



Gary Tharldson School of Business

Syllabus

CIS 101: Introduction to Computers

University of Mary

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CIS 101: Introduction to Computers – General Information

Prefix/Course No.:	CIS 101	Credit Hours:	3
Course Title:	Introduction to Computers	UMary Core:	Elective
Course Location:	Online	Course Format:	Online 5 weeks

Course Meets:

Instructor:

Office:

Mailing Address:

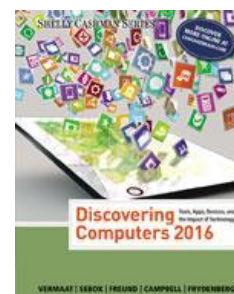
E-mail Address:

Phone:

1. **Required Texts:** **Discovering Computers ©2016, 1st Edition**

Misty E. Vermaat; Susan L. Sebok; Steven M. Freund;
Jennifer T. Campbell; Mark Frydenberg
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ISBN-13: 978-1-305-39185-7 This is for NEW Book **or**
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Course Description:

(The CIS 101 course description below is from the University of Mary Bulletin)

This course teaches the fundamentals of computers and computer nomenclature focusing on the use of PC hardware, software, and the World Wide Web. No experience with computer applications is assumed; however, student should possess basic keyboarding and mouse skills. Specifically, the Windows operating system as well as the Microsoft Office Suite of applications will be studied.

Alternative Course Description:

This course teaches the fundamentals of computer concepts, terminology, and software applications. In class application instruction is provided for Microsoft Office including Access, Excel, PowerPoint, Word, Internet Explorer and the Windows operating system. No experience with computer applications is assumed, however, students should possess basic keyboarding and mouse skills.

It should be noted that the successful completion of CIS 101 meets the University's IT Skills requirement.

Prerequisites: none

Relationship to the University of Mary Servant Leadership Experience

University of Mary Mission Statement:

The University of Mary exists to serve the religious, academic, and cultural needs of people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

Gary Tharaldson School of Business Mission Statement:

Incorporating the Christian, Catholic, and Benedictine values of the University of Mary, the Gary Tharaldson School of Business provides quality baccalaureate and master's degree programs to educate and prepare students to positively contribute to their professions and communities as ethical servant leaders. Using a philosophy of continuous improvement, the Gary Tharaldson School strives to be innovative and responsive to the changing needs of students, faculty and the business community through experience-based curricula.

Servant Leadership Experience:

Servant leadership experiences are based on character building relationships integrated with a solid understanding of what it is to be a servant leader with Jesus Christ as model and the Benedictine values of community, hospitality, moderation, prayer, respect for persons, and service. These values are foundational in character building, ethical decision making, and the integration of the intellectual, spiritual, emotional, and physical aspects of life.

Benedictine Experience:

Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary...

Father James P. Shea, President, University of Mary

- *Community –
Striving together for the common good and growing in relationship with God, one another, and self*
- *Hospitality –
Receiving others as Christ with warmth and attentiveness*
- *Moderation –
Honoring all of God's creation and living simply with balance and gratitude*
- *Prayer –
Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God*
- *Respect for Persons –
Recognizing the image of God in each person and honoring each one in their giftedness and limitations*
- *Service –
Meeting the needs of others in the example of Jesus the servant leader*

Relationship of the course to the Benedictine values:

The six Benedictine values will be incorporated into this course. Examples include the following:

- *Community –
The course will be a cohort model. Students and the instructor will work with one another as a community to help solve computer and software problems.*
- *Hospitality –
Relates to the Golden Rule, we will treat others in this course in the manner in which we desire to be treated.*
- *Moderation –
To the best of our ability we will balance coursework, family, employment, and our spiritual life.*
- *Prayer –
Each session may begin with a prayer or reflection.*
- *Respect for Persons –
We will discuss classroom issues and topics with respect for one another's opinions.*
- *Service –
We will attempt to help or share the information and skills that we have learned with our classmates and our larger social and work communities.*

Competence Experience:

Graduating students are to be knowledgeable in the following core competencies:

- Spirituality and Ethics –
Draw upon spiritual, philosophical, religious and Benedictine traditions to express and act upon an ethical set of values.
- Communications –
Read, write, listen and speak effectively to gain and share meaning in a diverse world.
- Critical Thinking –
Analyze, synthesize, and evaluate ideas and information from multiple perspectives to make decisions and solve problems.
- Global Stewardship –
Respect and be critically aware of oneself and the diverse world to protect and strengthen natural, cultural and social environments.

An atmosphere of openness, free inquiry, and continual assessment of learning is promoted to assist students in the acquisition of these competences.

Program Competencies:

In addition to the core competencies of Spirituality and Ethics, Communications, Critical Thinking, and Global Stewardship; and to support the University of Mary mission as well as the Gary Tharaldson School of Business mission, professional programs of study have been created. Program outcomes are listed below and the outcomes supported by the Introduction to Computers course have been identified.

1. Examine industry and/or government compliance standards that need to be employed by business and industry. *(Not supported by CIS 101)*
2. Research and summarize different networking standards and specify the correct standards in a prescribed environment. *(Not supported by CIS 101)*
3. Identify and summarize information technology management principles. *(Not supported by CIS 101)*
4. Demonstrate effective written and oral communication skills in an information systems environment.
5. Identify and employ the principles of project management. *(Not supported by CIS 101)*
6. Demonstrate innovation and collaboration within a team environment.
7. Utilize Information Technology tools and techniques to formulate sound management decisions, in a way that improves the organization's competitive advantage.
8. Demonstrate technical and managerial skills in information technology.
9. Formulate ethical decisions incorporating the Benedictine values and the standards of the profession.
10. Analyze and design a database system using the tools and techniques associated with the IT profession.
11. Successful completion of CIS 101 meets the University's **IT Skills requirement** for all University of Mary graduates.

Course Outcomes:

	Course Outcomes Students will be able to:	University Concepts	Program Competencies Addressed	Assessment Method(s)
1	Describe a computer information system.	Communication Critical Thinking	4-Communication skills 7-Utilize tools 8-Demonstrate technical skills 9-Incorporate ethics	Exam, written assignments & exercises
2	Describe the Internet and the World Wide Web.	Ethics Communications Critical Thinking Stewardship	4-Communication skills 6-Collaborate with team 7-Utilize tools and techniques 8- Demonstrate technical skills 9- Incorporate ethics	Exam, written assignments & exercises,
3	Recognize the uses and opportunities of computers and mobile devices	Critical Thinking	7-Utilize tools and techniques 8- Demonstrate technical skills	Exam, written assignments & exercises,
4	Identify the various types of computers	Communication, Critical Thinking	4-Communication skills 7-Utilize tools and techniques 8- Demonstrate technical skills	Exam, written assignments, exercises
5	Identify digital safety and security	Communication Critical Thinking	4-Communication skills 7-Utilize tools 8-Demonstrate technical skills	Exam, written assignments & exercises
6	Examine the system unit	Communication Critical Thinking	4-Communication skills 7-Utilize tools 8-Demonstrate technical skills	Exam, written assignments & exercises
7	Define different types of input and output	Communication Critical Thinking	4-Communication skills 7-Utilize tools 8-Demonstrate technical skills	Exam, written assignments & exercises
8	Discuss storage operations and the various types of storage devices.	Communication Critical Thinking	4-Communication skills 7-Utilize tools 8-Demonstrate technical skills	Exam, written assignments & exercises
9	Demonstrate the use of the Microsoft Office suite of application software.	Communications Critical Thinking Stewardship	4-Communication skills 6-Collaborate with team 7-Utilize tools and techniques 8- Demonstrate technical skills 9- Incorporate ethics 10-Use database tools	Exam, written assignments & exercises

Expanded Course Outcomes:

The student will:

1. Describe a computer information system.
 - 1.1 Define a computer, recognize the components of a computer and be aware of what functions they perform.
 - 1.2 Distinguish the categories of computer hardware and software.
 - 1.3 Define the Internet and recognize the uses of the World Wide Web
 - 1.4 Differentiate between systems and application software.
 - 1.5 Identify uses of computers in society.

2. Describe the Internet and the World Wide Web.
 - 2.1 Examine the Internet and review its history.
 - 2.2 Identify the types of Internet access providers and the differences between various wired and wireless Internet connections.
 - 2.3 Describe Web addresses, IP address, and domain names.
 - 2.4 Describe Web browsers and search engines.
 - 2.5 Recognize how media on the Web, such as graphics, animation, audio, and video are used on the WWW.
 - 2.6 Discuss the rules of netiquette and relate them to e-mail, chat rooms, other Internet services.

3. Recognize the uses and opportunities of computers and mobile devices.
 - 3.1 Describe the uses of desktop and portable computers, as well as servers.
 - 3.2 Differentiate among computer terminals.
 - 3.4 Identify the uses of embedded computers.
 - 3.5 Differentiate between computer ports, wired connections, and wireless connections.

4. Identify the various types of computers.
 - 4.1 Explain the operating system and the graphical user interface.
 - 4.2 Identify the categories and the features of various software applications.
 - 4.3 Identify software used in communications.

5. Identify digital safety and security.
 - 5.1 Describe various ways to protect your computer from Internet attacks.
 - 5.2 Recognize issues related to intellectual property rights (copyright) and codes of conduct.
 - 5.3 Discuss issues surrounding information privacy.

6. Examine the system unit.
 - 6.1 Specify the components of the system unit.
 - 6.2 Describe the functions of the CPU.
 - 6.3 Be familiar with the motherboard and its relationship to the microprocessor, sockets, buses, slots, ports, and bays.
 - 6.4 Characterize the various types of memory.
 - 6.5 Describe the purpose of expansion slots and adapter cards.
 - 6.6 Describe various ports and buses.

7. Define different types of input and output.
 - 7.1 List and describe common input devices.
 - 7.2 Be aware of how scanners, digital cameras, and other audio and video input devices work.
 - 7.3 Describe displays/monitors and video cards.
 - 7.4 Recognize the differences among various types of printers.

8. Discuss storage operations and the various types of storage devices.
 - 8.1 Differentiate between storage and memory.
 - 8.2 Describe the characteristics and benefits of hard disks, solid-state drives, and various optical discs.
 - 8.3 Describe the benefits of cloud storage.
 - 8.4 Describe other forms of storage such as smart cards, and RFID tags.

9. Demonstrate the use of the Microsoft Office suite of application software.
 - 9.1 Produce Microsoft Word documents by entering and altering text and graphics, changing the layout, saving and printing documents.
 - 9.1.1 Create one-page flyers
 - 9.1.2 Create term papers
 - 9.1.3 Create a business letter
 - 9.2 Create Microsoft Excel worksheets by entering text, numbers, and formulas (AVERAGE, MAX, IF, and MIN), formatting the text and numbers, analyzing the data, charting and printing the worksheets.
 - 9.3 Create Microsoft PowerPoint slides and presentations.
 - 9.4 Create, sort, filter and print reports using an Access database.
 - 9.5 Windows: Navigation, create and edit files and folders

[End of Outcomes]

Major Assignments:

The following table lists the anticipated assignments, the estimated duration of the assignment, and the outcome that each assignment addresses. Please note that this list of assignments may fluctuate during any particular semester/term. Your instructor may change, add, or delete an assignments depending upon course circumstances.

Weeks	Assignment	Estimated Student Time/Activity	Total Time	Outcomes Addressed
Week 1	Syllabus Review			
	Confirm Canvas student account; logon, password	1 hour		9
	Setup your SAM Office 2013 testing account			9
	Windows 7: Complete Online tutorial	2 hours		
	Windows 7: Complete Online Exam	1 hour		9
	Read and study chapter 1 <i>Discovering Computers</i> Text	3 hours		1
	Review the chapter 1 PowerPoint presentation			1
	Chapter 1 <i>Discovering Computers</i> Exam online	1 hour		1
	Review Videos		19 hours	
	Complete Video Handout: Birth of the Computer	2 hours		1
	Complete Online training for Microsoft Word	3 hour		9
	Complete the Microsoft Word Projects.			9
	Complete Microsoft Word Exam	1 hour		9
	Read and study chapter 2 <i>Discovering Computers</i> Text	3 hour		
Review the chapter 2 PowerPoint presentation				2
Chapter 2 <i>Discovering Computers</i> Exam online	1 hour			2
				2
Week 1 Discussion	1 hour			

Weeks	Assignment	Estimated Student Time/Activity	Total Time	Outcomes Addressed
Week 2	Read and study chapter 3 <i>Discovering Computers</i>	3 hours	14 hours	3
	Review the chapter 3 PowerPoint presentation			3
	Chapter 3 Exam	1 hour		3
	Microsoft Excel: complete online training	2 hours		9
	Microsoft Excel: complete project	1 hours		9
	Microsoft Excel: complete Exam	1 hours		9
	Read and study chapter 4 <i>Discovering Computers</i>	3 hours		4
	Review the chapter 4 PowerPoint presentation			4
	Chapter 4 Exam	1 hour		4
	Review Videos	1 hour		
Discussion	1 hour			

Weeks	Assignment	Estimated Student Time/Activity	Total Time	Outcomes Addressed
Week 3	Read and study chapter 5 <i>Discovering Computers</i>	3 hours	15 hours	5
	Review the chapter 5 PowerPoint presentation			5
	Chapter 5 Exam	1 hour		5
	Microsoft PowerPoint: complete online training	2 hours		9
	Microsoft PowerPoint: complete project	1 hours		9
	Microsoft Powerpoint: complete Exam	1 hours		9
	Read and study chapter 6 <i>Discovering Computers</i>	3 hours		6
	Review the chapter 6 PowerPoint presentation			6
	Chapter 6 Exam	1 hour		6
	Review Videos	1 hour		
Read short story, "Manna"	1 hour	2		
Discussion	1 hour			

Weeks	Assignment	Estimated Student Time/Activity	Total Time	Outcomes Addressed
Week 4	Read and study chapter 7 <i>Discovering Computers</i>	3 hours	16 hours	7
	Review the chapter 7 PowerPoint presentation			7
	Chapter 7 Exam	1 hour		7
	Microsoft Access: complete online training	3 hours		9
	Microsoft Access: complete project	2 hours		9
	Microsoft Access: complete Exam	1 hours		9
	Read and study chapter 8 <i>Discovering Computers</i>	3 hours		8
	Review the chapter 8 PowerPoint presentation			8
	Chapter 8 Exam	1 hour		8
	Review Videos	1 hour		
Discussion	1 hour			

Weeks	Assignment	Estimated Student Time/Activity	Total Weekly Time	Outcomes Addressed
Week 5	Review videos	1 hour	16.5 hours	All Outcomes Addressed
	Discussion	1 hour		
	Study for Final Exam	10.5 hour		
	Final Exam:			
	Concepts chapters 1 – 8 comprehensive exam	2 hours		
SAM Office 2013 comprehensive exam	2 hours			

Methods for Evaluation and Grading:

The following are the approximate weights given to each category of classroom activity:

Item	Assignment/Activity	Evaluation Method	Weight	Course Outcomes Assessed
1	Chapters 1-8: Read and study the concept chapters Study PowerPoint presentation for each chapter & Final Exam	Exam,	32%	1 - 8
2	Office 2013 chapters: Read and study the Office suite of applications terminology and procedures; Word, Excel, PowerPoint and Access & Final Exam	Exam	32%	9
3	Office 2013 Word, Excel, PowerPoint and Access assignments	Homework	30%	9
4	Discussion activities	Homework,	6%	1 - 8
TOTAL			100%	

Grading Scale:

If you are taking CIS 101 to fulfill the Information Technology requirement for the University of Mary, a letter grade of **D** or higher will meet your obligation.

However, if you have a **major** within the School of Business, such as Accounting, Business Administration, Computer Information Systems, etc. you typically must receive a grade of **C** or higher. Please check with your advisor.

If you have any questions, be sure to discuss letter grades with your advisor and the CIS 101 instructor.

95-100 = A
93-94 = A-
90-92 = B+
87-89 = B
85-86 = B-
82-84 = C+
78-81 = C
70-77 = D
< 70 = F

Attendance Policy:

Instructors (facilitators) are required to maintain attendance reports. At the request of the course instructor, students may be administratively dropped from the course if they do not attend the first two weeks of class and have not been in contact with the course instructor by the close of the second week. **The same holds true for online students**, they must be completing their coursework and actively participating in online discussions for the first two weeks of class. If you anticipate a problem, please contact your instructor and advisor. Perhaps your situation will not become a problem. Absent students who do not contact instructors may be administratively withdrawn from the class.

Assignment & Exam Policy:

All assignments are to be completed and submitted by the date they are due.

No extension of time is granted for time critical activities; that is, the activity must be completed within a specific time frame. A good example of a time critical activity is an online discussion. Another example would be the critiquing of an in-class guest speaker.

Other assignments are more flexible; however, expect a lower score for late assignments (often a 10% penalty). If your instructor allows an extension of time for an assignment, the time limit shall be a maximum of five days. If you anticipate an assignment delay, talk to your instructor before you get in grade trouble!

Statement on Academic Honesty:

The student who cheats perpetrates an intellectual fraud which betrays his or her own potential, cheapens the honest achievements of other students, and undermines the integrity of the college community. Plagiarism is a form of cheating. Students who violate academic honesty fall under the Academic Integrity policy and are subject to any of the sanctions under that policy including removal from their programs of study or dismissal. Procedural policy notes include:

1. The instructor will initiate action against a student found cheating while enrolled in a course within seven days of discovery of the infraction. The instructor will formally notify the student and record the action.
2. The instructor may apply any of the following sanctions to a student found to have cheated during the term of the course.
 - a. The student will receive a zero for the work in question.
 - b. The student will be given another opportunity to demonstrate knowledge or skills.
 - c. The student will be expelled from class with a failing grade.
3. The instructor may recommend additional sanctions to the student's Program Director, the student's Division Chair or Dean, or the Office of Academic Affairs.
4. Within seven days after receiving notice from an instructor of an infraction, the student accused of cheating may appeal the decision following the university Academic Appeal Policy.

University of Mary Honor Code

In its mission statement, the University of Mary proclaims that “All students are encouraged to seek the truth, to see themselves as whole and unique individuals responsible to God, and to become leaders in service to truth.” Students at the University of Mary are expected to act with integrity at all times. To have integrity is to be trustworthy—to be sound, reliable, and whole—and to live with the inner strength that comes from knowing that one actually is as one portrays oneself to be. The basis of all interaction in the academic community is the expectation that all students will behave in accordance with the values set forth in the University of Mary Academic Honor Code and Honor System. This University of Mary Academic Honor Code expects that individuals will act in a manner that is respectful of the rights and privileges of others. Responsibility for maintaining the integrity of the community rests with each individual member. Each person must examine and evaluate his/her own behavior and regulate that behavior to be consistent with the expectations of the university community. All students are bound by the University of Mary Honor Code and Honor System which can be located at my.umary.edu, My Courses, CIS 101 handouts.

Channel of Communications:

In the event a student has an academic situation they wish to dispute, the student should address the issue with the instructor. If the instructor’s response is unsatisfactory, the student may then contact, in the following order, the *Undergraduate Chair of the School of Business, Dr. Kevin Fishbeck*, the *Assistant VP Academic Affairs, Kim Long*, and finally the *VP Academic Affairs, Dr. Diane Fladeland*.

Instructor > Undergraduate Chair of the School of Business > Assistant VP Academic Affairs > VP Academic Affairs

Statement Regarding Reasonable Accommodations:

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact the Director of Student Accessibility Services in the Student Success Center, located in the lower level of Welder Library, at (701) 355-8264

Grading rubric for Handouts – Reaction Papers:

Not every handout or reaction paper that you create in CIS 101 will contain every category listed below. For instance, the Birth of the Computer paper doesn’t require an introduction and the organization is already provided. However, emphasis is placed on clear and concise content and good grammar and spelling. Therefore, the following rubric is a guide to grading and not a definitive tool.

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Grading rubric for Handouts – Reaction Papers: (continued)

Category	Points: 5	4	3	2
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper	The introduction clearly states the main topic and previews the structure of the paper but is not inviting to the reader	The introduction states the main topic but does not adequately preview the structure of the paper	There is no clear introduction
Content	The message is concise and very easy to summarize. The author exhibits great understanding and insight. The paper has obvious direction and has clear and careful support.	The message is clear and can be summarized. The author has a good understanding of the topic	The message falters and is difficult to summarize. The author may struggle with the topic. The content is unclear or vague, and the support is general and repetitive	The message is vague and unclear. Summarization is very difficult. No key issues are addressed.
Organization	Paper is well organized and ideas presented are related to the article	Paper is well organized but ideas presented do not relate to article	Paper is not well organized and ideas presented do not relate to the article	Paper lacks good organization and ideas presented are not related to article
Grammar & Spelling & Word Choice	Clear, striking, original and precise language is suited to the purpose and audience. Vocabulary is balanced, lively and distinct - restatement is provided. Carefully used powerful verbs and modifiers provide vibrant energy and imagery.	Language is clear and mostly appropriate for the audience and purpose. Lively language outweighs flat portions. Meanings can be taken from context. Some modifiers and verbs may be overdone.	Unclear, vague, and sometimes inappropriate language for the audience and purpose. Inflated, simple, flat, clichéd or jargon heavy vocabulary overwhelms lively vocabulary.	The writing is marked by confusing, vague and incorrect words. The language is simply not appropriate. Vocabulary is very flat and is largely made up of slang and clichés.
Conclusion	Conclusion gives example of what is stated in the article and author accurately reflects the topic of the article	Conclusion gives example of what is stated in the article and author does not accurately reflect the topic of the article	Conclusion is just a summary of the article and no example is given	No or poor conclusion

Discussion Grading Rubric

Use Zoom to read fine print or view in Canvas

CIS 101 Discussion Rubric					
Criteria	Ratings				Pts
Critical Analysis (Understanding of the topic) 5 pts	Exemplary: Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	Proficient: Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Limited: Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Unsatisfactory: Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.	5 pts
Participation 5 pts	Exemplary: Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.	Proficient: Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Limited: Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Unsatisfactory: Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.	5 pts
Netiquette with Peers 5 pts	Exemplary: Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	Proficient: Written interactions on the discussion board show respect and interest in the viewpoints of others.	Limited: Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Unsatisfactory: Written interactions on the discussion board show disrespect for the viewpoints of others.	5 pts
Description of criterion 5 pts	Exemplary: Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. Presentation is rehearsed and well executed.	Proficient: Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. Preparation is apparent in presentation. Delivery is clear.	Limited: Written responses include some grammatical, spelling or punctuation errors that distract the reader. Presentation is hard to follow. Delivery appears unrehearsed.	Unsatisfactory: Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication. Presentation is poor and incoherent.	5 pts
Total Points: 20					