EDCI 526T Elementary Math Methods

Summer 2023:	May 30 to July 21, 2023
Location:	Online
Instructor:	Gary Bradley, Ph.D.
Phone:	Office (423) 236-2519, Cell (828) 280-2239
Email:	gbradley@southern.edu
Virtual Office Hours:	M-Th., 9:00-11:00 A.M. EDT

Online Campus Academic Support

Gus Martin – Online Campus Director
gusmartin@southern.edu
Office: 423.236.2083

Greg Merchant – eClass Support Supervisor
gmerchant@southern.edu
Office: 423.236.2086

Polina Kadatska – Curriculum Development
Specialist
kadatskap@southern.edu
Office: 423.236.2084

Deanna Walker – Online/Coach Development
Manager
deannawalker@southern.edu
423.236.2087

Debra Maxwell – Course Coach
debramaxwell@southern.edu
Office: 423.236.2087

IT Computer Support
It-helpdesk@southern.edu
Office: 423.236.2712

Sonja Fordham – Director of the Writing Center
sfordham@southern.edu
Office: 423.236.2384

Jessica Spears – Embedded Librarian
jspears@southern.edu
Office: 423.236.2000

eClass Tutorials
https://eclass.e.southern.edu/course/view.php?id=14403

System Requirements
For system requirements, visit this page: http://www.southern.edu/academics/academic-sites/online-campus/courses-support/requirements.html

Zoom Meeting Room
CLICK HERE FOR ZOOM MEETING ROOM . (Thursdays at 9:00 A.M. EDT) The sessions will be recorded and posted on eClass for students who aren't able to attend the Live session.

Textbooks
Due to the online focus of this course a textbook is not required. All course readings and content will be online

Important Dates

May 30 – 1st day of class

June 1 – Last day to drop S2 Classes for full refund

July 4 – Independence Day Holiday

July 21 – Last day of class

Profile Picture Policy

All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Please keep in mind when uploading your profile picture, that it must meet the following guidelines:

1. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
2. Attire worn in the photo should adhere to the Southern Adventist University dress code.
3. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo

Student Authentication

The Higher Education Opportunity Act of 2008 [viewable here; see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.

The student should authenticate their identity by using ONE of the following options:

1. Authenticate in person at Southern Adventist University.
2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.

Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Graduate Catalog.

Transcripts

Students may request a transcript to be sent to your parent institution and/or your union registrar. Requests can be made at http://www.southern.edu/administration/records/transcripts.html

Mission Statement

The Seventh-day Adventist Church recognizes teaching as a ministry and, therefore, an essential element in spreading the Gospel to the entire world. By fostering a growing relationship with Jesus Christ, our Creator and Redeemer, Seventh-day Adventist teachers have the privilege of leading and encouraging students on their journey toward wholeness. The online teacher certification courses are designed for professionals who teach in Seventh-day Adventist schools. The focus is to advance scholarship and innovative teaching and learning practices to meet the needs of today's diverse learners. The courses will provide opportunity for collegiality, discussion of important issues, and collaboration while utilizing the best available technology to promote excellence in teaching and learning.

Learning Online

Technology is revolutionizing education. Computer-enhanced presentations, interactive instructional media, Internet-connected classrooms, Web-based courses, student chat-rooms and asynchronous discussions, streaming audio and video, satellite-distributed learning, and virtual universities are but indicators of profound changes sweeping the instructional landscape.

Utilizing interactive modes of instruction, the course focuses on preparing your heart and mind for furthering your ministry as a teacher. You are expected to participate actively in learning experiences through various technology media and prepare quality work. Basic competencies in word processing, Web browsing, email, and a compatible operating system are required as course entry points.

This course will employ the following instructional methodologies, among others:
- Weekly focus organized to praise, prepare, practice, ponder, and prove
- Select readings from scripture, Ellen White, and other experts
- Integration of core values into daily thought process
- Video lectures
- Web-based reference materials and resources
- Group discussion forums
- Live video conferencing sessions

Course Access and Teacher Certification Information

The website for course access is eclass.e.southern.edu. Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials.

Accessing your grades in eClass

You can access your grades by clicking the "grades" link at the top middle section of the course home page above the course header.

Accommodation for Disabilities

During short summer sessions, in keeping with university policy, any student who believes they may need an accommodation based on the impact of a disability or learning challenge should contact Disability Support Services at 423-236-2544 or stop by Lynn Wood Hall, room 1082 as soon as possible to arrange a confidential appointment with the Disability Services Director. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at www.southern.edu/administration/student-success/disability.
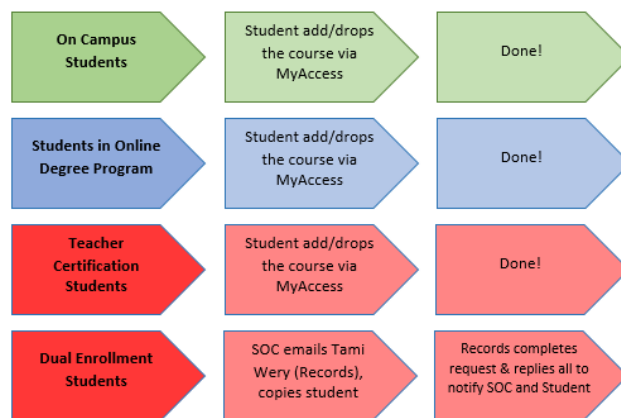
Drops/Incompletes

Prior to the deadline date, students not completing the course for any reason are required to send a single email to both 1) the Course Instructor, and 2) Online Campus (online@southern.edu) as recipients requesting permission to drop the online course, and this email should include the reason for the drop request. The course instructor's email response (approving the drop request) will then be forwarded by the Online Campus directly to the Records Office. On-campus students and students who are in online degree programs must complete an Add/Drop Form, have their own advisor and the instructor sign it, and then submit it to Records and Advisement. **This is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.** A grade of Incomplete (I) will be given

only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." **It is the student's responsibility to make arrangements with the instructor to complete the course on time.**
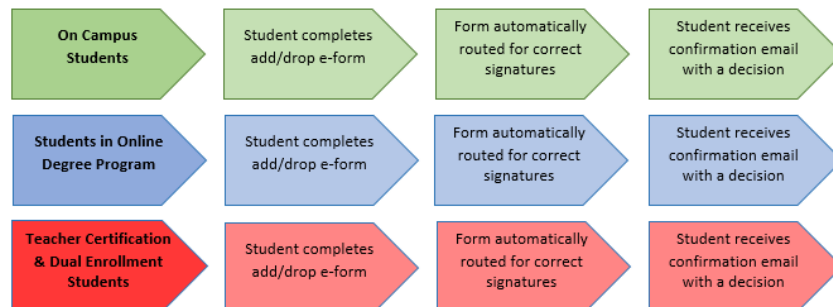
Policy for Requesting Date Extension for Online Learning
1. Students who require an extension of the course completion date due to extenuating circumstances must submit a request for an extension.
2. Requests must be made via the form provided at southern.edu/online at least 10 days prior to the last day of the course.
3. The request must include the following information:
    a. Reason for the extension request
    b. The anticipated length of the extension
    c. The proposed completion date for the course
    d. Any supporting documentation or evidence that may be relevant to the request. (i.e., doctor's note)
4. A committee will review the request and make a determination within five business days.
5. If the extension request is approved, Online Campus will communicate the new course completion date to the student in writing.
6. If the extension request is denied, the student may appeal the decision by submitting a written appeal to the committee within two business days of the denial notification.
7. Students who do not complete the course by the original or extended completion date may receive a failing grade for the course.
8. This policy is subject to review and revision as needed.

Add/drop process BEFORE the add/drop date

On Campus Students	Student add/drops the course via MyAccess	Done!	
Students in Online Degree Program	Student add/drops the course via MyAccess	Done!	
Teacher Certification Students	Student add/drops the course via MyAccess	Done!	
Dual Enrollment Students	SOC emails Tami Wery (Records), copies student	Records completes request & replies all to notify SOC and Student	

Add/drop process AFTER the add/drop date

On Campus Students	Student completes add/drop e-form	Form automatically routed for correct signatures	Student receives confirmation email with a decision
Students in Online Degree Program	Student completes add/drop e-form	Form automatically routed for correct signatures	Student receives confirmation email with a decision
Teacher Certification & Dual Enrollment Students	Student completes add/drop e-form	Form automatically routed for correct signatures	Student receives confirmation email with a decision

Tuition Refund

A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Undergraduate or Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund.

Keeping in Touch

To facilitate communication between the instructor and learners, all class members are encouraged and expected to regularly check their southern.edu email account under the **Course Resources** within your eClass course. All eClass announcements posted to the class will be considered public class announcements. When communicating with an instructor, students can typically expect a response within 24 hours (except between Friday sundown to Saturday sundown).

Required Technology

You should have a webcam and a microphone. Many laptops have a built-in webcam and microphone, but if yours does not, you must purchase an external one or have access to one for all live sessions. Live sessions will be used in most teacher certification courses, so if you take courses with Southern again, you'll need to use a webcam and microphone again.

Sabbath Hours

Southern Adventist University, including Online Campus, share the belief in honoring the seventh-day Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday each week. Southern's Online Campus respects the personal beliefs of each student enrolled in online courses, and the freedom to make personal choices about when and how to worship. Please know, however, that your faculty honor the Sabbath and will not be responding to student emails and concerns during this time.

Course Evaluation

Southern requires all students enrolled in courses, on campus or online, to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. As an online student, you are encouraged to fill out the course evaluation. A few minutes of your time and your honest feedback will assist your professor in shaping the course for future semesters. You may access the course evaluation at https://myaccess.southern.edu/apps/courseevaluation.
1. Log in using your Southern username and password.
2. Choose the professor and class you wish to evaluate from the list you see.

Disclaimers. This course syllabus and attached schedule is subject to change at the discretion of the instructor. The instructor will endeavor to keep the changes minimal and communicate changes within the course site on eClass, but change may be necessary during the semester. Kindly be alert to announcements (either via eClass or via email) that may modify the syllabus or schedule. The subject material is often of such nature that there are many good approaches or answers. Therefore, although the instructor is educated and experienced, he/she does not know everything, nor does he/she have the answer to every question that may be asked. In addition, there will be subjects and issues on which he/she may have a biased viewpoint. However, the instructor will make every effort to indicate bias, and learners are free to agree or disagree.

University Standard for Writing

Southern has specific expectations for written work graduate level scholars. Although you will turn in your papers and other written assignments electronically, the correct mechanics of proper punctuation, sentence structure and paragraph

organization is expected. If this course is part of a graduate program you will be required to format your work according to the American Psychological Association's (APA's) style. If you are not familiar with that style, we have provided a helpful link https://owl.english.purdue.edu/. You can also utilize the interactive tutorial from McKee Library: http://southern.libsurveys.com/APAtutorial

Academic Integrity/Ethics
SAU is committed to honesty in all things, including academics. Always give credit to any sources you use in your work. Presenting someone else's work as your own is dishonest, and will have consequences ranging from a zero on the assignment to a failing grade or even expulsion. Please reference the current catalog here for a full explanation of the procedures followed in dealing with infractions in this arena.

Plagiarism Policy
Work that is submitted for credit must be the original work of the learner and specifically prepared for this course. Assignments that are not the original work of the learner are considered plagiarized and in violation of the honesty code. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another co-learner without properly acknowledging the actual writer/author). Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit. Using any content from the Web without citing is plagiarism. The plagiarism may include a grade of F being recorded for the course.

University Policies and Additional Syllabus Information
Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click here. Be aware that you will be accountable for the provided information.

Live Sessions
In this course, we will be having live sessions using Zoom CLICK HERE. You will join the live session by clicking on the link provided in eClass. The link may also be provided at the beginning of the syllabus. We recommend that you use a computer with a microphone and webcam or at a minimum that you purchase a headset with a built-in microphone that has either a stereo jack or a USB plug in, depending on your specific computer. Students without these headsets can struggle to participate fully in live sessions and may experience echoing or other issues when attempting to speak into their computer's microphone. Background noise is also minimized with the use of a headset.

Students who are able to participate in the live Zoom session will receive full credit for the Online Class Discussion. Students whose schedule prevents them from participating in the live zoom meeting will watch the meeting and then post a 200-300 word reflection of items they found valuable in the slides and/or video. These sessions will be recorded. Please watch these sessions and click through the slides if you were not able to attend the live session. Post your reflection in eClass

Students may use mobile devices for live sessions and will need to download the meeting room app from their app store. Alternatively, you may use your device to go into eClass where you should click the meeting room link provided in Course Resources and follow the prompts for downloading the app. If you plan on using this approach, please ensure that you go through this process well in advance of the live session in order to have time for troubleshooting and acclimating to the way Zoom navigates on a mobile device.

If you're having trouble connecting to the live session, please contact eClasshelp@southern.edu for assistance. You may also click on the Tech Support Icon in eClass and fill out a technical support ticket.

These live sessions will benefit you by providing the opportunity for you to interact in real time with your professor and fellow students. During live sessions you will be able to ask questions about projects or papers as well as course content. While points may not be given in this course for live session attendance, students are expected to attend. Those who have a scheduling conflict and are unable to attend are expected to view the recording of the live session as soon as possible. If you are aware in advance that you cannot attend a live session, you are urged to submit your questions in advance to the professor via email or in the course Q&A forum. During the live session, your questions will be answered for you, and you can watch the recording at your convenience. Please see the course schedule for the tentative day/time of your live sessions. If a live session must be cancelled, your professor will post an announcement in the eClass News Forum as soon in advance as possible.

Weekly Content
The course is broken down in topics PER WEEK. The current week will be highlighted in order to show you what material you will need to access immediately. You will see an icon based view that will break down the material for the week in an easy to navigate overview. You may click on the icons in any available week in the course to view content ahead, but the highlighted week will always be the current material. Your professor will determine when weekly content will become available. If the new week is not open by Sunday contact the online coach for your course.

Weighted Percentages:

A. Online Sessions Live or Recorded	10%
B. Quizzes	10%
C. Class Discussion	20%
D. Assignments	40%
E. Midterm and Final	20%
	Total 100%

Course Assignments
The grading system for this course is designed to assess your work from both a theoretical and practical perspective and covers a variety of assessments to measure performance toward achievement of the class goals and objectives.

Course Assignments and Late Work Policy.
Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All assignments are due every Thursday at midnight (EST) or for international students, GMT plus 4 hours. Late work is at risk of not being accepted unless prior approval is received from your professor. If accepted it is subject to a 10% per day grade reduction. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

Grade Symbols for This Course

A	93 – 100	B+	88 – 89	C+	78 – 79	D	65 – 69
A-	90 – 92	B	83 – 87	C	73 – 77	F	64 and below
		B-	80 – 82	C-	70 – 72		

To pass you must obtain a minimum overall of a C average in the course. Across the entire program, the minimum grade of C is permitted in **no more than two courses.**

Goals and Objectives
Upon successful completion of this course, the student will:

1. Demonstrate knowledge of denominational and national mathematics standards and incorporate standards into planned classroom instruction
2. Select and/or create formal and informal assessments. Demonstrate understanding of different types of assessment by identifying advantages, disadvantages, and developmental appropriateness for each.
3. Collaborate with colleagues and instructors to create and collect research-based instructional materials, teaching strategies, and technological resources to help develop problem-solving skills.
4. Demonstrate a better understanding of differentiated instruction in mathematics instruction.
5. Be prepared to facilitate student learning in the following ways:
   a. Encourage use of a variety of strategies and representations in problem-solving
   b. Focus given to mathematical reasoning and logic
   c. Investigation of mathematical proofs
   d. Promote use of mathematical language when sharing ideas
   e. Make connections between mathematical concepts in the classroom and real-life situations
   f. Make connections between mathematical concepts and biblical principles
6. Be aware of learning disabilities that can affect how students learn mathematics.

Additional Information
Important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click here. Be aware that you will be accountable for the provided information.

iPad/iPhone or Android Apps: Throughout the course, we will be discussing iPad apps and Google apps. These tools can be used to enhance planning and instruction. Some of you have access to iPads while others have access to an Android tablet. We will discuss apps for both. In a Word document, you will share THREE iPad and/or Google apps that you can use in your classroom. You will include the following for each app:
- Name of the app
- Grade level (if applicable)
- A paragraph that includes a description of the app and how you would utilize it in your classroom for mathematics planning, instruction, and/or enrichment
- Rating, with a short explanation of score (1-10, with 1 being "Useful, but needs great improvement" and 10 being "Great, no changes needed").

You can present this lesson via PowerPoint or Word document. Be sure to include your supporting materials (i.e. study sheet, graphics, web links, etc.)

Midterm: Math Project: Math projects are an excellent way for your elementary math students to apply all that great content that you have been teaching them. These projects allow your students to use Bloom's higher-level thinking skills such as synthesis, analysis, evaluation, and creativity. The midterm exam is a project that will give you the opportunity to develop 3 different math projects. You can use these projects for your own math class as an end of chapter application, end of unit application, or an end of semester application.

	SCORE = 5 PERFECT SCORE	SCORE = 4	SCORE = 3	SCORE = 2	SCORE = 1
FULLFILLMENT OF PURPOSE	❑ The presentation had a sharp, distinct focus. ❑ The presenter used appropriate mathematical vocabulary and used it correctly. ❑ The scope of the presentation was excellent, considering both the topic and time allowed ❑ The presenter showed excellent depth of understanding of relevant mathematical concepts and principles.	❑ The presentation had a clear focus. ❑ The presenter used appropriate mathematical vocabulary and used it correctly. ❑ The scope of the presentation was appropriate, considering both the topic and time allowed. ❑ The presenter showed proficient depth of understanding of relevant mathematical concepts and principles.	❑ The presentation had adequate focus. ❑ The presenter used appropriate mathematical vocabulary with a minor error or two. ❑ The scope of the presentation was somewhat limited, considering both the topic and time allowed. ❑ The presenter showed satisfactory depth of understanding of relevant mathematical concepts and principles.	❑ The presentation had vague focus. ❑ The presenter did not use appropriate mathematical vocabulary and/or had errors in the use of mathematical terms. ❑ The scope of the presentation was very limited, considering both the topic and time allowed. ❑ The presenter showed limited depth of understanding of relevant mathematical concepts and principles.	❑ The presentation had an absence of focus. ❑ The presenter did not use appropriate mathematical vocabulary and/or had errors in the use of mathematical terms. ❑ The scope of the presentation was inappropriate. ❑ The presenter lacked depth of understanding of relevant mathematical concepts and principles.
CONTENT	❑ The presentation had substantial, specific and illustrative content. ❑ The presenter includes complete, specific example(s) of practical application or correlation with other disciplines. (This does not apply to pure math presentations.) ❑ The project contained no mathematical errors. ❑ The presenter used appropriate mathematical notation and used it correctly.	❑ The presentation had specific and illustrative content. ❑ The presenter gives example(s) of practical application or correlation with other disciplines. (This does not apply to pure math presentations.) ❑ The project contained no mathematical errors. ❑ The presenter used appropriate mathematical notation and used it correctly.	❑ The presentation had sufficient content. ❑ The presenter makes reference to practical application or correlation with other disciplines. (This does not apply to pure math presentations.) ❑ The project contained limited minor mathematical errors. ❑ The presenter used appropriate mathematical notation with a minor error or two.	❑ The presentation had limited content. ❑ The presenter is unaware of practical application or correlation with other disciplines. (This does not apply to pure math presentations.) ❑ The project contained multiple minor mathematical errors or a major mathematical error. ❑ The presenter did not use appropriate mathematical notation and/or made notational errors.	❑ The presentation had an absence of relevant content. ❑ The presenter is unaware of practical application or correlation with other disciplines. (This does not apply to pure math presentations.) ❑ The project contained substantial mathematical errors. ❑ The presenter did not use appropriate mathematical notation and/or made notational errors.

Final: Historical Development of Math: For this Final Project, you will research one of the content strands below and discuss their historical development as well as contributions from significant figures and diverse cultures. The results of your research will be presented in PowerPoint style presentation using 8-12 slides. Highlight the cultures and people who discovered these strands of mathematics. Consider using a search engine such as Google to identify and copy relevant photos and information. The Rubric for this presentation is on the second page. You may work in groups of two or three with this project.

Section 1: The beginning of the presentation must discuss the historical development of content strand as well as contributions from significant figures and diverse cultures. The development of content strand should be summarized, but must provide specific details regarding its development.

Section 2:
Create a timeline of major events in the development of your topic. This will include dates, subtopics, and names for significant contributions to the topic. Provide details about that subtopic or person, explain why the subtopic or person is significant in the development of the topic.

Content Stands:
1. Number Systems, Properties, and Operations
2. Geometry & Trigonometry
3. Statistics and Probability
4. Finding the value of π
5. Algebra
6. Women's Contribution to Mathematics
7. Area of student interest

Historical Development of Math Presentation Rubric			
Section 1	**Above Average (5)**	**Average (4-3)**	**Below Average (2-0)**
Summary of Number Systems, Properties, and Operations	Summary includes a clear representation of the development of the strand. Significant historical figures and diverse cultures involved in the development are referenced.	Summary includes a clear representation of the development of the strand. Some significant historical figures and diverse cultures involved in the development are missing.	The development of the strand is unclear or inaccurate. Many significant historical figures and diverse cultures involved in the development are missing.
Summary of Algebra	Summary includes a clear representation of the development of the strand. Significant historical figures and diverse cultures involved in the development are referenced.	Summary includes a clear representation of the development of the strand. Some significant historical figures and diverse cultures involved in the development are missing.	The development of the strand is unclear or inaccurate. Many significant historical figures and diverse cultures involved in the development are missing.
Summary of Geometry and Trigonometry	Summary includes a clear representation of the development of the strand. Significant historical figures and diverse cultures involved in the development are referenced.	Summary includes a clear representation of the development of the strand. Some significant historical figures and diverse cultures involved in the development are missing.	The development of the strand is unclear or inaccurate. Many significant historical figures and diverse cultures involved in the development are missing.
Summary of Statistics and Probability	Summary includes a clear representation of the development of the strand. Significant historical figures and diverse cultures involved in the development are referenced.	Summary includes a clear representation of the development of the strand. Some significant historical figures and diverse cultures involved in the development are missing.	The development of the strand is unclear or inaccurate. Many significant historical figures and diverse cultures involved in the development are missing.
Summary of Finding the Value of π	Summary includes a clear representation of the development of the strand. Significant historical figures and diverse cultures involved in the development are referenced.	Summary includes a clear representation of the development of the strand. Some significant historical figures and diverse cultures involved in the development are missing.	The development of the strand is unclear or inaccurate. Many significant historical figures and diverse cultures involved in the development are missing.
Section 2	**Above Average (5)**	**Average (4-3)**	**Below Average (2-0)**
Historical References	All of the historical references with regard to the major developers of the mathematics in the assigned content strand are correct. All of the historical developments in the assigned content strand are correct.	One or more of the historical references with regard to the major developers of the mathematics within the assigned content strand have been omitted. One or more of the historical developments in the assigned is incorrect.	Many of the historical references with regard to the developers of the mathematics content have been omitted or are incorrect Many of the historical developments in the assigned is incorrect.
Timeline on subtopic or Mathematician	Timeline on subtopic or mathematician are provided and are accurate.	Timeline on subtopic or mathematician are limited and/or contain inaccurate information.	Little or no details about one subtopic or mathematician are provided.

Graduate Level Discussion Forum Rubric

Criteria	Minimal (1 point)	Needs Improvement (2 points)	Developing (3 points)	Advanced (4 points)
Participation	Limited to 1 post on a single day during the week.	Limited to 1 post on a single day during the week.	Posts their own responses and responds to one other student post.	Posts their own responses and responds to two or more other student posts.
Initial Post	Posts comprised of information that is off-topic and/or irrelevant to discussion or superficial. No references from literature incorporated.	Posts are marginally developed. Some key aspects are addressed. Few references from literature and personal experience are incorporated.	Posts are well-developed and address key aspects of the topic but lack full development of concepts. Some references from literature and personal experience are incorporated.	Posts are well-developed, fully address key aspects of the topic, and demonstrate that content was synthesized. A number of references from literature and personal experience are incorporated.
Follow-Up Posts	Posts are largely limited to agreeing or disagreeing with the posts of others. No references to readings and literature support comments. Little thought, effort, and/or study is evident in posts and replies.	Posts are superficial and do not add substantive info to the discussion. Few references to readings and literature support comments. Marginally adequate thought, effort, and/or study is evident.	Posts extend discussion by elaborating on the posts of other students. Opposing viewpoints are considered and some connections made to move the discussion forward. Some references to readings and literature support comments. Sufficient thought, effort, and/or study is evident.	Posts extend meaningful discussion by elaborating on the posts of other students. Opposing viewpoints are considered, connections made, and ideas are synthesized to move the discussion forward. References to readings and literature support comments. High level of thought, effort, and/or study is evident in posts.
Style and Mechanics	Some use of slang and/or abbreviations as seen in informal texts. Contains many spelling, grammatical, and/or mechanical errors.	Limited use of informal language. Contains several spelling, grammatical, and/or mechanical errors.	Some use of informal language. Some spelling, grammatical, and/or mechanical errors.	Communicates using terminology that exemplifies the professional nature of the field. No spelling, grammatical, and/or mechanical errors.