

Posting Tips for the Discussion Board

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Quick “Do’s & Don’ts”

- Do answer the question completely, details are in the Quest Details post for the Unit
- Do check Spelling & Grammar
- Do respond to two or more classmates, the more the better
- Do use Standard Written English, no text messaging abbreviations
- Don’t go beyond what it asked; as in, don’t talk about FOIL when asked about Order of Operations
- Do include examples from your career or possible examples from the career you are studying for, these can often be in the Classmate Response
- Don’t count clarifications as Classmate Responses within your thread, or multiple posts within other posts
- When you edit your post, put *Edited* at the beginning, it will make it easier on all of us.
- Recommend ending your classmate response with a good open-ended related question.
- Don’t attach your whole post, most of it should be in the message area.

Needed for Full Credit:

- All parts of the main question must be answered; the parts are often listed in the Quest Details post.
- Good spelling and grammar with complete sentences are required.
- Two [classmate responses](#) that further the understanding of the topic for the Discussion Board that unit.
 - One classmate response only may be replaced with a detailed solution to a [Mini-Quest](#).
 - OR: One classmate response only may be replaced with a detailed solution to a problem from the text.

Some things to keep in mind when posting

- Click the Respond Link under the post you wish to respond to, you should have at least three separate posts on each board, and they should not be the same/reworded post. More than 3 posts are better!
- Did you check your spelling & grammar?
- Did you include references to anything you read to help you answer the post?
- Did you use complete sentences in Standard Written English?
- Is the entire post in your own words?
- Is your post relevant and does it provide substantial information to the one you are answering, whether it is the Official question, a Classmate Response, or the Mini-Quest?
- Will someone learn something new from reading your post?
- Will someone respond to what you posted?

If you answered “No” to any of the above points, you will lose points on your post; these are all important parts of the discussion.

Questions: What and How to Answer

Original Discussion Response: Each unit has an Official Discussion Question; this is at the very top of the Discussion Board Page. It must be answered completely and correctly for full credit, see [Grading](#) below for more information.

Many of the questions have multiple parts for you to answer, and they ask for one or more examples. On Tuesdays I post Quest Details to help you understand what I expect in your post. The earlier units have more details than the later units. You must answer all parts and give all examples for full credit for this part, and explanations and examples must be in *your own words*. I will often ask questions to try to get more information from you to make sure you understand the question and can completely answer the Discussion Topic for the week.

Responses that are within your thread count towards you finishing your original post, so that you have a better chance to get full credit for it. Make sure you click the Respond Link under the Original Question. You should also list anything that you read to help you to answer the question, including the textbook! Note in the [Grading](#) Rubric that [plagiarized](#) work automatically results in a 0 for the Topic, make sure it is in your own words and that you cite your references!

Classmate Responses: In order for your response to count as a response to a classmate, it must be in response to their Original Discussion Response, AND it must further the discussion. Alternatively, if a classmate makes an original post requesting assistance with a topic in the Unit and you provide significant assistance, this will count as well.

Saying things like "I agree", "Good Job", and similar postings will not count, even if it is 'long'.

Examples of furthering the discussion include corrections, additions, 'real uses', and other similar responses.

Formatting

Use your "enter" or "return" key for a new line, do not rely on "Word Wrapping" to make lines where you want them.

When typing expressions, I recommend putting a space between each term. It makes it easier to read.

$3x + 4y - 5z + 4$ is easier to read than:

$3x+4y-5z+4$

If you have more than one thing before or after a symbol, use parentheses to clarify what belongs where (), this is part of the Order of Operations, which will be covered in Unit 3.

$3x + 2y$

is usually understood, but what if you meant

$3(x+2y)$

big difference in meaning.

Another big difference and more often happens:

$3x + 27/y - 2$

or did you mean

$3x + 27/(y - 2)$

or

$(3x + 27)/y - 2$

or yet another meaning could be

$(3x + 27)/(y - 2)$

The last one above is most often the case, but hardest to be sure of without the parentheses.

Symbols

Many symbols can be found across the top with the symbol Ω , including ² & ³

For other exponents, use ^ (just above the 6):

$x^{(3 + 4)}$

here the spacing can be omitted, but notice the parentheses are crucial to understanding.

For division use "/" near the "?".

For absolute value use "|" above the "enter" key.

"~" is often used for approximately next to the 1.

If you can't find the symbol in the symbols area or on the keyboard, try to use the one in Word from the Insert Symbol area. If that does not work, and you feel using the word would be too distracting from the problem, make up a symbol. Don't forget to tell us what it is so we understand what you are doing.

Graphing

Graphing in the Discussion Board can be difficult, especially when it comes to graphing linear equations in two variables. I recommend drawing the graph on the computer, then saving it as a jpg or gif and attaching it. There are some electronic forms graph paper at

<http://www.ramshillfarm.com/Math/Math150/index.html>.

Graphing number lines and solutions to single variable inequalities can be done on the Discussion Board. A couple of things you can do, but no matter what I recommend explaining your notation!

$\langle _ -3 _ -1 _ 0 _ 1 _ 3 _ \rangle$ Can be a basic number line.

Replace some of the $_$ with = to show parts of the line included.

Use () [] to show end points and if you included them [] or not ().

$\langle _ -5 _ [-4====0=1) _ \rangle$ Would mean $[-4, 1)$ We will go over Interval Notation, if you don't know what this means yet.

For just a point on the line you could use "*" or "."
Be creative, but be clear!

I look forward to chatting in the Discussions!

Plagiarism and how to avoid it!

The first and easiest way to avoid the possibility of plagiarism is to put all explanations and examples in your own words. Include a direct reference to anything that you read (or list people who helped you) in your post. I do understand everyone is reading the text, but be sure to reference it in some way and I will be happy with that. If you read something on the internet, make sure you put the address of the exact page in your post. For example, if you read something in yahoo answers, make sure you don't just put www.yahoo.com. Put the actual page, I do check!

Another way to avoid plagiarism is to "extrapolate, personalize, and internalize" the material that you are discussing.

It is extremely important for you to put all explanations and examples in your own words. This means that most, 75% or more, of your post is to be your words, not quotations. I do understand things happen and so I will give you a 'strike 0'. The first time the post will be 'copied' (to a file on my computer) and deleted from the Discussion Board (all responses go away too). I will immediately send you an email telling you about this and giving you a chance to resubmit a corrected post. I will also be sending an email to your advisor letting him or her know about it. Now, if the advisor gets back to me and says this is not the first time, I really hope that isn't the case...

I really don't like 'telling' on people. I recommend you check out the resources the Writing Center has to help you to learn how to properly quote, paraphrase and cite sources.

Check the Syllabus for complete details on the Kaplan Plagiarism Policy.

Grading

I post comments in the GradeBook with each grade that I assign. All Discussion Grades are based on the Rubric and Late Policy, below. I also post comments in the Discussion Board to help guide you to full credit. If you are unsure of why you received the grade you did for any assignment, please feel free to email (TEyster@Kaplan.edu) or IM(AIM: TamaraEyster) me.

Late Assignments, from the Syllabus:

All unit assignments (projects, quizzes, discussion, seminar, etc.) are due Tuesday by 11:59 pm ET of the unit assigned. At the discretion of your professor:

- Late assignments can be marked down one letter grade for each unit the assignment is late. For example, if you turn in your Unit 5 project, a "B" paper with a grade of an 85%, during Unit 6, one letter grade will be deducted from it, giving you a grade of C (75%). If you turn this project in during Unit 7, two letter grades will be deducted from it, giving you a grade of D (65%). As you can see, it is to your benefit to submit assignments on time.
- Late discussion posts to classmates may not receive credit as their purpose is to further the discussion and the discussion cannot be furthered after it has ended.
- Assignments submitted more than three units late may not be accepted.
- Unit 9 projects will not be accepted late without prior approval from the instructor or an approved incomplete grade request.

What this means to you, it is in your best interest to submit all materials on time. Responses to classmates will not be accepted late. You will lose 10% from your grade for each Unit late, up to 30% off your grade.

Rubric for Weekly Discussion Thread, from the Syllabus:

Grade:	Grading Criteria
A: 27-30 points	<ul style="list-style-type: none"> • Responses are on topic, original, and contribute to the quality of the discussion. • Responses make frequent, informed references to unit material. • Responses are clearly written. • Responses meet posted length requirements. • Two or more responses per thread to classmates that are thoughtful and advance the discussion.
B: 24-26.99 points	<ul style="list-style-type: none"> • Responses are on topic, largely original, and contribute to the quality of the discussion. • Responses make some informed references to unit material. • Responses are generally clearly written. • Responses meet posted length requirements. • One response to a classmate per thread that is thoughtful and advances the discussion.
C: 21-23.99 points	<ul style="list-style-type: none"> • Responses are on topic, but lack originality, and lack a significant contribution to the quality of the discussion. • Responses make vague or summary references to unit material. • Responses have several mechanical or stylistic errors. • Responses do not meet posted length requirements. • Response(s) to others does not advance the discussion.
D: 18-20.99 points	<ul style="list-style-type: none"> • Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. • Responses make little or no references to unit material. • Responses have several mechanical or stylistic errors. • Responses do not meet posted length requirements. • No responses to classmates. • If there are two questions, student didn't respond to one.
F: 0 – 17.99 points	<ul style="list-style-type: none"> • Responses are off topic, lack originality, and lack any contribution to the quality of the discussion. • Responses make little or no references to unit material. • Responses have several mechanical or stylistic errors. • Response is abusive or inappropriate (will result in 0 points automatically). • Response is plagiarized (will result in 0 points automatically). • Responses are missing. • No responses to classmates.