4 times per week. Posting on Sunday may be too late for your classmates to respond.

1. You are expected to post in the **forum** at least 4 days per week / 8 days per module. **NOTE:** this does not imply you're only making a total of 8 posts. On the average, students who earn full points post somewhere between 35-50 posts per module.
 2. You should participate in the **forum** early in each week (by Wednesday evening) by posting in at least two **threads**.
 3. You need to have at least one original post in each **thread**.
 4. You should contribute at least 4 posts per **thread**. These posts can be spread over the 2 weeks of the module.
2. Your response posts should be thorough. Simply posting "I agree" does not move the discussion forward. Provide examples, questions, or related materials that can further the conversation.
 3. Respect others' ideas and respond to the content of the messages. Keep in mind the difference between critical thinking and just being critical.
 4. Keep the discussion related to the topic.
 5. Please include **MLA formatted citations** for directly quoted or paraphrased material.
 6. Discussion Questions and Weekly Summaries, unlike formal assignments, do not need to adhere to specific formatting requirements. However, please proofread DQ responses carefully. Grammar and spelling may impact the grading.
 7. When you are peer-reviewing, follow a SWS format—acknowledging **Strengths**, noting possible **Weaknesses**, and offering **Suggestions** to consider. **S.W.S.** is an adaptation of the S.W.O.T. analysis. See http://www.mindtools.com/pages/article/newTMC_05.htm.

Checklist of Criteria

1. Candidates attend class regularly and read all posts. The teacher knows this by reading discussion posts and by checking the course statistics for candidates.
2. Contributions build on ideas of others; the posts make connections with others' ideas and the course readings and activities. The posts extend the conversation. Success is determined if people continue the conversation.
3. Posts apply information from texts, course bibliography, and professional sources.
4. Posts incorporate new knowledge, show critical thought, and provide authentic, relevant examples.
5. Posts add something fresh to every conversation.
6. Posts demonstrate synthesis and analysis.

Upon Completion

One week after the close of each module, your teacher will use this rubric to assign discussion points and provide feedback.

In Module 4, complete our discussion by the last Thursday at 11:59 p.m.

Discussion Board Rubric				
<i>Value: 12 points per module for total of 48 points or 24% of Total Class Grade</i>				
	Exemplary	Proficient	Developing	Unsatisfactory
	3 Points	2 Points	1 Point	0 Points
Timeliness	4 or more contributions in the required forum threads (including original post and response to others) at least 4	3 or more contributions in the required forum threads.	Just 1 or 2 contributions in the required forum threads.	May be missing postings in the required forum threads.

	days per week / 8 days per module. Original postings occur in at least two threads each week by Wednesday evening.	Postings are balanced throughout the 2-week module.	Postings may be heavy on some days.	Response may be brief "yes" or "I agree." Candidate may seem to disappear from class.
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Question: Were there at least two or more thoughtful posts preferably at least once at the beginning of the week (first couple of days), at least once in the middle of the week (second couple of days), and at least once during the last part of the week (last 2-3 days)?

	6 Points	5 Points	4 Points	0,1,2,3 Points
Knowledge: General Discussions	<p>Posts go beyond the mere recapitulation of material presented in the course by demonstrating:</p> <p>(1) the use of prior knowledge through the provision of authentic, relevant examples, (2) the analysis of course material (texts, course bibliography, and professional sources) and Discussion Board threads through careful, critical thought (i.e. summarization; comparisons and contrasts; inferences, etc.),</p> <p>(3) the synthesis of course material through the integration of the new understandings developed with prior knowledge,</p> <p>(4) the extension of new understandings through their application to professional practice with examples and/or recommendations, (5) the assumption of responsibility for the depth of dialog within the Discussion Board as evidenced by the addition of fresh ideas and probing questions to all threads.</p> <p>Comprehensively answers question in row below.</p>	<p>Contributions demonstrate at least 4 of the criteria in the exemplary category and often add new perspectives and/or pose additional questions for further discussion and reflection by others.</p>	<p>Contributions demonstrate at least 2 criteria. Posts may show only a beginning effort in answering question in row below.</p>	<p>Contributions may lack clear focus or off topic.</p> <p>Not evident that readings were understood and/or not incorporated into discussion.</p> <p>Postings may not encourage others to converse.</p> <p>Response may be brief "yes" or "I agree."</p>

Question: Do posts show evidence of knowledge and understanding of course content and include ideas, questions, or resources that extend the learning of the group?

Professional Dispositions & Response to Candidates' Postings and Activities	3 Points	2 Points	1 Point	0 Points
Question: Do the posts provide constructive feedback, integrate multiple viewpoints, elicit further discussion, and/or move the discussion forward?	<p>Consistently shared good (or bad) books so enthusiastically, clearly, and succinctly that she/he enticed 2 students or more to read the book;</p> <p>Posts (1) model tact, sensitivity, respect, honesty, and acceptance of others; (2) contribute to trust building and growth of the class community; (3) seek supplemental ways to be a better learner.</p> <p>Contributions build on ideas of others by adding a new perspective, pose additional questions for further discussion and reflection by others.</p> <p>Peer Reviews are constructive using S.W.S. or commend, commend, recommend. Comprehensively answers question in row below.</p>	<p>Shared good (or bad) books so enthusiastically, clearly, and succinctly that she/he enticed at least 1 student to read the book.</p> <p>Contributions demonstrate first 2 criteria in the exemplary category.</p> <p>Contributions occasionally add new perspectives and/or pose additional questions for further discussion and reflection by others.</p> <p>Peer Reviews are occasionally constructive.</p>	<p>Shared books; some posts engage the other candidates.</p> <p>Demonstrates politeness.</p> <p>Slips in professional dispositions may occur.</p> <p>Contributions often do not add new perspectives and/or pose additional questions.</p> <p>Peer Reviews are supportive and positive but don't help with revisions.</p>	<p>While posted comments, many posts did not elicit a response from candidates; may not be clear from posts that candidate read the book.</p> <p>1 or more online professional online protocols may not be adhered to.</p> <p>Contributions may rarely add new perspectives and/or pose additional questions.</p> <p>Peer Reviews may be missing.</p>