



**NURS 6304: Measurement in
Culturally Diverse and Vulnerable Populations
Spring 2014**

Instructor(s): Dr. Jennifer Gray, RN, PhD, FAAN

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Office Hours: By appointment

Section Information: NURS 6304-001

Date and Time: February 5, 6, and 7: 9:00-11:50 am
March 5, 6, and 7: 9:00-11:50 am
April 2, 3, and 4: 9:00-11:50 am

Description of Course Content: Evaluation of measurement tools/instruments for studying culturally diverse and vulnerable populations.

Prerequisites: NURS 6301 Theoretical Evolution in Science or permission of instructor.

Student Learning Outcomes: Upon completion of the course the student will be able to

1. Apply the constructs underlying measurement theory.
2. Critique existing methods of measuring a selected variable.
3. Use statistical procedures to evaluate the psychometric properties of a selected measure
4. Recommend measures that reflect
 - a. best psychometric properties
 - b. sensitivity to cultural variations in selected target population(s)
 - c. best match with research/theoretical framework
5. Integrate ethical and legal principles into research instrumentation and measurement.

Required Textbooks and Other Course Materials:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Grove, S., Burns, N., & Gray, J. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (7th ed.). St. Louis, MO: Elsevier.

Waltz, C., Strickland, O., & Lenz, E. (2010) *Measurement in nursing and health research* (4th ed). New York: Springer.

Descriptions of major assignments and examinations:

The grading criteria and components of these assignments are found later in the syllabus.

Papers and other assignments are due by midnight on the due date.

Date Due	Assignment	% of Course Grade
January 31	Mini-Paper on Concept	5
February 28	Psychometric tables with references- up to 10 studies in which concept was measured	10
March 5	March Exam- multiple choice exam, short-answer questions, application of course content	25
April 2	April Exam- multiple choice exam, short-answer questions, application of course content	25
May 9	Final paper- comparing two instruments measuring the selected concept	25
Ongoing	Evaluation of discussion board postings according to rubric	10
		100

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect attendance at all class meetings. If a student is ill or has a conflict, I prefer to be contacted with the pertinent information prior to the beginning of the class. Much of the learning in a doctoral program occurs through discussion with colleagues. Failure to attend classes decreases the student's exposure to these opportunities.

Other Requirements: Students are expected to come to class prepared to discuss the scheduled topic. Respectful consideration of others' opinions is an expectation as well. During the weeks when there is no class meeting, the instructor will initiate an asynchronous, online discussion in Blackboard. The quality and extent of participation in the discussion board will not be graded but reflect on the student's commitment to learning and the standards of scholarship. Lunch seminars are scheduled throughout the semester to facilitate socialization to the role of a scholar and promote interaction among students.

Grading: Each assignment will be evaluated by a pre-determined rubric that is provided in this syllabus. The grade on each assignment will be weighted based on the designated percentage of the course grade.

Each student has one 'free' pass to submit an assignment up to one week late during the semester. After the free pass has been applied, the grade on additional late assignments will be decreased by 5 points per day.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

GRADING:

A = 92 - 100

B = 83 - 91

C = 74 - 82

D = 68 - 73

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 to 12 hours per week of their own time in course-related activities, including reading required materials, completing assignments, and writing papers.

Grade Grievance: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

<http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must: (1) complete a Course Drop Form (available online <http://www.uta.edu/nursing/phd/forms>); (2) obtain faculty signature and current course grade; and (3) submit the form to your assigned academic advisor.
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by completing a resignation form in the Office of the Registrar or by: (1) Completing a resignation form (available online <http://www.uta.edu/nursing/phd/forms> or Graduate Nursing office room 512; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form to your assigned academic advisor and (4) The department office will send resignation form to the office of the Registrar.

In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://www.uta.edu/nursing/phd/> at the Student Handbook link.

The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/acadcal>.

Late date to drop this course is: April 3rd, 4 PM

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

Plagiarism: Copying another student's paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing

the same idea using different words, the idea must be attributed to the author by proper referencing giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.php>

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at either end of the hall. Proceed down the stairs and exit outside. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Librarian to Contact: Peace Williams; peace@uta.edu

Library Home Page..... <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

UTA College of Nursing additional information:

Status of RN Licensure: All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify Dr. Mary Schira, Associate Dean, Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: www.bon.state.tx.us

Confidentiality Agreement: You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

Graduate Student Handbook: Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/phd/>.

Student Code of Ethics: The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/phd/> .

No Gift Policy: In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: <http://www.uta.edu/nursing/student-resources/scholarship> would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

Online Conduct: The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.

Writing Center: The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. During Spring 2013, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m. Sunday. Individuals may schedule appointments online by following directions available at www.uta.edu/owl, or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on

topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at clought@uta.edu or 817-272-2517.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

Non-Emergency Phone Number for the UTA PD: 817-272-3381
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Course Schedule.

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Jennifer Gray”

A course schedule with weekly objectives and assigned reading for each topic is found in the Blackboard site for this course.

Unit I- Overview of Measurement				
Week	Dates	Topic	Class Format	Reading and Other Assignments
1	1/18-1/24	Introduction to the Course	Online	Waltz et al., Chapter 1
2	1/25-1/31	Theoretically and Operationally Defining Concepts	Online	Waltz et al., Chapter 2 Huth et al., 2013 Concept Paper- Due January 31
Unit II- Measurement Theory and Quality				
3	2/1-2/7	Measurement Theory	On Campus 5, 6, &7	Waltz et al., Chapter 3 Grove et al., Chapter 16 Nicholson et al., 2013
4	2/8-2/14	Measurement Theory Random and Systematic Error	Online	
5	2/15-2/21	Reliability and Validity	Online	Waltz et al., Chapters 5 and 6 Pryse et al., 2014
6	2/22-2/28	Accuracy, Specificity, and Sensitivity	Online	Waltz et al., Chapter 21 Lattanzi et al., 2014 Psychometric table assignment- Due February 28
Unit III- Measurement Methods				
7	3/1-3/7	Observation Scales and Instruments Likert scales Visual analog scales Magnitude estimation	On Campus 5, 6, & 7	Exam 1- March 5 Waltz et al., Chapters 12, 15, 17, and 18 Grove et al., Chapter 17
8	3/8-3/14	Spring Break	Online	
9	3/15-3/21	Digital data sources	Online	Waltz et al., Chapters 9, 10, and 11 Wood et al., 2014
10	3/22-3/28	Measurement of physiological functions	Online	Waltz et al., Chapter 20
Unit IV-Making Decisions about Measurement				
11	3/29-4/4	Selecting measurement methods for specific research questions Pragmatic issues in selecting instruments	On Campus 2, 3, & 4	Exam 2- April 2 Waltz et al., Chapter 23 Grove et al., pg.440-442
12	4/5-4/11	Translating and adapting instruments	Online	Waltz et al., Chapter 26 Grove et al., pg.445-446
13	4/12-4/18	Developing instruments	Online	Waltz et al., Chapter 4 Grove et al., pg.442-445 Hawkins et al. 2014 Patrick et al., 2011

Unit 5- Ethical Issues in the Collection and Use of Data				
Week	Dates	Topic	Class Format	Reading and Other Assignments
14	4/19-4/25	Ethical considerations Private health information	Online	Grove et al., Chapter 9 Waltz et al., Chapters 22 and 24
15	4/26-5/2	Data management and security	Online	Grove et al., Chapter 20
16	5/3-5/9			Final Paper Due on May 9

Reference List for Readings

- Hawkins, P., Swanson, B., Kremer, M., & Fogg, L. (2014). Content validity testing of questions for a patient satisfaction with general anesthesia care instrument. *Journal of PeriAnesthesia Nursing*, 29 (1), 28,-35. <http://dx.doi.org/10.1016/j.jopan.2013.05.011>
- Huth, J., Eliades, A., Handwork, C., Englehart, J., & Messenger, J., (2013). Shift worked, quality of sleep, and elevated body mass index in pediatric nurses. *Journal of Pediatric Nursing*, 28, e64-e74. <http://dx.doi.org/10.1016/j.pedn.2013.02.032>
- Lattanzi, S., Luzzi, S., Proviciali, L, & Silvestrini, M. (2014). Blood pressure variability predicts cognitive decline in Alzheimer's disease patients. *Neurobiology of Aging*, 35, 2282-2287. <http://dx.doi.org/10.1016/j.neurobiolaging.2014.04.023>
- Nicholson, P., Griffin, P., Gillis, S., Wu, M., & Dunning, T. (2012). Measuring nursing competencies in the operating theatre: Instrument development and psychometric analysis using Item Response Theory. *Nursing Education Today*, 33, 1088-1093.
- Patrick, A., Laschinger, Wong, C., & Finegan, J., (2011). Developing and testing a new measure of staff nurse clinical leadership: The Clinical Leadership Survey. *Journal of Nursing Management*, 19, 449-460. DOI: 10.1111/j.1365-2834.2011.01238.x
- Pryse, Y., McDaniel, A., & Schafer, J. (2014). Psychometric analysis of two new scales: The Evidence-Based Practice Nursing Leadership and Work Environment Scales. *Worldviews on Evidence-Based Nursing*, 11 (4), 240–247.
- Wood, W., Bennett, A., & Basch, E. (2014). Emerging uses of patient generated health data in clinical research. *Molecular Oncology*, 1-7. Available from <http://dx.doi.org/10.1016/j.molonc.2014.08.006>

Course Assignments and Grading Criteria

Concept Paper

Due 1/31, 11:59 pm

5% of course grade

General guidelines- unless otherwise specified, all papers have a cover page with a title unique to your paper. Formal papers have an introduction that introduce the topic of the paper and indicate the structure of the rest of the paper. Formal papers also have a summary or concluding paragraph.

Purposes of the assignment

- Define concept of interest in vulnerable population
- Provide opportunity for faculty to assess writing and library skills.

Description	Evaluative Standard	Possible Points	Your Points
Introduction (no heading for introduction)	Sentence to introduce the concept Organizing sentence for the paper	5	
Concept and Vulnerable Population	Why concept is important, especially in studies with the selected population. Number of people affected Cost of related health problem to individuals and society	20	
Theoretical context	What theories include this concept or related concepts?	10	
Theoretical definitions	How has the concept been defined in theories and by researchers? Include a table of up to 5 theoretical definitions of the concept	15	
Study example	Describe a study in which the concept was measured. How was the concept measured? What were the findings related to the concept/variable?	15	
References	Citations provided to support information included in the paper	15	
Format	No less than 5 pages in the body of the paper; maximum length of the body of the paper is 8 pages Correct grammar, punctuation, and spelling References cited correctly Reference list correct according to APA	20	
		100	

Annotated Bibliography with Measurement Tables

Due 2/28, 11:59 pm

10% of course grade

Purposes of the assignment

- Identify instruments and tools that are available to measure the concept of interest
- Retrieve 10 articles in which researchers have measured the concept
- Describe the measures used and extract relevant psychometric information about the measurement methods

Description	Evaluative Standard	Possible Points	Your Points
Title Page	Use College format for Title Page.	0	
Introduction (no heading)	Identify the concept and the vulnerable population. Introduce the instruments that were identified to measure the concept.	5	
Annotated Bibliography	Use APA annotated bibliography format to present the 10 studies. For each study, provide reference and a paragraph describing the study. Paragraph should be succinct (7 or < sentences) but include design of study, sample, instrument used to measure the concept, and findings. 5 points for each article.	50	
Summary Tables	Display pertinent psychometric information about the instruments from each study. Have a descriptive table and a summary table for each instrument with headings as indicated. See example below.	30	
Conclusions	Reflect on what you have learned so far about measuring the concept. What are your next steps in determining a valid and reliable instrument for measuring the concept?	5	
	Correct format used for references and reference list. Correct grammar and punctuation used in narrative content.	10	
		100	

Table to Describe of Instrument

Name of Instrument (author of instrument)

Conceptual Definition	Type of Measurement Method	Level of Measurement	Scoring	Range of Possible Scores

Summary Table for [Name of instrument]

Authors (year)	Sample and Size	Support for validity from previous studies	Support for reliability from previous studies	Psychometric findings for this study

Final Paper
Due 5/9, 11:59 pm
25% of course grade

Purpose of the assignment

- Demonstrate achievement of course outcomes #2 and #4.
- Make decisions about best instrument to measure the concept

Description	Evaluative Standard	Possible Points	Your Points
Introduction (no heading for introduction)	Identify concept and the two instruments to be compared in the paper.	2	
Instrument One		-	
History	Who developed the instrument? What was the reason for its development? What was the conceptual/theoretical definition of the concept the tool was developed to measure? How were initial items developed? Describe early work to develop and refine the instrument (psychometric findings).	10	
Description	Number of items, response set format, range of possible scores, subscales Reading level and delivery methods (i. e. does it require special equipment or the presence of the researcher) Cost if pertinent	10	
Psychometric Performance	Summary table with findings from several studies in which the instrument has been used. Include a paragraph after the table to evaluate the psychometric performance of the instrument.	10	
Instrument Two		-	
History	Who developed the instrument? What was the reason for its development? What was the conceptual/theoretical definition of the concept the tool was developed to measure? How were initial items developed? Describe early work to develop and refine the instrument (psychometric findings).	10	
Description	Number of items, response set format, range of possible scores, subscales Reading level and delivery methods (i. e. does it require special equipment or the presence of the researcher) Cost if pertinent	10	
Psychometric Performance	Summary table with findings from several studies in which the instrument has been used. Include a paragraph after the table to evaluate the psychometric performance of the instrument.	10	
Conclusions	Compare the strengths and weaknesses of the instruments. Indicate which instrument you would use to measure the concept and provide your rationale.	25	
Format	APA format used for paper and reference list. Correct grammar and punctuation	13	
		100	

Evaluation of Contributions to Discussion Board

10% of course grade

- Develop the skill of scholarly dialogue.
- Demonstrate movement toward the achievement of all course objectives.

A post or message that demonstrates substance contributes to the learning by doing one or more of the following:

- Reflection about meaning
 - Describe thoughtfully what something means or new insights it provides
 - Raise a question as a seed for clarification or further discussion
- Analysis
 - Discuss relevant themes, concepts, main ideas, or relationships among ideas
 - Identify hidden fallacies or assumptions in the reasoning.
- Elaboration
 - Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant literature
- Application
 - Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice
- Synthesis
 - Integrate multiple views to provide a summary, a new perspectives, or creative refashioning of ideas
- Evaluation
 - Assess the accuracy, reasonableness, or quality of ideas.

Substantive posts do not have to be long. Not all long posts are substantive nor are all short posts non-substantive. Cite sources as appropriate.

You will be evaluated on your participation each week (Sunday through Saturday). To get full participation points for the week, make your initial substantive post on Sunday through Tuesday. Respond to at least two other students' posts as the week progresses. Weekly scores will be averaged and weighted to be equal to 10% of the course grade.

Weekly scoring of participation

100 points

Made initial substantive post on Sunday through Tuesday

Made at least two additional posts, including at least one Wednesday or later

70 points

Made initial post but only responded once later in the week

Lower points may be given if posts are not substantive

50 points

Made initial post on Sunday through Tuesday, but did not post later in the week OR

Made initial post after Tuesday

Lower points may be given if posts are not substantive