# IT 123 - Introduction to Computational Reasoning

# Syllabus

# Autumn Quarter 2022-2023

## Section 140 (Flex Modality)

## Class Meetings – Tues and Thurs – 11:20 AM – 12:50 PM (CT)

September 8 – November 15, 2022

## Class Meeting Locations:

Choose Zoom or

On-campus class meetings in Levan Room 502 (Lincoln Park Campus)

Zoom Links for each class meeting will be available on D2L

## Instructor Information

Instructor: M J Davidson, PhD
Instructor E-Mail Address: m.j.davidson@depaul.edu

Please contact me via e-mail with any questions on IT 123.

During the quarter I will conduct Tutorial/Office Hours via Zoom. The Zoom link for office hours will be posted on the D2L course website

Tutorial/Office Hours:

Tu – 4:30 – 6:00 PM CT
Wed – 4:30 – 6:00 PM CT
Th – 4:30 – 6:00 PM CT

If these Tutorial/Office Hours do not work for you, please contact me to schedule an alternative time to meet.

## 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

IT 123 – Introduction to Computational Reasoning will introduce computational reasoning, a problem-solving process that includes problem decomposition, pattern recognition, abstraction, and algorithmic thinking. Students will learn to formulate a problem statement, then plan and implement a solution.

The course will include a high-level introduction to the Internet, the World Wide Web, and Web application development. Students will create interactive web pages by writing HTML and CSS and by programming in JavaScript. Topics will include the origins and evolution of computers and of the Internet/World Wide Web, the roles and operations of web browsers and web servers, design principles for web sites, creating content for distribution on the Web, and development of interactive Web applications.

IT 123 will also include an introduction to computational tools in a second technological environment (Python). Students will learn the basics of that technological environment and will demonstrate the ability to create original artifacts in that environment.

Students will demonstrate an enhanced knowledge of computational reasoning by comparing and contrasting the work they have done in both technological environments.

Students will demonstrate the ability to discuss the potential harms and benefits of computing in a number of contexts.

## Prerequisites

None

## Course Modality - Class Attendance

- There are scheduled class meetings.
- We will meet each week on Tuesday and Thursday, from 11:20 AM - 12:50 PM Central Time.
- You are responsible for attending each class meeting.
- I will take attendance at each class meeting –
    - Faculty are required to verify that students have begun to attend a class at the beginning of the quarter
    - Students who attend class sessions, in general, are more likely to perform well. I will follow attendance patterns to help coach students.

## Course Modality – Flex

Flex is a relatively new course modality that combines aspects of in-person and remote class meetings.

Some important notes on Flex modality:

- There are scheduled class meetings. We will meet each week on Tuesday and Thursday, from 11:20 AM - 12:50 PM Central Time.
- You are responsible for attending each class meeting.
- You may attend each class meeting in-person (LPC - Levan Room 502) or via Zoom (links available on D2L).
- You may choose in-person or Zoom for each class meeting.

I will do my best to make sure that all students have an equivalent experience regardless of their location (in the classroom or attending via Zoom), but it is important to choose your location wisely, based on your needs for in-person assistance/contact or personal preference.

## Class Meetings – Attending via Zoom

When you attend a class meeting via Zoom, please consider turning on your video feed/camera. I know (from personal experience) that having a camera on for an entire session can be tiring for a variety of reasons. On the other hand, it can be beneficial to establish a personal connection by seeing participants. I will try to ensure that requests for camera presence are reasonable and would be happy to make suggestions for resolving issues, e. g. upload a still image so we see a face instead of a blank screen with a name, use a Zoom background if you do not want to show your own home or workspace.

Please have your laptop computer available for use. In many cases, we will be completing activities that will be computer-based.

## Class Meetings – Attending class in our Classroom

If you choose to attend a class meeting in our classroom (Levan 502), please bring your laptop computer. In many cases, we will be completing activities that will be computer-based.

Please use your device for our learning activities and refrain from texting, emailing, and web browsing when in the classroom. While participating from the physical classroom, please do not join the Zoom meeting unless prompted in order to avoid audio feedback issues.

## Class Meetings - Recording

Class Meetings will be recorded and the recordings (or portions of the recordings) will be available on D2L/Zoom.

- Teaching sessions will be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course. Links will be posted via the course webpages on D2L.
- Recording links will only be available during the term offering of the course.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

## Course Organization - Modules

This course is organized as a series of modules. These modules are sequential. Each module has a series of items *that must be completed during the time frame of the module*.

Class meetings will include presentations, activities, and work sessions that will help structure and reinforce the work of each module.

In D2L, course content will be organized to follow the module structure. That content will include combinations of readings, lecture and power point, video viewing, web-based resources, and discussion boards. Many modules will require that you complete a project using computer software products. Some modules include quizzes to test your understanding of the module topics. There will be assigned readings in our required textbook, Blown To Bits and other related articles. You will need to post to discussion forums pertaining to those readings. You will need to complete a final project that summarizes your work during the quarter.

All assignments for a module will be due by 11:59 PM CT of the last day of the module (Monday). All due dates are posted on D2L.

The Final Project assignments will be due by 11:59 PM CT Monday November 21, 2022.

(See the course schedule included in this syllabus for more details.)

## Course Management – D2L

We will use D2L https://d2l.depaul.edu for course management.

This course will require a wide variety of materials from many sources. All course materials will be available via links on D2L.

All assignments must be submitted via D2L (Submissions, Discussions, Quizzes) or posted to the course Web server. The assignment description will specify how the assignment must be submitted.

All grades will be posted to D2L.

## Work Required - Assignments

**You will complete:**

- **a series of projects** that result in Computational Artifacts (e.g. Web pages, Python programs, algorithms). You will submit these artifacts for evaluation.
- **project journals.** These journals will be brief reflections on how you have used computational reasoning in the course of completing assigned projects and outside IT 123.
- **quizzes** that demonstrate your knowledge of course topics.
- **assigned readings in the required textbook, Blown to Bits.** You will also read related articles as assigned.
- **postings to course discussion forums** to reflect your understanding of assigned readings on benefits and harms of computing.
- **a final project** that will summarize your work throughout the quarter.

When you submit assignments to your instructor for evaluation (whether submitted via D2L or posted to the student web server) you are guaranteeing that you have completed the products yourself, individually.

Publicly sharing or posting online any prior or current materials from this course (including quiz questions/answers and completed assignments) is considered to be providing unauthorized assistance prohibited by the University's Academic Integrity Policy. Both students who share/post and students who access or use such materials are considered to be cheating under the University's Academic Integrity Policy and will be subject to sanctions for violations of Academic Integrity.

Any evidence of collaboration or sharing of work or other violations of the rules stated above will be treated as an Academic Integrity violation. Ask your instructor if you have questions about this.

## Evaluation

**55% Projects**, including, projects that result in computational artifacts, project journals, final project

**25% Quizzes**

**20% Discussion Forum postings** - commentary on assigned readings on the potential harms and benefits of computing in a number of contexts.

## Due Dates and Late Work

All assignments (projects, project journals, quizzes, discussion threads) for a module will be due before 11:59 P M (CT) on the last day (Monday) of the module. For example, the project, project journal, quiz, and discussion thread posting for Module 2 must be submitted before 11:59 PM (CT) of Monday, September 19, 2022. All due dates will be posted on D2L and are stated on the assignment schedule included in this syllabus.

Discussion responses (in response to a thread) may be made at any time during the quarter, but must be made before 11:59 PM (CT) Monday, November 21, 2022.

The Final Project for the course must be submitted before 11:59 PM (CT) Monday, November 21,2022. No final projects will be accepted after that date/time.

**Late Work**

Late project submissions will be assessed a 20% penalty per day (or portion of a day) late (after the due date/time). Any project submitted more than 5 days after the due date/time will receive no points/credit.

No late quizzes will be accepted.

No late discussion postings will be accepted.

No late final projects will be accepted.

## Grading Scale

***Based on 1000 Possible Points***

**Grades Mapped to Points Earned:**

- A 930 and above
- A- 929-900
- 
- B+ 899-870
- B 869-830
- B- 829-800
- 
- C+ 799-770
- C 769-730
- C- 729-700
- 
- D+ 699-670
- D 669-600
- 
- F 599 and below

You will be able to determine your grade status at any time by comparing the number of points you have earned with the number of points available (see D2L|Grades).

## Technology Requirements

**Windows PC or Apple Mac**

Students will need to have access to a personal computer (Windows/PC or Mac) that can communicate with the Internet/World Wide Web for this class.

Students may use personal computers (Windows/PC Mac) that belong to them or those that are available on-campus in DePaul Computer Labs.

A list of locations of DePaul Labs can be found at DePaul | Information Services | Computer Labs
https://offices.depaul.edu/information-services/services/labs-classrooms/computer-labs/Pages/default.aspx

Software required to complete projects for this class will not run on a Chromebook, tablet, or phone.

**Software**

Specific software requirements will be listed on the D2L course website.

Required software is available for installation on your personal computer free of charge.

Required software is also available on personal computers located at DePaul Computer Labs.

Instructions for obtaining/installing/configuring/using required software will be posted on D2L for the modules that require the software.

Required types of software include:

*Text Editor* - Students will need text editor software. The class standard software is TextEdit for Mac and Notepad for Windows PC.

*File Transfer Program* - Students will also need to have a program to upload and download files to and from the World Wide Web. FileZilla software will be the class standard and is available free of charge for both Mac and Windows PC.

Image Manipulation – Students will need software that can reduce the file size of images and perform basic image editing tasks. Recommended software options will be described as a part of the module that requires that software. Many options are available free of charge for both Mac and Windows PC.

*Web Browser(s*) – Students should have at least two browsers available to test their work. Students should have at least Google Chrome and Mozilla Firefox browsers on their computer. Mac users will have the Safari browser, in addition to Chrome and Firefox.

Python desktop software – available free of charge for Windows PCs and Macs.

## Required Textbook

Abelson, H., Ledeen, K., & Lewis, H. R. (2020). *Blown to bits: Your life, liberty, and happiness after the digital explosion*. *Second Edition*, Upper Saddle River, NJ: Addison-Wesley.

Assigned readings (in pdf format) are posted to D2L in each module.

The full text of the book is available for download under a Creative Commons license



Blown to Bits: Your Life, Liberty, and Happiness After the Digital Explosion is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License.

Download available at http://www.bitsbook.com

You **do not** need to purchase a copy of this book

## Recommended References

The following recommended references will be available as ebook reserves at the DePaul Library.

Links to the reserves will be posted on the D2L course website.

How Computers Work, The Evolution of Technology, Ron White

HTML and CSS: Visual Quickstart Guide , Joe Casabona

Python Crash Course , Eric Matthes

JavaScript Absolute Beginner's Guide, Kirupa Chinnathambi

Computational Thinking for the Modern Problem Solver, Riley and Hunt

## Liberal Studies Program - Math and Computing Domain – Computational Reasoning

Students who successfully complete IT 123, will have fulfilled the Liberal Studies Program – Math and Computing Domain – Computational Reasoning category requirement.

## Learning Outcomes of the Math and Computing Domain – Computational Reasoning and How They Will Be Met by IT 123

As a part of successful completion of IT 123, students will achieve the following Learning Outcomes of the Math and Computing Domain - Computational Reasoning category:

1. *Apply computational thinking skills to analyze and design solutions to problems or to express a creative concept. Students will complete a series of projects of increasing complexity that rely on computational reasoning skills (Modules 2,4-10). Students will complete a final project that demonstrates their improved ability to apply computational reasoning.*

2. *Develop, express, trace, and analyze algorithms.*
   *Students will apply computational thinking techniques, including algorithm creation, to solve a problem humans might encounter (Module 2). Students will trace and analyze algorithms, in the form of project instructions, that are intended to guide program implementation (Modules 4-10, Final Project).*
3. *Apply fundamental concepts of programming in implementing algorithms.*
   *Students will complete programs based on algorithms (Modules 4-10, Final Project).*
4. *Create original artifacts using computational tools and techniques.*
   *Students will complete projects that result in original artifacts (i.e. Web pages, Python programs) created using computational tools and techniques (Modules 4-10, Final Project).*
5. *Apply computational tools to transform and manipulate data.*
   *Students will complete projects that require application of computational tools(i.e. Web pages, Python programs) to transform and manipulate data (Modules 4-10, Final Project).*
6. *Explain the potential harms and benefits of computing in a number of contexts.*
   *Students will complete discussion postings that answer forum questions about assigned readings in the required textbook, Blown To Bits, and related articles. Blown To Bits focuses on the history of computing as well as the benefits and harms of computing (Modules 3-10).*

## Writing Expectations of the Math and Computing Domain and How They Will Be Met by IT 123

As a part of successful completion of IT 123, students will achieve the following Writing Expectations of the Math and Computing Domain:

IT 123 will require both formal writing (e.g. critical analyses, reaction papers to readings, essays answering questions posed by the instructor, or technical reports) and supplemental written elements that are appropriate for the subject of the course, such as problem-sets, computer code, charts, and diagrams.

1. Students will demonstrate skills in writing at an appropriate level of detail (including the ability to summarize effectively), choosing an effective format, paraphrasing and citation of sources as required, technical accuracy, and quality of expression, including grammar, spelling and word usage.
   *Students will document the computational reasoning techniques they use to solve a problem humans might face. Students will complete seven journal entries to describe their use of computational reasoning. Students will complete eight discussion postings that answer questions about assigned readings in the required textbook, Blown To Bits, and related articles.*
2. Students will be required to write the equivalent of a minimum of five to ten pages, distributed across a series of assignments. Specific types of writing required will be a part of the description of assignments appropriate to the topics covered.
   *In addition to the above-noted writing assignments, students will complete a final project that will require that they describe their progress in computational reasoning and relate it to the artifacts they have created.*

## E-Mail

Email will be the primary means of communication between your instructor and students enrolled in this course

All enrolled DePaul students have been issued a BlueM@il email address (**username@depaul.edu**) that provided expanded access to software like Office 365 and Zoom.

**All DePaul-based communications will be sent to your BlueM@il email address.** These communications include any emails from a DePaul office or college, or messages sent from classroom technology such as D2L.

Make sure to regularly log into and check your student email through any of the various Microsoft Outlook apps and/or URLs listed below.

DePaul students can get the Outlook App for personal computers or mobile devices. Ways to check email (use your DePaul login credentials):

- **Outlook web app:** Go to office365.depaul.edu and select the Outlook icon
- **Outlook desktop app:** Go to office365.depaul.edu, log in with your DePaul BlueKey account credentials and download Office 365 including Outlook. Instructions for configuring Outlook for use with BlueM@il can be found here
- **Outlook mobile app:** Download the Outlook mobile app on iPhone or Android Instructions for configuring Outlook for use with BlueM@il can be found here

## E-Mail to your Instructor

When sending e-mail to me at m.j.davidson@depaul.edu, please include your name, the topic/question, and the class ID (IT 123) 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.

## Tutoring

Tutoring for this course will be provided by the College of Computing and Digital Media (CDM) . Students can schedule tutoring at:

https://www.cdm.depaul.edu/Student-Resources/Pages/Student-Tutoring.aspx

At this site, IT 123 students should choose a tutor (Find a Tutor) according to the tutor's Area of Expertise – HTML, CSS, JavaScript, Python.

In order to ensure a productive tutoring session, students should carefully review the instructions provided at the website above, be prepared to share course materials/assignments, and have specific questions. Tutors will not complete a student's assignment.

## Technical Support Resources

The DePaul Help Desk is available to help all students, faculty, and staff with technical issues throughout the academic year. They can be reached by email at helpdesk@depaul.edu, by phone at 312-362-8765, and online at helpdesk.depaul.edu

## Academic Integrity and Plagiarism

This course will be subject to the University's Academic Integrity Policy. More information can be found at https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/resources.aspx

All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework.

Publicly sharing or posting online any prior or current materials from this course (including quiz questions/answers and completed assignments) is considered to be providing unauthorized assistance prohibited by the University's Academic Integrity Policy. Both students who share/post and students who access or use such materials are considered to be cheating under the University's Academic Integrity Policy and will be subject to sanctions for violations of Academic Integrity.

## Responsible Use of University Resources

As a part of this class, students will post materials to a DePaul University-owned Web server. All students must use these University resources in a way that will represent the University community in a responsible way, representative of the University mission and goals.

The University's statement of Acceptable Use Policy/Network Security governs use of University Computer Resources. It describes acceptable and unacceptable uses of University Computer Resources. If you have any concerns that your actions may violate the policy or have a question about acceptable use, send your inquiry to security@depaul.edu.

The Acceptable Use policy can be found at https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Acceptable%20Use%20Policy.pdf

## Diversity, Equity, and Inclusion

DePaul/CDM recognizes the rich diversity of our campus community and seeks to offer all members an equitable, inclusive, welcoming, secure, responsive, and affirming environment that fosters mutual respect, empathy and trust.

**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 may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may 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

## 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. 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 may 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

**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.

## 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 office locations:*
Loop Campus - Lewis Center #1420 - (312) 362-8002
Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students can also email the office at csd@depaul.edu

Virtual office www.tinyurl.com/CSDVirtualOffices

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 may 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 http://go.depaul.edu/csd for Services and Contact Information.

## Changes to this Syllabus

This syllabus is subject to change as necessary during the quarter. If a syllabus change occurs, an announcement will be posted as a News item on D2L and you will be notified via email to your **BlueM@il email address**.

| | IT 123 Autumn 2022-2023 - Schedule - Topics and Assignments | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Mod-ule** | **Topic** | **Project** | **Artifact Due** | **Written Submission** | **Quiz** | **Reading** | **Discussion Posting** | **Due Date/Time (Monday 11:59 PM CT)** |
| **1** | Start-up | | | Survey | Start-up | B-B 2e Ch 1 | Intro | September 12, 2022 |
| **2** | Computational Reasoning (CR) | Apply CR to a problem | CR Problem Solving Case Study | Project Journal | Computational Reasoning Basics | Computational Thinking (Wing) | Computational Thinking | September 19, 2022 |
| **3** | How Computers, the Internet, and the WWW Work | | | | How Computers, the Internet, and the WWW Work | B-B 2e Ch 2 | Digital Explosion and Privacy | September 26, 2022 |
| **4** | Intro to WWW - HTML | Create basic web pages | Web pages HTML | Project Journal | | B-B 2e Ch 3 | Who Owns Your Privacy? | October 3, 2022 |
| **5** | Posting to WWW | Debug components and post to WWW | Web pages posted to CDM server | Project Journal | Intro to HTML, Posting to the WWW | B-B 2e Ch 4 | Who's In Charge? | October 10, 2022 |
| **6** | Beyond HTML -CSS | Add CSS to HTML | Web pages w CSS | Project Journal | CSS | B-B 2e Ch 5 | Encryption, Cybersecurity | October 17, 2022 |
| **7** | Beyond HTML - Javascript | Add Javascript to HTML and CSS | Web pages w Javascript | Project Journal | Javascript | B-B 2e Ch 6 | Ownership, Intellectual Property | October 24, 2022 |
| **8** | WWW Summary | Use HTML, CSS and Javascript | Web pages w CSS and Javascript | Project Journal | | B-B 2e Ch 7 | Censorship, Protection | October 31, 2022 |
| **9** | Python | Python - Basics | Hello World plus in Python | Project Journal | | B-B 2e Ch 8 | Regulation | November 7, 2022 |
| **10** | Uses of Python | Python Beyond Basics | Python project | Project Journal | Python | B-B 2e Ch 9 | What's Next ? | November 14, 2022 |
| **Finals Week** | | **Final Project - HTML,CSS,JavaScript posted to the WWW + Reflection Essay** | | | | | | **November 21, 2022** |

| IT 123 - Autumn 2022-2023 - Discussion and Readings Schedule | | | | |
|---|---|---|---|---|
| | | | | |
| **Module** | **Discussion Topic** | **Reading B-B 2e = Blown to Bits, Second Edition** | **Pages to Read** | **First Post (Thread) Due before 11:59 PM CT on** |
| **1** | Intro | B-B 2e Ch 1 | B-B Read pp 1-19 | **9/12/2022** |
| **2** | Computational Thinking | Computational Thinking (Wing) | Read pp 33-35 (Posted on D2L) | **9/19/2022** |
| **3** | Digital Explosion and Privacy | B-B 2e Ch 2 | B-B Read 21-48 | **9/26/2022** |
| **4** | Who Owns Your Privacy? | B-B 2e Ch 3 | B-B Read pp 51-71 | **10/3/2022** |
| **5** | Who's In Charge? | B-B 2e Ch 4 | B-B Read pp 75-112 | **10/10/2022** |
| **6** | Encryption, Cybersecurity | B-B 2e Ch 5 | B-B Read pp 117-148 | **10/17/2022** |
| **7** | Ownership, Intellectual Property | B-B 2e Ch 6 | B-B Read pp 153-187 | **10/24/2022** |
| **8** | Censorship, Protection | B-B 2e Ch 7 | B-B Read pp 193-222 | **10/31/2022** |
| **9** | Regulation | B-B 2e Ch 8 | B-B Read pp 227-261 | **11/7/2022** |
| **10** | What's Next ? | B-B 2e Ch 9 | B-B Read pp 265-288 | **11/14/2022** |
| | **All Responses to Discussion Threads Due Before 11:59 PM CT on** | | | **11/21/2022** |

## Evaluation of Discussion Postings

Discussion threads (first postings to a forum/topic) and responses to another student's thread postings will be evaluated and scored as noted below.

Discussion threads (first postings to a forum/topic) must be made before 11:59 PM (CT) on the last day (Monday) of the Module. For example, the discussion thread for Module 3 must be posted before 11:59 PM (CT) of Monday September 26, 2022. Discussion threads are required for each module. No late threads will be accepted.

Responses to threads/first postings may earn extra credit (maximum of 5 points total per forum/topic). A student must post a discussion thread to a forum/topic before they can post a response to another student's thread posting. The discussion thread posted by the student must earn full credit in order for that student to receive extra credit for a response posting. Students may not respond to their own threads.

Students may post any number of discussion responses, but a student can earn only 5 points total for responses on a forum/topic. A student can earn a maximum of 50 extra credit points for discussion responses.

Discussion responses (responses to a thread) may be made at any time during the quarter, but all responses must be posted before 11:59 PM (CT) Monday November 21, 2022.

**How Discussion Postings will be Evaluated (Rubric)**

| ***Points*** | ***Quantity*** | ***Quality / Content/ Notes*** |
|---|---|---|
| **Thread (First Posting to Forum/Topic) - Required** | | |
| 0/20 | No thread posted to forum/topic before the due date/time; | |
| up to 10/20 | one thread posted to forum/topic | Basic comment relevant to the discussion topic |
| up to 15/20 | | Basic comment relevant to the discussion topic. Answers all questions posed in the forum/topic<br>Does not meet length requirement |
| up to 20/20 | | Basic comment relevant to the discussion topic. Answers all questions posed in the forum/topic<br>Meets length requirement |
| **Response to another student's thread posting - Extra Credit – 5 pt. maximum per forum/topic** | | |
| 0/5 | No response to postings before 11:59 PM CT November 21, 2022 | |
| up to 3/5 | One or more responses for a forum/topic | Basic comment relevant to the discussion topic responding to fellow student's post, not just agreeing or disagreeing, and why |
| up to 5/5 | | Basic comment relevant to the discussion topic responding to fellow student's post with additional, supporting information about why you agree or disagree |