

INTRODUCTION:

The purpose of this document is to guide Faculty designing for online or hybrid instruction. The information presented is based on best practices of OPEN SUNY and your campus Instructional Designers expertise.

COURSE INFORMATION DOCUMENT TEMPLATE INSTRUCTIONS

The Course Information area in your class is where you publish pertinent documents pertaining to the logistics of the class. Items published here to set the standards and course expectations to the student. The Course Information Area is a self-serve repository where students obtain material for success and completion on demand. This Folder is an efficiency tool for Instructors. Put all Instructions in here, and direct students to this folder for course work directives. Other content such as modules, assessments, lectures and other course items should not be in Course Information.

Publishing course content falls into one of these techniques:

- **Copy/Paste**
 - Recreate the pages here by copying from the document and pasting into electronic pages or items into your course.
 - Paste document content in the matching areas of your course.
 - Your course will have minimal file attachments.
 - Students will not be able to download or print these electronic pages
- **Document Upload**
 - Each course item is published as a new document page.
 - Each new Template page would be the segmented pages added to the course.
 - Upload pages to the to the matching areas of your course.
 - Your course will have many file attachments.
 - Students will be able to download and print these pages individually.
- **Packets**
 - Publish this document as one file into the Course Information Area.
 - Erase the Introduction information, Keep the headings. The body paragraphs will prompt you what to include.
 - Students will be able to download and print a packet as a whole.
 - Your course will have a few multi-page documents.

TECHNICAL CONSIDERATIONS:

All attachments need to be accessible and open cross platform and browser. Save files as:

- **DOC or DOCX- Good.** Will open in older and newer versions of the word, and other word processing documents.
- **RTF- Better.** Able to open in a most word processing programs. Some formatting might not duplicate to RTF.
- **PDF- Best.** Free Universal Document Reader, Opens in most Browsers or Computer. Does not require a word processor to open.



Course:
Course Name:
Term:

Instructor:
Contact:

This ends the instruction portion. The rest of this document contains sections are required to be published in your course; in pieces or as a whole.

COURSE OVERVIEW:

- Narratively introduce the course, assessments, projects, and what the students could expect to complete in each module. Talk briefly about what a student should expect to see in their content folders. Module folders contain one or more of the following content items:
 - Module Overview
 - Module or Course Objectives
 - Lecture
 - Presentation
 - Reading Assignment
 - Online Resource
 - Uploaded Files (Handouts)
 - Asynchronous Discussion
 - Written Assignment
 - Individual or Group Project
 - Wiki, Journal, or Blog
 - Synchronous Chat
 - Quiz or test
 - Multimedia
 - Text Publisher Content
- In your narrative, state the time and day of the week, the modules will begin and end.
 - Modules are usually 1-2 weeks long
 - Most instructors start modules on a Monday and end them Sunday at Midnight.
 - Other instructors choose to open their modules on Wednesdays and then their Modules on the following Tuesdays; putting the weekends at the midpoint of the module.
- You can control the pace and access by making modules available or unavailable. Decide what works best with your teaching philosophy and let your students know:
 - You will let your learners go ahead or back to previous content at any time.
 - You will not let students go ahead or back and only grant access current modules.
 - Variations of the above module pacing.

COURSE SCHEDULE:

Do one or more of the following:

- If you have a schedule when items are assigned and due tied to a module folder in your course syllabus; you should repost it in your Course Information folder for quick access.
- If you do not have a schedule published in your course syllabus, Use this suggested table to post in Course Information or Syllabus

<i>Module</i>	<i>Begin - End</i>	<i>Assignment</i>	<i>Assigned</i>	<i>Due</i>	
<i>Module 1</i> <i>Introduction/Orientation</i>	8/24-8/30	Review Content in Course Information Folder	8/24	8/30	
		Read Syllabus			
		Ask a question in the Commons Forum (Optional)			
		Read Introduction Assignment Instructions and Discussion Rubric			
		Post Your Introduction Assignment			8/26
		Respond to 2 Other Students			8/30
<i>Module 2</i> <i>ETC</i>	Etc	Etc	Etc	Etc	

COURSE EXPECTATIONS AND EVALUATIONS:

This section is different than the evaluation area on the course syllabus. It may contain some of the same information and scales already stated in the course syllabus. But this section should explain in greater detail in a qualitative and quantitative measures and how students will interact with each other and the online course components. Remind them that the Course Schedule outlines the days items are assigned and due.

Do one of the following:

- If you've already published detailed course expectations and evaluations in your course syllabus; repost them in your course information folder for easier access.
- If detailed course expectations and evaluations are not in the course syllabus, add the following information to your Course Information Area:
 - **Lecture and Presentation:** Describe the publishing format and whether or not multimedia is incorporated and how they should view it
 - Inform students how these items apply to the module, lecture, objectives and course.
 - **Reading Assignment:** State how students will access the readings as physical texts, online links, e-textbooks, online resources, uploaded documents etc.
 - Inform students how these items apply to the module, lecture, objectives and course.
 - **Online Resources:** Cite the sources of the materials, if they are optional/required readings and how the online sources pertain to the module, course, and final grade.
 - **Uploaded Files (Handouts):** Describe the publishing format and whether or not multimedia is incorporated and how they should view it.
 - Inform students how these items apply to the module, lecture, objectives and course,
 - **Asynchronous Discussion:** In narrative form and/or rubric format, state the following:
 - List approximately how many discussions in the entire course
 - Define how many discussions students are required to answer in each module.
 - List a minimum number of posts and/or responses each student is required to publish per discussion to each learner.
 - State if discussions are tied to attendance or participation grades and what defines participation and attendance.
 - Chart when each of the discussions begin, when posts are to be published and when discussions end.
 - Show a formula or rubric on what constitutes a college level assignment, evaluation methods, and if partial credit is awarded.
 - Define how is credit received for each post, or discussion, and how discussions apply to the module, course, and final grade.
 - Paraphrase whether or not students will be able to post/read an expired discussion.

- (Suggested) Identify if you require APA/MLA, formatting, supporting references from the text, or online sources, and a word count for posted content.
- Inform students how the assignments apply to the module, course, and final grade.
- **Written Assignment:** In narrative form and or rubric format state the following:
 - State approximately how many written assignments in the entire course
 - List how many quizzes/exams/tests are to be completed in each module.
 - Show a formula or rubric on what constitutes a college level assignment, evaluation methods, and if partial credit is awarded.
 - Inform students how the assignments apply to the module, course, and final grade.
 - List whether or not there is a late submission policy.
 - State if you allow multiple submissions (even on mistakes).
 - (Suggested) Identify if you require APA/MLA, formatting, supporting references from the text, or online sources, and a word count for posted content.
 - Inform students how the assignments apply to the module, course, and final grade.
- **Individual Project**
 - List the hardware or software requirements required to complete the project.
 - Provide project instructions.
 - Provide draft, review and final product submission instructions.
 - Inform students how the assignments apply to the module, course, and final grade.
 - List whether or not there is a late submission policy.
- **Group Project:**
 - *Group projects may require additional course setup for online or hybrid courses. It's advised to consult with an instructional designer during the development process.*
 - List the number of teams, how many per team, and how teams are assigned.
 - Include group dynamic instructions, conflict resolutions, and roles.
 - List the hardware or software requirements required to complete the project.
 - Provide project instructions.
 - Provide draft, review and final product submission instructions.
 - Inform students how these assignments apply to the module, course, and final grade.
 - List whether or not there is a late submission policy.
- **Wiki, Journal, or Blog:** In narrative form and or rubric format state the following:
 - List approximately how many wiki assignments in the entire course
 - Define how many wikis are required in each module, week, month, course etc.
 - Show a formula or rubric on what constitutes a college level posting, evaluation methods, and if partial credit is awarded.
 - How the written assignments apply to the module, course, and final grade.

- State whether or not there is a late submission policy.
- (Suggested) Identify if you require APA/MLA, formatting, supporting references from the text, or online sources, and a word count for posted content.
- Inform students how these assignments apply to the module, course, and final grade.
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- Synchronous Chat
 - List the hardware or software requirements required to participate in the chat
 - State approximately how many chats are in the entire course
 - List the chat dates and times students are required to attend in each module.
 - Paraphrase whether the chats or instructor led, or part of a group project.
 - Explain the purpose of the synchronous chats. Are they lectures? Study groups, case discussions, etc.
 - Inform students how the-the chats apply to the module, course, and final grade.
 - Provide a formula or rubric on what constitutes college-level participation, evaluation, methods, and if partial credit is awarded in chats.
 - Explain how many sessions students are allowed to miss?
 - Summarize how attendance is tracked, is there a penalty for missed chats.
 - Include what happens when students arrive late or leave early in chats.
 - Define the student's role in the session. Are they active presenters, or passive listeners.
- Quiz or test
 - List the hardware or software requirements required to participate in the quizzes (online source, textbook tool, lab sim etc).
 - State approximately how many quizzes/exams/tests are in the entire course
 - List how many quizzes/exams/tests are to be completed in each module.
 - List all of the begin/end dates and times for the quizzes/exams/tests.
 - State if the tests are timed, needed to be completed in one session, multiple sessions, and if multiple submissions are allowed (even for mistakes).
 - Describe the question types on a typical quiz, exam or test, and an approximate number of each question.
 - State if curves, extra, extra credit or negative points are applied.
 - Explain if assessments are be taken anytime within a time period, or one specified time.
 - Distinguish if the online testing occurs on or off campus?
 - Clarify if on or off campus proctoring is required.
 - For remote proctoring see Instructional Designers at New Paltz for options and additional implementation.
 - Be mindful of student accommodations and services consult with Instructional Designers if you need assistance.
 - Explain if the assessment is open book; and notes, or outside resources acceptable during an exam?

- Inform students how the exams apply to the module, course, and final grade.

COURSE TEXTBOOKS HARDWARE/SOFTWARE AND MATERIALS:

Do one or more of the following:

- If you have a list of texts, course materials, hardware/software, how to purchase and access items already in your syllabus; you should repost it in your Course Information folder for quick access.
- If you do not have a list of texts, course materials, hardware/software, how to purchase and access items in your syllabus; you should post these items in your syllabus and Course Information Areas.

What you need to include:

- Add the following information to inform students in full detail of texts, course materials, hardware/software, or online access resources.
 - Texts (Required or optional):
 - Author(s)
 - Title
 - Publisher
 - ISBN
 - Edition
 - Specify whether it's Printed or E-Texts.
 - Specify if the item is part of a bundle.
 - Online Additional Costs.
 - State the transaction type (purchase, rental or subscription)
 - Bookstore availability.
 - List Primary and Alternate sources for purchase or access.
 - Supported Hardware/Software
 - Specify if the item is part of a bundle.
 - Online additional costs.
 - State the transaction type (Purchase, Rental or Subscription).
 - List Primary and Alternate sources for access.
 - List or link to Technical Specifications.
 - Describe Purchase, Rent, or Subscription details and if access cards are available in the bookstore.
 - Suggested Resellers for student discounts (onthehub.com).
 - List or link to Technical Specifications.
 - Link to Vendor or Publisher website.
 - Publish Links to download area.
 - Publish Links to Vendor or Publisher support area.
 - Supported Apps, Subscriptions, and Online Accounts
 - Specify if the item is part of a bundle.
 - Online additional costs.
 - State the transaction type (purchase, rental or subscription).

- Describe Purchase, Rent, or Subscription details and if access cards are available in the bookstore.
- List primary and alternate sources for access.
- Include technical specifications.
- Suggest resellers for student discounts (onthehub.com).
- Describe Purchase, Rent, or Subscription details.
- If students signup with personal or .edu email accounts.
- List or link to technical specifications.
- Link to vendor or publisher website.
- Publish Links to download area.
- Publish Links to vendor or publisher support areas.
- Unsupported Software, Apps, Social Media
 - Suggestions for securing privacy and safeguarding personal information
 - Specify signup process with personal or .edu email accounts.
 - Guide students to how much personal information they need to provide.
 - Outline approximate additional costs.
 - Describe Purchase, Rent, or Subscription details.
 - List or link to technical specifications.
 - Publish Link to Site
 - Publish Links to download area.
 - Publish Links to vendor's support area.

SUPPORT:

Some of the required information has been built into your course Do not edit or remove these links:

- **Blackboard Tutorials for Faculty:-** Hidden from students. Use to look up how to perform Blackboard course functions.
- **The Academic Computing Helpdesk:-** For Instructor and Student use on how to obtain Blackboard Support at New Paltz.
- **Blackboard Tutorials for students:-** Students can look up frequently asked questions pertaining to Blackboard or watch tutorials.
- **Hawksites Tutorials:-** Alternative course management system available for student and faculty use. Can be used with Blackboard or without Blackboard.
- **Tutoring Center:-** Link to the tutoring center at New Paltz.
- **Library:-** Link to the library at New Paltz.

INSTITUTIONAL POLICIES

Some of the required information has been built into your course Do not edit or remove these links:

- **Academic Integrity Policy:-** Link to academic honesty policy
- **Student Identification Policy:** Link to HEOA compliance and Standards for distance education.
- **Disability Assistance:-** Link to DRC at New Paltz.
- **FERPA:-** Link to compliance and standards
- **Computer Use Policy:-** Link to Campus Computing Acceptable Use Policy.

The Teaching and Learning Center does not maintain or edit these policies. Contact the respective departments if you have a question about the policies.

COURSE CONTENT INSTRUCTIONS

The Course Content Areas in your class are where you publish pertinent documents pertaining to the lecture and assessment portion of the course. There are many terms use for this organizational structure such as “folder”, “making folders”, building “modules”, “main folders and subfolders” and even “parent and child folders”; Essentially they all mean the same thing; Publish and organize your course to make it accessible and easy to navigate for the student.

Course content management is analogous managing a real life file cabinet.:

- The course is the cabinet; storing inbound and outbound documents; with organizational standards established from one cabinet to another.
- The drawers are the Content Areas of the course; Each drawer is assigned to store and organize a series of folders.
- Inside of the drawers are labeled folders that are arranged as a system that makes sense to the organizer and, all of the people who use the cabinet.
- You can place a series of folders in a file drawer, you can also use this technique of “nesting folders” in your course.
- Inside folders are documents that that are labeled where the document came from, with specific instructions for use.
- All modules are labeled with a number for sequencing, and subject.
- One the outside of the module folder, a short introduction, and learning outcomes give an overview of the content and how it’s tied to the course.

Publishing course content falls into one of these techniques:

- **Copy/Paste**
 - Build pages by copying from documents and pasting into electronic pages or items.
 - Your course will have minimal file attachments.
 - Students will not be able to download or print these electronic pages
- **Document Upload**
 - Each module item is published as a new document page.
 - Your course will have many file attachments.
 - Students will be able to download and print these pages individually.
- **Packets**
 - Publish documents as one file into each module folder.
 - Students will be able to download and print a packet as a whole.
 - Your course will have a few multi-page documents.

TECHNICAL CONSIDERATIONS:

All attachments need to be accessible and open cross platform and browser. Save files as:

- **DOC or DOCX- Good.** Will open in older and newer versions of the word, and other word processing documents.
- **RTF- Better.** Able to open in a most word processing programs. Some formatting might not duplicate to RTF.
- **PDF- Best.** Free Universal Document Reader, Opens in most Browsers or Computer. Does not require a word processor to open.

This ends the instruction portion. The rest of this document contains sections are required to be published in your course; in pieces or as a whole.

INTRODUCTION/WELCOME:

The purpose of the introduction is to establish Social Presence. Social presence is created by establishing an online identity, building teacher-student relationships and using technology to build a community of learning. Your course online and the hybrid course should have a number of activities that will cause interactions from professor to student and student to student. One way to begin establishing a social presence is creating an introduction or welcome statement in your course.

Your Instruction will probably appear in a few areas of your course with varying degrees of formality: Here are some areas where instructors post their introduction.

- **Good: - Welcome announcement:** - Posting your introduction as an announcement is a good place to start. Students will probably see and check announcements.
 - Summarize and give the essentials as if you are greeting them face to face, one on one.
 - Include the Course Name and Number and the Institution.
 - Let them know if the course is fully online or a hybrid
 - Be conversational establishing your credentials
 - Direct Students to the Course Information Folder for more information about you and the course.
 - Direct Students to your Icebreaker after they've read the course information area.
 - Follow up with an abbreviated email version of your welcome announcement.
- **Better: - Complete the above suggestions in the announcement area and publish a Welcome item in the Introduction/Welcome Area:-** There are a lot of announcements happening on the first day of courses and while your announcement would be read, but also forgotten. A welcome or Introduction should also have a permanent home in the course establishing your presence.
 - Restate what you've said in the introduction. Reinforcement is customary in an online course.
 - Include a picture of yourself. This can be your professional photo used in the campus directory, a candid or impromptu shot in the office, classroom, or receiving an award, etc.
 - Try to find a photo of yourself in an activity in which you are engaged in related to this course or field of study.
 - Alternatively, if you have a hobby or pastime; discuss that and include one of those photographs too.
 - Try not to use third person narrative, copy your CV word for word, or make someone download a large document. It's acceptable to be conversational for this part of the course.
- **Best: - Use multimedia and documents in your Introduction/Welcome Area or Ice Breaker Exercise**

WELCOME SUGGESTION:

Your welcome statement should contain the course name, number, section in the opening paragraph. Be sure to include New Paltz as the host institution. Also, in the first paragraph, you should introduce yourself. Include degrees, affiliations, universities, and certifications. The goal is to establish your academic credentials. You should restate your contact information or direct them to the course outline.

The second paragraph is less formal. Discuss your hobbies or what is like to be an online instructor or if you've taken an online course, share your experience as an online student. You are looking to establish common ground in an online environment so that students get an idea of who you are not only as an instructor but as a person.

The third paragraph should give a quick overview about the course and you should describe your online schedule. For example, let students know how many times you log into the course per week, average turnaround time for grading assignments, answering discussion questions, and returning emails.

The last paragraph should direct them where to go next such as the course information folder, help area, and orientation. Most of all be fun, be warm, and be creative!

ICE BREAKER (FIRST WEEK OF COURSE EXERCISE):

The icebreaker exercise performs many functions:

- Establishes Social Presence
- Energizes participants
- Creates common ground
- Greets everyone
- Prepares participants for upcoming modules
- Creates an online identity for everyone in the class.
- Builds a learning community
- Starts a teacher-student and student-student relationship.
- Functions as a practice environment for one or more of the following:
 - Proficiency with the online course tools to submit work.
 - Collaborate and communicate effectively with their peers.
 - Ability to read, understand directions and course expectations.
 - Establish a baseline of their understanding of computer literacy, technology, and file management.
 - Students can establish prior knowledge or life experience to the course.

Consult with your Instructional Designer to come up with Ice Breakers that meet these objectives in such a way to foster creative and engaging social presence. An Exemplary Ice Breaker activity would include some aspect of multimedia or technology integration that allows students to practice with technology they might later use in the course.

MODULES:

- Introduction/Welcome Folder: Use the ideas mentioned in this guide to publishing your Welcome/Introduction and have an icebreaker exercise
- Module 1 folder: Explore this folder and subfolders contained within for sample content items

ANNOUNCEMENTS:

- Suggestions for the week before classes, the week of classes, and end of week announcement.

COURSE GRADE CENTER OVERVIEW:

The Grade Center has a few options for grade tracking and calculating:

- Assessment items that are submitted electronically then graded in Blackboard and published to the grade center.
- The grade center also allows keying in grades manually,
- Averaging and totaling columns are also available.

GRADEBOOK EXPECTATIONS:

- The Gradecenter is able to handle most grading styles but is not as flexible as an a spreadsheet program and might have limitations converting varying grading scales to a final grade.
- The more consistent your grading scales are the better any course management system can accommodate it.
- Mixing percent based assessments with points based assessments will not calculate; blackboard does not have a conversion mechanism between the two options. Or vice versa.

POINTS GRADEBOOK BEST PRACTICES:

- Points Systems: -- Work best when your total points for the entire course are over 100 points.
- Each assessment item would have a set amount of points awarded to it.
 - Plan and assign how much each assessment item is worth and how many of those exact assignments are in the course.
 - If you do not deploy an assignment, change the point values on other assignments to make up the difference. Update your syllabus and let your class know of these changes.
 - Include a chart to demonstrate the number of points is equal to a percent or letter grade equivalent in your syllabus and course information folder.
 - Example: A = 2500 pts (100%), A- = 2300 pts (97-95%) etc...
 - Be mindful of:
 - Exams: -Each question would be a set amount of points. The total amount of questions will be the total value of that exam.
 - Exam example: Each question worth 1 (pt) x 20 (pts) = 20 points for the total exam. 14 exams x (20 pts) = 280 points total in course for exams.
 - Discussion example: -Use a rubric to break down how you evaluate each discussion competency. Each competency will have a point value attached. The total value of competency earned is the maximum amount of points awarded per discussion.

- Discussion: first post (1pt) + response (2pts) = (3pts) for discussion total. 14 Discussions x (3pts) = 42 points total in course for discussions.

TOTAL COLUMN

- The total column is a type of calculated column that generates a grade based on the cumulative points earned, related to the points allowed. You can select which columns and categories are included in a total column's calculation.
 - A total column is created by default and appears in new courses. You can rename, change the settings, change which columns are included, or delete this default column.
 - The following list includes the settings for the default total column:
 - All grade columns can be included in the calculation.
 - Selected columns and categories: Include specific grade columns and categories.
 - Ungraded items are not included.
- Total Points Formula Examples:
 - This is the total earned out of the total points possible.
 - Column 1 points earned + Column 2 points earned + Column 3 points earned + Column 4 points earned = Total Points Earned out of Total Points Possible.
 - Student Example:
 - Eight values: 8/10, 3/5, 2/2, 3/7, 47/50, 20/25, 88/100
 - Earned Points Value: 171
 - Points Possible Value: 199
 - Total Points: 171/199
- When creating a total column, you can include the following items:
 - All grade columns: Include all individual grade columns in the Grade Center.
 - Each course item is published as a new document page.

PERCENT WEIGHTED GRADEBOOK BEST PRACTICES:

- Percent Systems: -- Work best when your total points for the entire course are equal to 100 percent.
- Assessment items are scored on a scale of 0-100 percent.
- Categories allow you to have an infinite number of assignments in a category without having to figure out how much each assignment is worth and how many you have.
- Weighted total systems automatically average each category.
 - Be mindful of:
 - Exams: - The exams are be scored between 0-100 percent no matter how many questions there are.

- Exam Example: -There are 10 exams in the course. Each exam is scored up to 100%. The collective total of the exams category is worth 30% of the final grade.
- Discussion example: -Use a rubric to break down how you evaluate each discussion competency. Each competency will have a percent value attached. The total value of competency earned is the maximum score awarded per discussion.
 - Discussion: first post (30%) + response (70%) = (100%) for discussion total. 14 Discussions = 30 % of the final grade.

WEIGHTED TOTAL COLUMN:

- The weighted column is a type of calculated column that generates a grade based on the result of selected columns and categories, and their respective percentages.
- Weighted totals are calculated based on percentages.
 - Weighted total Formula example
 - The test category, the Assignment category, and the participation grade column are each given a certain percentage of the quarter's final grade for your course.
 - (Tests = 40%) + (Assignments = 40%) + (Participation = 20%) = (Final Grade).

COURSE GRADE DISPLAY OPTIONS:

- Score: A numeric grade appears in the column. This is the default setting. If you do not make a selection, the score appears in the grid.
- Letter: A letter grade appears in the column. The default grading schema is used to assign letter grades. For example, a score of 21/30 equals 70% and appears as a C.
- Percentage: A percentage appears in the column. For example, a score of 21/30 appears as 70%.
- Complete/Incomplete: When a student submits an item, a check mark (check mark) appears in the column, regardless of the score achieved.

DISCUSSION EVALUATION SAMPLE:

Do one or more of the following:

- If you have a rubric in your course syllabus; you should repost them in your Course Information folder for quick access.
- If you do not have a rubric published in your course syllabus, Use the suggested rubric to post in the Course Information Area.

EXAMPLE REQUIREMENTS FOR DISCUSSION POSTINGS:

- For each discussion question, you will answer with a minimum of two posts.
 - First post: You are required to answer the question in full, by X day of the week.
 - Second post: Respond back to another student and state whether you either agree or disagree with their answer by X day of the week.
- Each response should be about 400 words.
- Support your opinion with college level grammar, spelling, external sources (text, books, journal, online).
- Responses should facilitate dialog by:
 - **Relevant:** - Incorporating applied, prior knowledge or life experience to the subject matter
 - **Timely:** - Involving, mentioning or referencing current events
 - **Thought Provoking:** - Having an opinion or taking a stand
 - **Contribution:** - Adding something new and of value to the conversation
 - **Clarity:** - Easy to read, and summarized by the post the title
- In addition to the required postings, answer any follow-up questions posted by a learner or instructor.
- You will need to have a minimum of two posts per discussion or you will not receive full credit. (State your policy).
- You will be scored on a value of X for each X post or discussion.
- Discussions are with X of your final average. (Suggested weight for discussions should be at least 10%-30% of the final grade).

DISCUSSION RUBRIC SAMPLE

Competency	100% - Exemplary	75% - Average	50% - Approaching	25% - Attempted	0% - Not Met
Relevant	Applies current or prior knowledge to all conversations contributes life experience and cites sources.	Applies current or prior knowledge to all conversations and cites sources	Applies current or prior knowledge to all conversations	Mentions current or prior knowledge to a conversation	Does not incorporate current or prior knowledge to the conversation
Timely	Applies current events to all conversations, contributes life experience and cites sources.	Applies current events to all conversations and cites sources	Applies current events to all conversations	Mentions a current event to a conversation	Does not incorporate current events into the conversation
Thought Provoking	States opinion and defends argument, includes facts, cites sources	States opinion and defends argument includes facts but does not cite sources	States opinion and defends argument, but does not include facts	Mentions opinion but does not defend argument	Does not mention opinion or stance
Clarity	Readable and at college level. Formatted, proofread, grammar or spell checked. Post title summarizes post.	Readable and at college level. formatted, proofread, grammar or spell checked. Post title does not summarize post.	Readable and at college level. Needs to format, proofread, grammar and spell check. Post title does not summarize post.	Readable but not college level. Needs to format, proofread, grammar and spell check. Post title does not summarize post.	Not easy to read, did not format, proofread, grammar or spell check. Post title does not summarize post.
Sources	Applicable and credible, source is less than 2 years old.	Applicable and credible but source is dated over 2 years	Applicable, but source is dated over 5 years	Not applicable, or credible, and dated source.	Not Preset.
Posts Word Count	350 - 450 Words	<300 Words	< 200 Words	< 100 Words	< 50 Words



Course:
Course Name:
Term:

Instructor:
Contact:



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