



FEMA



National Fire Academy

C0563 – Challenges for the Future II: Technology

ACE Credit: Pending
IACET Continuing Education Units: Pending

Length of Course: 4 Weeks
Prerequisite: None

Table of Contents

Instructor Information	Course Resources
Course Description	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Grading Rubrics

Instructor Information

Instructors and email addresses: John Doe - johndoe@example.com
 (E-mail is the best method to make contact)

(Biography on page 20)

Course Description (Catalog)

C0563 – Challenges for the Future II: Technology. This is a 4 week technology-focused mediated online course designed to anticipate how emerging technologies will revolutionize fire department operations and service delivery. Students will recognize how emerging technologies will revolutionize fire department operations and service delivery, evaluate the workforce and the education and training needs for a workplace with increased technology, and assess how the nationwide public safety broadband network will facilitate voice, data, and video communication.

Course Scope

The scope of the course addresses the critical knowledge and trends pertaining to the current and future shifts in technology.

Course Objectives

After successfully completing this course, you will be able to accomplish the following:

- Recognize how emerging technologies will revolutionize fire department operations and service delivery.
- Evaluate the workforce and the education and training needs for a workplace with increased technology.
- Assess how the nationwide public safety broadband network will facilitate voice, data, and video communication.

Course Delivery Method

This distance learning (mediated) course will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online discussion forum will be made available to each student. With the exception of the course assignment paper, all online assignments are due Thursday and Saturday evenings. Weekly discussion board threads will close for comment on Saturday (11:59 p.m. EDT/EST) of the week as noted. The discussion threads will include forum questions (accomplished in groups through a threaded forum) and individual weekly discussion board questions submitted for review by the instructor. Instructors will support the students throughout this 4-week course.

Course Resources

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussion boards and written assignment papers.

The weekly required readings and resources have been selected and composed to challenge the student and also serve as primary sources for citation for the discussion board and course assignment paper.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

Evaluation Procedures

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their written forum assignments and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion course material.

Weekly Discussion Board Assignments

This section provides instructions on how to initiate and respond to discussions. A "New Thread" is started each time you submit an original discussion topic. Generally, the initial post will be 175 - 300 words, and the follow-up responses 125 - 200 words.

- Demonstrating an analysis of the questions and material while showing an application of the student's own thinking on the discussion question. Also, commenting on another student's post and any follow-up questions to further demonstrate student's discussion board question insight, synthesis, analysis and position or argument. Questions must be answered concisely and accurately.
- *Responding to the Main Topic:* A good title tells something of the nature of your personal response. "Response to Discussion 1," for example, is not a very useful title, particularly if everyone in your course uses it. Try to use topic words which will identify your topic: "Response to discussion about culture change at the company level."
- *Responding to Someone Else's Response:* Make sure that you respond on the document intended so that your contribution will line up in the threaded discussion in the right place.
- *Quality Discussion Responses:* Responses such as "I agree," "good question," or "good answer" are not acceptable. Any response that is just an opinion, or is unsubstantiated; any response that is carelessly typed, poorly thought-out, grammatically incorrect or confusing; or any response that is disrespectful of another student or any other person, etc., is not acceptable. A high quality response applies a concept from the text or course in a meaningful way or facilitates analyzing of the course material or topic.

Responses should indicate that you have critically thought about the discussion topic and demonstrate that you can apply and articulate the knowledge you are learning. Your responses should be well-organized and grammatically correct. Substantive

responses don't just deliver opinions; they offer justification for those opinions and should cite sources when appropriate.

- Expected Quantity of Responses: Full participation in each discussion requires that you not only respond to the initial discussion item, but that you return at a later date to read the responses of others and respond to at least one other people's comments per discussion item. Treat it as a conversation. Think about how you would feel if you made an observation in a traditional classroom setting and no one responded.
- Discussion Open and Close Dates: There may be more than one discussion item in a course. Be sure to note the start and end dates of the discussions and responses in the course's forum.
- Grading: Student completion of weekly discussion board questions and responses account for 105 points of the total course grade. The discussion forum's grading rubric can be found on page 15. Week 4 discussion forum (abstract) grading rubric can be found on page 17.

Written Assignments

There are several written assignments in this course that serve to assist you in gaining a better analyzing of the course materials. Your written assignments (e.g., discussion board and paper) are intended to measure your analysis of important concepts and sharpen your intellectual skills of synthesis, evaluation, and application. The intent of the written assignment is to provide an opportunity for you to demonstrate the knowledge you are gaining on the topics in this course.

For your written assignments you will be required to use the *Publication Manual of the American Psychological Association* (APA), Sixth Edition. The APA Style website provides a guideline, examples from books to online articles, FAQ's and even a detailed tutorial for beginning users. Please bookmark this site so you can refer to it for assistance throughout the course (<http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org>)

- Course Assignment Paper: Student completion of the course assignment paper accounts for 160 points of the total grade. The course paper will each be a minimum of 1,750 words in length and will not exceed 1,900 words (excluding the title page and bibliography). The course paper is evaluated on content (demonstrates both analyzing and application of course material, displays original critical thinking, and conducts research that includes at least three sources), writing quality (grammar, syntax, structure and compliance with APA Sixth Edition formatting) and timeliness. The course assignment paper is due on Saturday (11:59 p.m. EDT/EST) during the 4th week of the course. The file name for your assignment paper need to reflect your name and the assignment (e.g. John Doe Assignment 1.doc).
- Mechanics: Students should use the sample papers that were provided to structure their assignment papers. Students will not use headings (e.g., level 1, level 2, etc.) in their paper.

- Grading: The grading rubric for all written assignments can be found on page 19.

Course Outline

Introduction (Week 1) May 11-17, 2015

Icebreaking Discussion Board Activity

Introduce yourself by providing your name, title, organization and department.

Then describe in 175 – 300 words, what do you think are the biggest opportunity and challenge that your organization will face in the next 10 years?

The student responses are due on Tuesday, June 3, 2014.

Challenges for the Future II: Technology

Unit 1 – Our Changing Technology (Week 1) May 11-17, 2015

Objectives

Terminal Objectives

At the end of this unit the students will be able to recognize how emerging technologies will revolutionize fire department operations and service delivery.

Enabling Objectives

The students will be able to:

- 1.1 Analyze the importance of integrating new technologies and its role in improving service delivery.
- 1.2 Describe the effects of disruptive technology and its impact on existing industries and services.
- 1.3 Examine how emerging technologies in society are affecting emergency services operations.

Readings / Resources

Disclaimer: All reading assignments listed throughout this document comply with APA standards. The total number of pages or the video times listed next to the citations are not part of the APA requirement. They are only there to help the student manage their time.

Required Readings and Video

- Bullis, K. (2013). Are electric vehicles a fire hazard? Retrieved from <http://www.technologyreview.com/news/521976/are-electric-vehicles-a-fire-hazard/> (2 pages)
- Dittmar, M. J. (2013). Firefighting technology roundup: Driverless cars, down firefighter transport, and more. *Fire Engineering*. Retrieved from <http://www.fireengineering.com/articles/2013/03/firefighting-technology-roundup--driverless-cars-and-more.html> (1 page)
- Hobcraft, P. (2012). The innovating era: Creative destruction or destructive creation? (Web log comment). Retrieved from <http://paul4innovating.com/2012/03/01/the-innovating-era-creative-destruction-or-destructive-creation/> (5 pages)
- Holt, C. W. (2013). Facing new realities: Innovation in the fire service. IAFC on Scene. Retrieved from <http://www.iafc.org/onScene/article.cfm?ItemNumber=6546> (2 pages)
- Kaplan, S. (2011). How not to get “Netflixed.” Retrieved from <http://tech.fortune.cnn.com/2011/10/11/netflixed/> (2 pages)
- Martin, R. (2013). How self-driving cars will change the world. *Forbes*. Retrieved from <http://www.forbes.com/sites/pikeresearch/2013/11/13/how-self-driving-cars-will-change-the-world/> (2 pages)
- Oliver, D. (2008). Fire commentary: Technology supporting our mission. Retrieved from <http://www.fireengineering.com/articles/2008/03/fire-commentary-technology-supporting-our-mission.html> (3 pages)
- The Center of Technology. (2014). How technology has changed our lives in the last five years. Retrieved from <http://www.centertech.org> (1 page)
- The Economist. (2012). The last Kodak moment: Kodak is at death’s door; Fujifilm, its old rival, is thriving. Why? Retrieved from <http://www.economist.com/node/21542796> (4 pages)
- Washko, J. D. (2013). Making EMS more effective & efficient through technology. *Journal of Emergency Medical Services*. Retrieved from <http://www.jems.com/print/29840> (3 pages)

Required Video

- GLMGroupVideo. (2013). Self-driving truck tested in Japan. [Video file]. Retrieved from <http://www.youtube.com/watch?v=IgmekYoaUlk> (2:43)
- International Association Fire Chiefs TV. (2012). Gilbert fire department, AZ – Utilizing technology to improve services. [Video file]. Retrieved from <http://www.youtube.com/watch?v=jeO1Klvt2MQ> (5:22)

Innosight. (2008). What is disruptive innovation? [Video file]. Retrieved from <http://www.youtube.com/watch?v=9L66OH-x7a4> (3:03)

Smith Business School. (2012). Surviving disruptive technologies. [Video file]. Retrieved from http://www.youtube.com/watch?v=Aau-a8Z_7_s (3:52)

Suggested Readings and Videos

Deloitte US. (2012). Insights: Disruptive innovation in the public sector: What? Why? How? Now! [Video file]. Retrieved from http://www.youtube.com/watch?v=bXTk_oEQtTc (19:41)

European Agency for Safety and Health at Work. (2013). Green jobs and occupational safety and health: Foresight on new and emerging risks associated with new technologies by 2020. Retrieved from <https://osha.europa.eu/en/publications/reports/green-jobs-foresight-new-emerging-risks-technologies> (216 pages)

Forrest, A., & Konca, M. (2007). Autonomous cars and society. Retrieved from <http://www.wpi.edu/Pubs/E-project/Available/E-project-043007-205701/unrestricted/IQPOVP06B1.pdf> (54 pages)

Imagepowerdesign. (2012). Emerging and disruptive technology. [Video file]. Retrieved from <http://www.youtube.com/watch?v=gVhifG3Czo8> (3:18)

McKinsey & Company. (2013). Disruptive technologies with Erik Brynjolfsson: Technologies to watch. [Video file]. Retrieved from <http://www.youtube.com/watch?v=uz3h2XLDZu8> (3:00)

Miller, M. (2012). Impact of emerging and social change and technological developments on the fire service operations. Retrieved from <http://www.fire.org.nz/Research/Published-Reports/Documents/Report%20121%20emerging%20social%20change%20and%20technology%20development%20on%20operations.pdf> (259 pages)

Rensselaer Polytechnic Institute. (2012). Disruptive innovation: The story of the first digital camera. [Video file]. Retrieved from http://www.youtube.com/watch?v=0-y_af4hTxk (55:55)

Assignments

Generally, the initial post will be 175 - 300 words, and the follow-up responses are 125 - 200 words. There are no “correct” answers to many of these discussion questions. The purpose behind a discussion questions is to have the students explore and evaluate their local authorities and limitations.

*The initial responses for **Post 1.1 and Post 1.2** are due on Thursday, May 14, 2015. As a course requirement, responses to at a minimum one other students' discussion board posts are due on Saturday, May 16, 2015.*

Unit 2 – Technology in the Workplace (Week 2) May 18-24, 2015

Objectives

Terminal Objective

At the completion of this unit the students will be able to evaluate the workforce and the education and training needs for a workplace with increased technology.

Enabling Objectives

The students will be able to:

- 2.1 Differentiate how a digital immigrant and a digital native adapt to technology.
- 2.2 Discuss the different training needs for the successful adoption of technology.
- 2.3 Identify future technologies that will transform workplace processes.

Readings / Resources

Required Readings

Barrie, A. (2014). Robots join the Navy to fight fires at sea. Retrieved from <http://www.foxnews.com/tech/2014/03/27/robots-join-navy-to-fight-fires-at-sea/?intcmp=features> (2 pages)

D’Orazio, O. (2013). Techsmart Keeping track: Wearable system measures firefighter location, physiological signs to ensure safety. Retrieved from http://www.firefightingincanada.com/index.php?option=com_content&task=view&id=16636&Itemid=210 (5 pages)

Duckworth, R. L. (2013). Student-centered solutions for EMS education, Part I. Retrieved from <http://www.emsworld.com/article/10977815/using-technology-in-ems-education> (2 pages)

Duckworth, R. L. (2013). Student-centered solutions for EMS education, Part II. Retrieved from <http://www.emsworld.com/article/10984050/using-technology-in-ems-education> (1 page)

Duckworth, R. L. (2013). Student-centered solutions for EMS education, Part III. Retrieved from <http://www.emsworld.com/article/10988308/using-technology-in-ems-education> (1 page)

Gahran, A. (2012). Fighting fire with data, spacecraft, drones. Retrieved from <http://www.cnn.com/2012/07/26/tech/innovation/technology-fighting-fire/> (3 pages)

Patel, S., Park, H., Bonato, P., Chan, L., & Rodgers, M. (2012). A review of wearable sensors and systems with applications in rehabilitation. *Journal of Neuro-Engineering and Rehabilitation*. Retrieved from <http://www.jneuroengrehab.com/content/9/1/21> (8 pages)

- Prensky, M. (2001). Digital natives, digital immigrants. Retrieved from <http://www.nnstoy.org/download/technology/Digital%20Natives%20-%20Digital%20Immigrants.pdf> (13 pages)
- Savitz, E. (2012). Generational gap: How technology has changed how we talk about work. *Forbes*. Retrieved from <http://www.forbes.com/sites/ciocentral/2012/05/16/generation-gap-how-technology-has-changed-how-we-talk-about-work> (4 pages)
- Topol, E. (2013). How technology is transforming health care. Retrieved from <http://health.usnews.com/health-news/hospital-of-tomorrow/articles/2013/07/12/how-technology-is-transforming-health-care> (2 pages)
- Waters, K. P. (2014). In search of wireless monitoring. http://www.emsworld.com/article/11287919/wireless-patient-vital-signs-monitoring?utm_source=EMS+Special+Focus&utm_medium=email&utm_campaign=CPS140219006 (1 page)

Required Video

- EMC. (2014). Fighting bush fires with leading edge information technology. [Video file]. Retrieved from <http://www.youtube.com/watch?v=5gh6tkrEZR8> (3:46)
- Rosenthal, P. (2014). Digital immigrants and digital natives: The technology generation gap. [Video file]. Retrieved from http://www.chabad.org/multimedia/media_cdo/aid/1521870/jewish/Digital-Immigrants-and-Digital-Natives.htm (11:51)

Suggested Readings/Videos

- ESRI. (2006). GIS technology and applications for the fire service. Retrieved from <http://www.esri.com/library/whitepapers/pdfs/fire-service-gis-applications.pdf> (27 pages)
- Wall Street Daily Research. (2014). Even firefighters are getting wearable technology. [Video file]. Retrieved from <http://www.wallstreetdaily.com/2014/01/22/video-wearable-technology-firefighter/> (2:12)

Assignments

*The responses for **Post 2.1 and Post 2.2** are due on Thursday, May 21, 2015 (sample date). As a course requirement, responses to at a minimum one other students' discussion board posts are due on Saturday, May 23, 2015.*

Unit 3 – FirstNet / Information & Communications Technology (Week 3) May 25-31, 2015

Objectives

Terminal Objective

At the completion of this unit the students will be able to assess how the nationwide public safety broadband network will facilitate voice, data, and video communication.

Enabling Objectives

The students will be able to:

- 3.1 Analyze how the development of applications will change the ways that the public accesses services and information.
- 3.2 Recognize the needs of your organization for implementation of long-term evolution technology (LTE) into your communications systems (FirstNet).
- 3.3. Recognize the opportunities and challenges for implementing technologies related to the public safety broadband network in their community.

Readings / Resources

Required Readings

FirstNet. (2014). FirstNet and the fire service. Retrieved from

http://octo.dc.gov/sites/default/files/dc/sites/octo/publication/attachments/FirstNet_Fire_Services_Factsheet.pdf (2 pages)

McGinnis, K. (2014). FirstNet for EMS: A game changer. Retrieved from

<http://www.iafc.org/onScene/article.cfm?ItemNumber=7380> (2 pages)

Monroe, T. (2011). Survey says: Fire and emergence service going mobile. Retrieved from

<http://www.iafc.org/MemberCenter/OnSceneArticle.cfm?ItemNumber=5009> (2 pages)

National Public Safety Telecommunications Council. (2012). What states and locals need to know to prepare for rollout of nationwide public safety broadband network. Retrieved from

http://www.npstc.org/download.jsp?tableId=37&column=217&id=2445&file=NPSTC_Brief_NPSBN_Explained_120714.pdf (3 pages)

Newcombe, T. (2014). FirstNet explained. Retrieved from

<http://www.emergencymgmt.com/safety/FirstNet-Explained-EM.html> (2 pages)

Roberts, M. R. (2014). Google Glass arms firefighters with data. Retrieved from

<http://www.firechief.com/2014/03/04/google-glass-app-arms-firefighters-data/> (2 pages)

Wade, J. (2012). Using mobile apps in disasters. Retrieved from <http://www.rmmagazine.com/2012/11/14/using-mobile-apps-in-disasters/> (3 pages)

West, D. M., & Valentini, E. (2013). How mobile devices are transforming disaster relief and public safety. Retrieved from <http://www.insidepolitics.org/brookingsreports/Disaster%20Relief.pdf> (18 pages)

Required Video

CNN Money. (2014). Using Google Glass to fight fires. [Video file]. Retrieved from <http://www.youtube.com/watch?v=cOKSQLolNWA> (1:42)

International Association Fire Chiefs TV. (2013). FirstNet – Why fire chiefs should be engaged in its development. [Video file]. Retrieved from <http://www.youtube.com/watch?v=w5eQ-xXQNaA> (3:09)

International Wireless Communication Expo. (2014). E-911 director: Even small PSAPs can provide text-to-911 services. [Video file]. Retrieved from <http://urgentcomm.com/ng-911/e-911-director-even-small-psaps-can-provide-text-911-services> (2:44)

Jackson, P. (2014). Explorer story: Patrick Jackson [through Google Glass]. [Video file]. Retrieved from <http://www.youtube.com/watch?v=QPbZy2wrTGk> (1:28)

McEwen, H. (2014). LMR will remain public safety's best choice for mission-critical voice in the near future. [Video file]. Retrieved from <http://urgentcomm.com/land-mobile-radio/harlin-mcewen-lmr-will-remain-public-safetys-best-choice-mission-critical-voice-ne> (2:04)

Suggested Readings and Video

ABC 10 News. (2013). New public safety network to communicate fire information in San Diego County activated. [Video file]. Retrieved from <http://www.youtube.com/watch?v=ATgpiOqZNPY> (1:51)

Dittmar, M. J. (2008). Technology roundup: Maximizing safety, efficiency, and interoperability. Retrieved from <http://www.fireengineering.com/articles/2008/05/technology-roundup-maximizing-safety-efficiency-and-interoperability.html> (6 pages)

FirstNet. (2014). FirstNet and EMS. Retrieved from http://www.naemt.org/Files/EMSAgencies/FirstNet_EMS_Factsheet.pdf (2 pages)

RCR Wireless News. (2013). FirstNet summit: What is FirstNet? An overview of the Nationwide Public Safety Broadband Project. [Video file]. Retrieved from http://www.youtube.com/watch?v=_1gye16E21k (58:16)

Assignments

*The responses for **Post 3.1 and Post 3.2** are due on Thursday, May 28, 2015. As a course requirement, responses to at a minimum one other students' discussion board posts are due on Saturday, May 30, 2015.*

Week 4 June 1-7, 2015

Objectives

Terminal Objective

At the completion of this week the students will be able to describe the social, economic, and demographic challenges that affect their community and how that impacts their workforce.

Enabling Objectives

The student will be able to:

- 4.1 Discuss one way the nationwide public safety broadband network being developed and deployed by FirstNet could change how their department provides service or conducts business.
- 4.2 Describe the challenges of implementing this new technology from both an organizational perspective (budgeting, product life-cycle planning, etc.) and for a multi-generational workforce.

Readings / Resources

None

Assignments

*The response for **Post 4.1** is due on Thursday, June 4, 2015. As a course requirement, responses to at a minimum one other students' discussion board posts are due on Saturday, June 6, 2015.*

Course Assignment Paper

(Length between 1750 -1900 words with a minimum of three cited references)

From the readings on technology in the public safety domain, it is clear that there will be significant challenges ahead in adapting to new initiatives and technology developments in general. Discuss one way the nationwide public safety broadband network being developed and deployed by FirstNet could change how your department provides service or does business. Describe the challenges of implementing this new technology from both an organizational perspective (budgeting, product life-cycle planning, etc.) and for a multi-generational workforce. How do you propose to address these challenges?

*The Course Assignment Paper is due **Week 4** on Saturday, June 6, 2015 by 11 PM EDT/EST.*

Policies

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- Technology Limitations. While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note. Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

Students who do not obtain an end-of-course passing score face possible sanctions for up to 12 months regarding acceptance or placement in future National Fire Academy course offerings.

Grading Rubrics

Discussion Forums Grading Rubric

How Discussion Forums will be Graded = 0 to 15 maximum points

Elements of Performance	<i>Does not meet most expectations</i> 0 points	<i>Does not meet some expectations</i> 1 - 3 points	<i>Meets expectations</i> 3.5 - 5 points	<i>Exceeds expectations</i> 5.5 - 7 points
<p>175 – 300 word discussion forum submittal.</p> <p>Insight Synthesis, Analysis and Argument: Demonstrates an analyzing of the questions and material and shows an application of the student’s own thinking.</p> <p>Questions are answered concisely and accurately.</p>	<p>No discussion forum submitted.</p>	<p>Less than a 175 word submittal.</p> <p>Primarily summary of information, though some synthesis, analysis and insight.</p> <p>Provides generalities or simple restatement of information to support claim(s).</p> <p>Commentary is minimally relevant or repetitive.</p> <p>Some detailed conclusions are reached from the questions posed.</p> <p>Most questions, but not all, are answered accurately and concisely.</p>	<p>175 – 300 word submittal.</p> <p>Very good synthesis, analysis and insight.</p> <p>Provides relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough and effective.</p> <p>Several detailed conclusions are reached from the questions posed.</p> <p>Questions are answered, but not accurately or concisely.</p>	<p>175 – 300 word submittal.</p> <p>Exceptional synthesis, analysis and insight.</p> <p>Provides more than relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough, concise and effective.</p> <p>Many detailed and insightful conclusions are reached from the questions posed.</p> <p>All questions are answered accurately and concisely.</p>

Discussion Forums Grading Rubric (continued)

Organization, Grammar and Mechanics

Elements of Performance	<i>Marginally Acceptable</i> 1 point	<i>Acceptable</i> 2 points	<i>Strong</i> 4 points	<i>Exceptional</i> 5 points
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	<p>May have errors in grammar, usage, or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>The document is mostly organized and most instructions were followed.</p> <p>There are 1 to 3 errors.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>There are 0 errors.</p>

	0 point	1 points	2 point	3 points
Elements of Performance	<i>Does not meet most expectations</i>	<i>Does not meet some expectations</i>	<i>Meets expectations</i>	<i>Exceeds expectations</i>
125 – 200 word response to one other student’s discussion forum submittal.	No answer to one other student’s discussion forum submittal.	Less than 125 word response to one other student; response is very superficial and provides limited to no feedback.	125 – 200 word response to one other student; response is useful but provides limited feedback.	125 – 200 word response to one other student; response is well thought out, useful and provides excellent feedback.

Discussion Forum Grading Rubric – Abstract (Week 4)

How Discussion Forums will be Graded = 0 to 15 maximum points

Elements of Performance	<i>Does not meet most expectations</i> 0 points	<i>Does not meet some expectations</i> 1 - 3 points	<i>Meets expectations</i> 3.5 - 5 points	<i>Exceeds expectations</i> 5.5 - 7 points
<p>150 – 250 word discussion forum abstract submittal.</p> <p>Insight Synthesis, Analysis and Argument: Identifies research topic, research questions, participants, methods, results, data analysis, and conclusions. Possible implications of the student’s research and future work they see connected with their findings are included.</p>	<p>No discussion forum abstract submitted.</p>	<p>Less than a 150 word submittal.</p> <p>Primarily summary of information, though some synthesis, analysis and insight.</p> <p>Provides generalities or simple restatement of information to support claim(s).</p> <p>Commentary is minimally relevant or repetitive.</p> <p>Some detailed conclusions are reached from the questions posed.</p>	<p>150 – 250 word submittal.</p> <p>Very good synthesis, analysis and insight.</p> <p>Provides relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough and effective.</p> <p>Several detailed conclusions are reached.</p>	<p>150 – 250 word submittal.</p> <p>Exceptional synthesis, analysis and insight.</p> <p>Provides more than relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough, concise and effective.</p> <p>Many detailed and insightful conclusions are reached.</p>

Discussion Forum Grading Rubric – Abstract (Week 4 - continued)

Organization, Grammar and Mechanics

Elements of Performance	<i>Marginally Acceptable</i> 1 point	<i>Acceptable</i> 2 points	<i>Strong</i> 4 points	<i>Exceptional</i> 5 points
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	<p>May have errors in grammar, usage, or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>The document is mostly organized and most instructions were followed.</p> <p>There are 1 to 3 errors.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>There are 0 errors.</p>

	0 point	1 points	2 point	3 points
Elements of Performance	<i>Does not meet most expectations</i>	<i>Does not meet some expectations</i>	<i>Meets expectations</i>	<i>Exceeds expectations</i>
125 – 200 word response to one other student’s discussion forum abstract submittal.	No answer to one other student’s discussion forum submittal.	Less than 125 word response to one other student; response is very superficial and provides limited to no feedback.	125 – 200 word response to one other student; response is useful but provides limited feedback.	125 – 200 word response to one other student; response is well thought out, useful and provides excellent feedback.

Grading Rubric for Course Assignment Papers

You will be rated on two elements of performance:

- Synthesis, Analysis and Argument (worth up to 120 points)
- Organization, Grammar and Mechanics (worth up to 40 points)

Each paper is worth a total of 160 points. Point breakdown is as follows:

Synthesis, Analysis and Argument

Elements of Performance	<i>Marginally Acceptable</i> 1 - 38 points	<i>Acceptable</i> 39 - 65 points	<i>Strong</i> 66 - 91 points	<i>Exceptional</i> 92 - 120 points
<p>1,750 – 1,900 word submittal.</p> <p>Synthesis, Analysis and Argument: Demonstrates an analyzing of the material and the application of the student’s own thinking.</p> <p>All questions answered in a concise, clear and comprehensive manner.</p>	<p>Less than 1,750 word submittal.</p> <p>Primarily summary of information, though some synthesis, analysis and insight. Provides generalities or simple restatement of information to support claim(s).</p> <p>Questions answered with minimal relevancy or repetitiveness.</p>	<p>1,750 – 1,900 word submittal.</p> <p>Develops some synthesis, analysis and insight but some mere summary of information. Provides reasonable and predictable evidence to support claim(s).</p> <p>Questions answered with some degree of specificity and insightfulness.</p>	<p>1,750 – 1,900 word submittal.</p> <p>Very good synthesis, analysis and insight. Provides relevant and specific evidence to support claim(s).</p> <p>Questions answered in a thorough and effective manner.</p>	<p>1,750 – 1,900 word submittal.</p> <p>Exceptional synthesis, analysis and insight. Provides relevant, substantial and concrete evidence to support major claim(s).</p> <p>Questions answered in a perceptive, thorough, and effective manner.</p>

Organization, Grammar and Mechanics

Elements of Performance	<i>Marginally Acceptable</i> 1 - 7.5 points	<i>Acceptable</i> 8 - 22 points	<i>Strong</i> 23 - 32 points	<i>Exceptional</i> 33 - 40 points
<p>Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.</p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>The document is mostly organized and most instructions were followed.</p> <p>There are 1 to 3 errors.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>There are 0 errors.</p>

