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# LSP 121 - Quantitative Reasoning and Technological Literacy II

Winter 2020-2021

All times listed are Central Daylight Time (CDT)

**Class meeting time: Tuesday Thursday 2:40 pm – 4:10 pm CDT (via Zoom Meeting)**

Section 209

**Professor David Lee**

**DavidLee615@outlook.com**

**Office Hours:** No appointments are required for office hours.

**All office hours will be conducted in a Zoom Meeting Room during the times listed below.**

Enrolled students will be provided the link to the Zoom Meeting Room.

***Monday*** *10:00 - 10:50 pm CDT*

 ***Wednesday*** *10:00 - 10:50 pm CDT*

 *Office hours can also be arranged by contacting your instructor via email*

**Important Dates:**

Consult the DePaul Academic Calendar to find:

* Last date to “swap” sections of this class
* Last date to drop this class (or any class) with tuition refund
* Last date to withdraw from this class (or any class)

**https://academics.depaul.edu/calendar/Pages/default.aspx**

**Course Description**

This course provides more advanced mathematical and computational methods in the analysis and interpretation of quantitative information. Topics include databases, descriptive statistics, measures of association and their interpretation, elementary probability theory, and an introduction to algorithms and computer programming. The course will be taught remotely, off campus. Students will be introduced to advanced computer tools for data analysis, including databases and a professional statistical software package.

**Objectives of this Course**

This Quantitative Reasoning and Technological Literacy course is designed to help you to become a more confident, critical, and capable user of quantitative information of all kinds. In particular, it will help you to

* continue to critique quantitative arguments, whether given numerically, graphically, or in written form
* become acquainted with data analysis software as used to prepare and analyze basic descriptive statistics
* apply probability concepts appropriately
* manipulate data via the creation and use of relational databases
* understand the basic concepts of algorithm creation and computer programming

### Prerequisites

* Passing grade in LSP 120 or ssuccessful completion of the LSP 120 Proficiency Exam

**If you feel that you already know the material presented in this course….**

There is a placement exam you can take to exempt yourself from this class. You must take this exam within the first week of classes to waive the course this quarter. If you pass this exam, you will be waived from taking this course. Consult the Quantitative Reasoning Center website <http://qrc.depaul.edu> for more details.

### Course Organization

### The course material will be presented in three modules – Statistics/Probability, Databases, and Algorithms/Computer Programming.

### Tentative Class Topic Schedule - Subject to Change

 Module #1 Basics and Statistics/Probability         January 4 – January   28

 Exam #1   Statistics/Probability Exam February 2

 Module #2 Databases February 3 – February 23

 Exam #2 Databases Exam February 25

 Module #3       Algorithms/Computer Programming   March 1 – March 11

**Exam #3 Algorithms/Computer Programming Exam**  March 16 Tuesday 2:30

**Especially for Winter 2020-2021:**

**COVID-19 Health and Safety Precautions:**

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a cloth face covering at all times while on campus, both inside buildings and outside on the grounds; (2) maintain physical distance (at least six feet) in all DePaul spaces (including classrooms, meeting rooms, hallways, rest rooms, offices, and outdoor spaces); (3) conduct a daily self-screening process for the symptoms of COVID-19 using the #Campus Clear app before coming to campus; (4) complete the online Health and Safety Guidelines for Returning to Campus training; and (5) abide by the City of Chicago Emergency Travel Order. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who have a medical reason for not complying should register with DePaul’s Center for Student with Disabilities (CSD).

**Grading Options for undergraduate students**

Students in all undergraduate classes, except for those in CEO cohort programs, may opt to change the grading basis for any or all their courses to Pass/D/Fail. A grade of Pass (P) will indicate that the student's work met expectations for a grade of at least C-. Work that would merit a grade of D+ or D in the traditional grading basis would still earn a D+ or D. Work that does not merit a passing grade will earn a Fail (F). The Pass/D/Fail grading option may apply to any graduation requirement, including courses in the major, minor, Liberal Studies Program or open electives.

**For further information on special considerations for Winter 2020-2021, see….**

[**https://resources.depaul.edu/coronavirus/faqs/Pages/classes-academics-students.aspx**](https://resources.depaul.edu/coronavirus/faqs/Pages/classes-academics-students.aspx)

### Remote Class Meeting Sessions

Class sessions will be conducted via Zoom during the time assigned for the class. Students are encouraged to attend the class meetings remotely, via Zoom. Class sessions will be recorded, and the recordings will be posted to D2L. Zoom software can be used through a web browser, but a better experience is available by obtaining, installing, and using the desktop app for Zoom.

**Course Materials Available for Self-Study on D2L**

Course materials will be available for review and study on D2L. These materials will include lecture slides and handouts for each topic, as well as examples that students will be able to follow to practice skills. Videos that demonstrate techniques will be available for many topics. Students will be able to use these resources in a “lower bandwidth” environment, outside videoconferencing sessions.

**Office Hours via Zoom**

Office hours will be conducted via Zoom videoconference. Students will be provided with the link to each Zoom session. Students do not need to make an appointment to join the Zoom meeting for office hours.

### Textbook

There is no required textbook for this class.

**Required Technology Resources**

**Obtaining Software Required for this Class**

* You will not need to purchase software for this class. You will need to 1) review the computer you will use for class and the software currently installed on the computer and 2) take action to make sure that you have the software that you will need (e.g. Office 365 offered by DePaul)
* All students will need to have Zoom video-conferencing software. DePaul students are eligible for a Zoom Pro account. If you have not already done so, sign-in and activate your Zoom account at depaul.zoom.us using your @depaul.edu email account. Zoom software can be used through a web browser, but a better experience is available by obtaining, installing, and using the desktop app for Zoom.
* PC Users
	+ SPSS (Statistical Package for the Social Sciences)
		- You will be able to use SPSS via Apporto, a “virtual environment”. You will find information on how use SPSS via Apporto on the D2L website for this class, in Content |Software Environment.
	+ MS-Office (MS-Access, MS-Word, MS-Excel)
		- Activate your Office 365 Account offered by DePaul University (at no cost to you). You will use your @depaul.edu email account to complete the activation and installation.
		- This will give you the ability to use MS-Access, MS-Word, and MS-Excel on your computer.
* Mac Users
	+ SPSS (Statistical Package for the Social Sciences)
		- You will be able to use SPSS via Apporto, a “virtual environment”. You will find information on how use SPSS via Apporto on the D2L website for this class, in Content |Software Environment.
	+ MS-Office (MS-Access, MS-Word, MS-Excel)
		- Activate your Office 365 Account offered by DePaul University (at no cost to you). You will use your @depaul.edu email account to complete the activation and installation.

This will give you the ability to use MS-Word and MS-Excel on your computer.

* + - You will also need to have Office 365 offered by DePaul installed on your Mac in order to use MS-Access on your Mac
		- You will be able to use MS-Access via Apporto, a “virtual environment”. You will find information on how use MS-Access via Apporto on the D2L website for this class, in Content |Software Environment.
* Recommended Web browsers
* You will need to use the Chrome or Mozilla Firefox browser.
* Safari and IE/Edge browsers have known issues with the educational support software we will be using (e.g. D2L, Panopto)

### Grading Policy

### Grades will be based on the numbers of points you earn during the quarter. Approximately 1000 points will be available from a variety of sources.

### You must take all three exams in order to pass this class.

### *Grading Scale - Based on 900 Possible Points*

### Grades Mapped to Points Earned:

* A     837 and above
* A-    810-837
*
* B+    783-810
* B      747-783
* B-    720-747
*
* C+   693-720
* C     657-693
* C-    630-657
*
* D+   603-630
* D     567-603
*
* F      567        and below

###

### Sources of Points (approximate)

* 40% Exams
* 35% Individual Homework Assignments
* 15% Team Assignments and evaluation of participation by team members
* 10% Discussion Postings

***An expanded description of each Source of Points:***

Exams

There will be three exams.

Each of the three exams will cover a different class module – Statistics/Probability, Databases, or Algorithms/Computer Programming. Exams are not cumulative.

If you cannot take an exam due to illness or family emergency, you must inform me before the exam by email.

Students must complete all three exams in order to pass this class.

Exam #3 will be given exam week in March. Please check the exam schedule . You must take the exam at that time.

Students will need to be in a Zoom video session during each exam.

There are no special proctoring requirements for the exams, however each student must agree to abide by the following rules for exams:

“You must complete this exam by yourself alone. You may not collaborate with other individuals on this exam. You may not use the work of other individuals nor share your own work with other individuals. You may not communicate with other individuals during the exam, except for your LSP 121 instructor. When you submit the exam products you have completed to D2L, you are guaranteeing that you have completed the products yourself, individually. Any evidence of collaboration or sharing of work or other violations of the rules stated above will be treated as an Academic Integrity violation and will result in your failure in the class.”

Individual Assignments

There will be individual assignment to be completed by each student. The purpose of these assignments is to give individual practice on the skills we are learning and to explore some ideas more thoughtfully and deeply. These assignments also provide the opportunity to complete work similar to exam problems. The assignments will be available on D2L in the Submissions section.

Assignment due dates are stated on D2L as part of the information about the Submission Folders. Any student who submits an assignment after the due date will be assessed a penalty.

Late submissions of individual assignments will lose 20% of the points for that assignment per day (or any portion of a day).

Individual assignments must be completed individually. Students who submit work not completed by themselves alone will be subject to plagiarism penalties. It is acceptable and even encouraged for students to discuss individual assignments with others, however the assignment submitted by each student must have been completed by that student alone. Any student who submits an Individual Assignment completed by another student or prepared jointly with another student will be subject to cheating/plagiarism penalties.

I will use the *TurnItIn* software available via DePaul University, to review written work as part of the evaluation process. This software detects evidence of plagiarism of submitted work.

Team Assignments

Each student in this class will be a member of a team. Each student will be assigned to a team on the first day of class.

Team assignments will be part of the work completed by all students. These team assignments will be available on D2L in the Submissions section.

Each team assignment submission must include a list of the names of the team members who contributed to the assignment.

All team members who contribute to the submitted team assignment, as reported on the contributor list submitted as part of the assignment, will receive the same number of points for that team assignment. Team members not included in the contributor list will receive 0 points for the assignment.

All class members will be expected to contribute to team assignments. At the end of the quarter, team members will be asked to evaluate the contributions of their teammates as a part of the grading process.

It is up to the team to agree upon how to complete team assignments…and it is each person’s responsibility to complete work as agreed upon by the team.

It may be tempting to divide the work of the team assignment so that each team member completes only a portion of the assignment and the resulting portions are assembled for submission. That is not a good strategy. Each team member should complete the entire team assignment. There are several options for working together on team assignments. Team members may wish to work jointly on a single submission during class “team time”. They may also decide that each person will complete the entire assignment independently and collaborate/review each other’s work to determine the answers that should be submitted for evaluation.

No late team assignments will be accepted.

Discussion Forum Postings

You are asked at a minimum to make two posts on or before the due date set in D2L.

The initial post should address the guided question provided in the module (This is done through referencing the class topics and providing insight). Students are expected to compose a thoughtful response to one or more of their classmates’ posts (about one paragraph in length).

### See Discussion Topics , Due Dates and Rubric below for specifics

### Desire to Learn (D2L)

The Desire to Learn website [**http://d2l.depaul.edu**](http://d2l.depaul.edu) is a secure site for course management. It contains all class materials. You must use your CampusConnect ID to login to D2L.

### We will be using the Home, Content, Discussions, Submissions, Grades, Classlist, and More | Quizzes components of D2L.

### At the beginning of the quarter, a D2L Welcome News Note will provide a summary of the course and the way D2L will be used for this class.

### Submitting your Work for Evaluation

### You will be submitting your work to D2L for evaluation.

### You will submit your work to D2L in one of three different ways, depending on the work to be completed.

### Those three ways are:

###  - Submission Folder -- for assignment products that include Word documents, database files, Excel files

###  - Discussion Forum – for discussion postings and responses

###  - Quiz – for exams

### The submission method for each work product will be specified by your instructor, as a part of the instructions.

### Work must be submitted in the file format(s) specified in the instructions. In general, .Pages files and pdf files will not be accepted.

### In some cases, the work product will be a zipped or compressed folder containing files that will be evaluated. Instructions for preparing, as well as extracting files from, a zipped or compressed folder are available in the D2L | Content |Software Environment section.

### Quantitative Reasoning Center – QRC Tutors

The Quantitative Reasoning Center (QRC) will provide support to LSP 121 students remotely via Zoom during WinterQuarter. The QRC zoom meeting link will be posted on D2L. The hours and others detail for QRC tutoring will be posted on the QRC website <http://qrc.depaul.edu>

### Technical Support Resources

The DePaul Help Desk is up and running for all student, faculty, and staff issues during the Winterquarter. They can be reach by email at helpdesk@depaul.edu, by phone at 312-362-8765, and online at helpdesk.depaul.edu.

This group can be called upon when you are having difficulty connecting with DePaul systems or for trouble-shooting with your own personal computer.

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### Your Email Address

Email is the primary means of communication between faculty and students enrolled in this course outside of class time. Students should be sure the email address listed under "demographic information" at <http://campusconnect.depaul.edu> is correct and is one they check frequently.

###

### Email to your Instructor

When sending e-mail to me, please include your name, the topic/question, and the class ID (LSP 121 - Y) in the subject of the email.

My goal for e-mail response to student questions sent via e-mail is 24 hours. In many cases, a response will be sent much more quickly. If you send e-mail off-hours (6 pm 🡪 9 am M-F or Saturday or Sunday) you will receive a response during the next weekday.

**To maximize your chances of doing well……**

Make sure that you are ready and able to take responsibility for successfully completing this course.

Remote courses require that students take a greater, more active role in managing the assigned tasks of course work without the organizing framework of face-to-face class meetings. You must prepare to devote time and effort to this class.

You will need to:

* attend class meetings remotely
* review and study lectures, demos, and videos on D2L
* complete assignments to demonstrate your skills and practice for the exams
	+ As a member of a Team
	+ Individually
* contribute to discussions on D2L
* prepare for and complete the three exams, one covering each module.

It is likely that you will find that this class will require at least 6-8 hours of effort per week.

**Courtesy in a remote learning environment……**

For Zoom meetings:

Please

* raise your hand (Zoom feature)
* use chat (Zoom feature)
* mute your audio to avoid sharing background noise

**Preferred Name & Gender Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I can make appropriate changes to my records. Please also note that students can choose to identify within the University community with a preferred first name that differs from their legal name and can also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need.  For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at <http://policies.depaul.edu/policy/policy.aspx?pid=332>

**Learning Outcomes for LSP 121 (QRTL)**

1. Statistics: Students will be able to make and interpret frequency distributions; summarize data with measures of central tendency and dispersion; measure and interpret the association between variables; recognize the difference between correlation and causation; solve applied problems involving the normal distribution and z-scores.

2. Professional Statistical Package: Students will be able to import data from a spreadsheet or database into a

statistics package; use graphical tools in a statistical package to make specialized statistics plots such as box plots and normal probability plots; calculate descriptive summary statistics using a statistical package.

3. Probability and Chance: Students will be able to recognize that seemingly improbably coincidences are not uncommon; evaluate risk from available evidence; and calculate basic, common probabilities.

4. Database tools: Students will be able to enter data into a pre-existing database; import data from

a text file or spreadsheet file into a database; filter records based on a single parameter and on multiple parameters; sort records with multiple sort keys; formulate and conduct queries; generate a report from a database; recognize the difference between a flat file and a relational database; create a relational database using two or more tables; construct a query for a relational database using joins; design and implement forms for data entry.

5. Algorithms and reasoning: Students will be able to use sequential, logical thinking; develop algorithms to solve problems; use Boolean conditionals and repetition structures to create simple computer programs.

6. Programming tools: Students will be able to construct the concept of algorithm through experimentation and reflection on everyday activities; articulate an accurate definition of an algorithm; recognize algorithms fitting the definition; construct the notion of a control structure and a repetition structure; acquire the ability to trace simple program listings using control and repetition structures; use control and repetition structures to write simple computer programs to effect a task.

**How These Learning Outcomes Will Be Met**

Topics will be presented via lectures and in-class demonstrations. Associated hands-on student activities will reinforce concepts and introduce techniques required to complete assignments. Team assignments serve as an introduction to concepts and techniques, as well as collaboration to achieve a group solution to assigned problems. Individual assignments continue the lessons of the team assignments with additional reinforcement of concepts and techniques.

1. Statistics: Team Assignment 101 is devoted entirely to basic descriptive statistics; Team Assignment 102 covers descriptive statistics and analysis of single variables, normal distributions, and two-variable situations

(cross-tabulation, correlation); Individual Assignment 1 covers descriptive statistics and analysis of single variables, two-variables, normal distributions, and deceptive statistics.

2. Professional statistical package: Team Assignment 102 is completed using the statistical package SPSS and requires the student to use it to solve multiple tasks; Individual Assignment 1 continues the use of SPSS

3. Probability: Team Assignment 103 covers an introduction to probability with a short section on risk. Individual Assignment 2 reinforces these concepts.

4. Database tools: Individual Assignment 3a introduces Access databases with table/query/form and report creation. Individual Assignment 3b reinforces those lessons and includes database design with normalization.

5. Algorithms and reasoning: Team Assignment 104 requires that the team develop an algorithm to perform a task featuring repetition/loop logic. Individual Assignment 4 reinforces the concept of algorithm preparation.

6. Programming tools: Individual Assignment 4 introduces the concepts of sequential statements, if statements, loop statements, and function call statements and requires the students to use these to solve a variety of programming problems.

**Writing Expectations** (these assignments overlap with those given in LSP 120)

Five computer activities each of which has a final product in the form of a Word document with five to ten short paragraph responses.

Five class assignments with approximately 10 short paragraph responses.

**How These Writing Expectations Will Be Met**

All team and individual assignments require the students to answer questions using appropriate communication techniques, including short paragraph answers.

**Identifying the Transferable Skills, you acquire** in your courses, jobs and internships, co-curricular involvement, and other experiences is important to your career development and success.

In this course, you will hone and build soft and technical skills that are important to employers, and it is your responsibility to highlight these skills in your resume, cover letters, interviews, and your digital presence - like your LinkedIn profile.

For assistance identifying and providing evidence of these skills, visit [careercenter.depaul.edu](http://careercenter.depau.edu) to make an appointment to meet with a career advisor or access digital resources.

**College Policies**

## **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

## **Online Course and Instructor Evaluation**

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student’s identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see [https://resources.depaul.edu/teaching-commons/teaching/Pages/online-](https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx) [teaching-evaluations.aspx](https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx) for additional information.

## **Academic Integrity and Plagiarism**

This course will be subject to the university's academic integrity policy. More information can be found at https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx.

## **Academic Policies**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar.](https://academics.depaul.edu/calendar/Pages/default.aspx) Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

## **Incomplete Grades**

An incomplete grade is a special, temporary grade that can be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

## **Students with Disabilities**

Students seeking disability-related accommodations are required to register with DePaul’s Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success.

There are two CSD offices:

* Loop Campus (312) 362-8002
* Lincoln Park Campus (773) 325-1677
* Email: csd@depaul.edu

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he can assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>for Services and Contact Information.

**Comments or Questions about LSP 121?**

LSP 121 is managed and staffed by the College of Computing and Digital Media of DePaul University.

If you have general comments or questions about LSP 121, please email us at LSP121@depaul.edu.

**Assignment Due Dates for Winter 2020-2021**

*Basics*

Discussion 1A Jan 07 (TH)

Team 100 Jan 10(SU) Team Organization

Individual 0 Jan 10 (SU) Start-up

Quiz 0 Jan 10(SU)

Discussion 1B Jan 10 (SU)

*Statistics and Probability*

Team 101 Jan 10 (SU) Statistics – Single Variable

Team 102 Jan 14 (TH) Statistics – Two Variable

Discussion 2A Jan 14 (TH)

Individual 1 Jan 21 (TH) Statistics – Summary

Discussion 2B Jan 17 (SU)

Extra Credit 101 Jan 08 (FR)

Extra Credit 102 Jan 15 (FR)

Extra Credit 103 Jan 22 (FR)

Team 103 Jan 21 (TU) Probability

Individual 2 Jan 28 (TH) Probability

Discussion 3A Jan 21 (TH)

Discussion 2B Jan 24 (SU)

Extra Credit 101 Jan 22 (FR)

Extra Credit 102 Jan 29 (FR)

Exam #1 Feb 02 ( TU) Statistics and Probability

*Databases*

Individual 3a Feb 14 (SU) Intro Databases

Individual 3b Feb 21 (SU) Relational Databases

Discussion 4A Feb 11 (TH)

Discussion 4B Feb 14 (SU)

Exam #2 Feb 25 (TH) Database

Extra Credit 101 FEB 12 (FR)

Extra Credit 102 FEB 19 (FR)

*Algorithms and Computer Programming*

Team 104 MAR 07 (SU) Algorithms

Individual 4 MAR 14 (SU) Algorithms and Computer Programming

Discussion 4A MAR 04 (TH)

Discussion 4B MAR 07 (SU)

Individual 5 MAR 14 (SU) Reflection Essay and Advice

Individual 6 MAR 14 (SU) Team Member Evaluation

Exam #3 MAR 16 (TU) Algorithms and Computer Programming 2:30 -4:45

### Discussion Topics, Due Dates and Rubric for Winter 2020

All posts are due before 11:59 PM CDT of the Due Date.

The Introduce Yourself Discussion and Due Date is listed below. This post will give you experience in working with the D2L Discussion Forums. The Introduce Yourself posts will be worth 15 points.

Introduce Yourself post 1 and 2 due Jan 7 (10 pt.) and post 3 and 4 due Jan 10 (5 pt.)

The Topics and Dues Dates for the Topic Discussions are listed below. All posts are due before 11:59 PM CDT of the Due Date.

Discussion 1 (Statistics) post 1/2 due Jan 14 and post 3/4 due Jan 17

Discussion 2 (Probability) post 1/2 due Jan 21 and post 3/4 due Jan 24

Discussion 3 (Databases) post 1/2 due Feb 11 and post 3.4 due Feb 14

Discussion 4 (Algorithms) post 1/2 due Mar 03 and post 3/4 due Mar 07

## Discussion Rubric for Course Topic Discussion Posts

|  |  |  |
| --- | --- | --- |
| **Points** | **Frequency** | **Quality / Content/ Notes** |
| 0/15 | 0 posts prior to due date/time; |  |
| up to 5/15 | 1st post |  Basic comment relevant to the discussion topic |
| up to 10/15 | 2nd posts  | Basic comment relevant to the discussion topic and Expand on fellow students by stating you agree, with minimal additional comment. Connect with two different students (3 post for section 1)  |
| up to 15/15 | 2 more posts / 2 separate days | Basic comment relevant to the discussion topic and Expand on fellow student’s post with additional, supporting information, not just agreeing with for example one point listing you dislike/agree with, and why and direct and specific link to class topics, citing relevance to the discussion with page number Or – A URL or article link, with summary and relevance to the topic (four posts all together )  |