HSP 4333
Demography Community Planning
SPRING 2021

Instructor: Ji’ Lynda M. Brown, MPH, M.Ed.
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Phone: 325-486-6136
Office: HHS 318D
Office Hours: Mondays and Wednesdays from 1:00 pm - 2:00 pm by appointment.

Course Information

Course Description
This course investigates the effects of illness and health on the community. Students will examine the current demographic information of local communities as it relates to community planning and public health.

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Course Credits
Three Semester Credit Hours (3-0-0)

Online Class: Meets completely online using Blackboard for 8 weeks

Prerequisite and Co-requisite Courses
None
Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

Program Outcomes

Mission Statement
The Bachelor of Science in Health Science Professions prepares students to enter health science professions either directly upon graduation or to enter advanced graduate study in healthcare. Students gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence-based practice, and communication skills that span multiple health science disciplines.

Goals
The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare education and evidence-based principles to provide patient-centered care. Students will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Identify the different sources of data and describe the advantages and disadvantages of each.</td>
<td>Investigation Blog, Reflection, Quizzes, Exams</td>
</tr>
<tr>
<td>2. Define and differentiate the demographic concepts, terminology and formulas.</td>
<td>Investigation Blog, Mind Maps, Reflection, Quizzes, Exams</td>
</tr>
<tr>
<td>3. Discuss the key assumptions underlying techniques and tools.</td>
<td>Investigation Blog, Reflection, Quizzes, Exams</td>
</tr>
<tr>
<td>4. Describe the distribution of a population using various demographic characteristics.</td>
<td>Investigation Blog, Reflection, Quizzes, Exams</td>
</tr>
<tr>
<td>5. Estimate the rate of change in a population.</td>
<td>Investigation Blog, Quizzes, Exams</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>6. Recognize and analyze typical demographic patterns arising from the data.</td>
<td>Investigation Blog, Reflection, Quizzes, Exams</td>
</tr>
</tbody>
</table>
**Course Delivery**

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).

**Required Texts and Materials**

- Respondus LockDown Browser
- See Supplemental Readings included in Blackboard.

**Technology Requirements**

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam *(Please note: a plug-in webcam allows the student to perform thorough environmental scans)*.
- Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/distance_education/](http://www.angelo.edu/distance_education/)

**To participate in one of ASU’s distance education programs, you need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](http://www.angelo.edu/distance_education/)

**Technical Assistance:** If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.
Topic Outline
• Demographic Variables
• Geographic Distribution
• Birth and Fertility
• Mortality
• Migration
• Population Dynamics
• The Life Table
• Population Policy
• Population and Environment

Communication
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.
• ASU Writing Center: https://www.angelo.edu/dept/writing_center/grammar_proofreading.php
• The Basics of APA style: https://www.apastyle.org/learn/tutorials/basics-tutorial
• Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.
Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self – Introduction</td>
<td>55</td>
</tr>
<tr>
<td>Weekly Unit Outlines</td>
<td>160</td>
</tr>
<tr>
<td>Weekly Reflections/ Weekly Group Investigations</td>
<td>210</td>
</tr>
<tr>
<td>Unit Quizzes</td>
<td>270</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>105</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 810 - 900 points
Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

This course will be taught online through the Internet with Blackboard™ as the learning platform. It will employ a variety of teaching-learning methods including lecture presentation/notes, asynchronous online workgroups, discussions forums, quizzes, self-directed activities, and weekly quizzes. Web-based technology is also used to provide additional sources of information, prepare and submit student assignments, provide ongoing student-faculty and student-student interaction and dialogue, and facilitate peer support. Synchronous group consultation and interaction offered by appointment via Bb Collaborate.

Assignment and Activity Descriptions

*Please note: Rubrics for some assignments and activities are located at the end of this syllabus.

Self-Introduction: To introduce yourselves to the class and course, each student will respond to the discussion board prompt.

Weekly Unit Outline (Mind Map): (20 points each) Every week, an outline of the chapter(s) for the week is due. Students are expected to read and outline the chapter. Students may use any software to create the Mind Map outline or hand draw it but it is recommended that https://coggle.it/ or https://www.canva.com/graphs/mind-maps/ be utilized.

Weekly Reflections/Investigations: (30 points each (20 – investigation / 10 – reflection) There will be seven investigations and reflections, one for units 1, 2, 3, 4, 6, 7, & 8. The investigations and reflections provide an avenue for synthesis of material / information. A Blog is provided in this course as a way to help students’ process course materials, express thoughts. Individuals are expected to respond to all Blog assessments using the “Investigation Blog Rubric” to support answers to the assigned questions throughout this course.

Students will complete investigations with the assistance of group members. Then, respond to the Blog with original answers. Finally, each student will write at least a one paragraph journal reflection on the activity (i.e. what did you learn; how did you did you find the answers to the prompt?). You may upload a text document or recording of your response to the journal assignment link.
**Unit Quizzes:** Students will have nine quizzes to assess course knowledge. Quizzes are timed (2-3 minutes per question) and will consist of 10 to 30 multiple choice questions, or True/False. Access to quizzes will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Students may use written materials as well as their textbook and group members; however, use of another electronic device is prohibited.

**Midterm Exam:** The Midterm exam is designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures. The midterm will consist of 50 questions. Each question is worth 2 points. Questions will be multiple choice, or true/false.

Access to exam will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Respondus™ Monitor will also be required. Use of any written material, another electronic device or person is prohibited. On the day of testing, no exam will be re-set without IT validation of a Blackboard system problem.

Evidence of cheating on an exam will result in failure of the course.

**Participation and Attendance:** (15 points each) Students will be required to meet with their group via virtual meeting space. You may use Skype, Google Hangouts or another tool which allows you to see and speak with each other. Evidence of your attendance will be sent from the group via group upload of a weekly screenshot (with video on) into the Blackboard platform. This meeting time is intended for students to actively discuss the weekly investigation, express thoughts, and engage other opinions and ideas in a healthy and productive learning environment.

Each group will send the agreed upon meeting schedule to the instructor via Blackboard with the first evidence of group meeting screenshot. Each group meeting is mandatory and once the schedule has been created, each member must abide by the meeting time. You are required to meet each week as outlined in the course syllabus. Within each screenshot, the date the screenshot was taken must be in view along with each member who is present. If someone is only using the audio feature, their name must be shown within the shot.

**Assignment Submission**

In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at jbrown122@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

All assignments must be written in APA Style format 6th edition or higher.

**Late Work or Missed Assignments Policy**

The course is set up on modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

Student Responsibility and Attendance

This class has synchronous and asynchronous meetings, meaning you have virtual class time and on-line material to complete at your own pace. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc.

Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).

The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft and will likely result in an “F” in the course.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. All assignments should be written in APA style 6th edition or higher (formatting and citations).

A good resource is Purdue’s University OWL Lab. These OWL resources will help you learn how to use the American Psychological Association (APA) citation and format style. This section contains resources on in-text citation and the References page, as well as APA sample papers, slide presentations, and the APA classroom poster: APA 6th.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Note on Wikipedia
You can use Wikipedia as a starting point for your research; however, it should not be used as a primary reference. Please use the online health science curated resources such as Pubmed.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course
announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**Email:** [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).
## Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Course Orientation</td>
<td>To Begin:</td>
</tr>
<tr>
<td>March 22 - 28</td>
<td><strong>Weinstein &amp; Pillai:</strong> Chapters 1 -2</td>
<td>• Review START HERE page</td>
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<tr>
<td></td>
<td></td>
<td>• Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of</td>
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<td>the course and ASU’s policies and access course content.</td>
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<td></td>
<td><strong>DUE March 24th @ 11:59pm</strong></td>
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<td></td>
<td>• Mind Map Outline</td>
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<tr>
<td></td>
<td></td>
<td>• Self-Introduction</td>
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<td></td>
<td></td>
<td><strong>DUE March 26th @ 11:59pm</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Investigation Blog</td>
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<td></td>
<td></td>
<td>• Reflection Journal Post</td>
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<tr>
<td></td>
<td></td>
<td>• Evidence of Group Meeting</td>
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<td></td>
<td></td>
<td><strong>DUE March 28th @ 11:59pm</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Complete and Submit Chapter 1 and Chapter 2 Quiz</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Weinstein &amp; Pillai:</strong> Chapters 3-4</td>
<td><strong>DUE March 31st @ 11:59pm</strong></td>
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<td>March 29 – 4</td>
<td></td>
<td>• Mind Map Outline</td>
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<td></td>
<td><strong>DUE April 2nd @ 11:59pm</strong></td>
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<td>Related to Teitelbaum Chapters 3 – 4:</td>
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<td></td>
<td></td>
<td>• Investigation Blog</td>
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<td>• Reflection Journal Post Due</td>
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<td></td>
<td>• Evidence of Group Meeting</td>
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<td></td>
<td></td>
<td><strong>DUE April 4th @ 11:59pm</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Complete and Submit Chapter 3 and Chapter 4 Quiz</td>
</tr>
</tbody>
</table>
| Unit 3 | April 5 - 11 | Weinstein & Pillai: Chapter 5 | DUE April 7\(^{th}\) @ 11:59 pm  
- Mind Map Outline  
DUE April 10\(^{th}\) @ 11:59pm  
- Investigation Blog Due  
- Reflection Journal Post Due  
- Evidence of Group Meeting  
DUE April 11\(^{th}\) @ 11:59pm  
- Complete and Submit Chapter 5 Quiz |
| --- | --- | --- | --- |
| Unit 4 | April 12 – 18 | Weinstein & Pillai: Chapter 6 | DUE April 14\(^{th}\) @ 11:59pm  
- Mind Map Outline  
DUE April 16\(^{th}\) @ 11:59pm  
- Investigation Blog Due  
- Reflection Journal Post Due  
- Evidence of Group Meeting  
DUE April 18\(^{th}\) @11:59pm  
- Complete and Submit Chapter 6 Quiz |
| Unit 5 | April 19 – 25 | Weinstein & Pillai: Chapter 7 | DUE April 21\(^{st}\) @ 11:59pm  
Midterm Exam opens Wednesday, April 21\(^{st}\) at 12:00 pm and closes at 9:00 pm.  
DUE April 25\(^{th}\) @ 11:59pm  
- Mind Map Outline  
- Complete and Submit Chapter 7 Quiz |
| Unit 6 | April 26 – May 2 | Weinstein & Pillai: Chapter 8 | DUE April 28\(^{th}\) @ 11:59pm  
- Mind Map Outline  
DUE April 30\(^{th}\) @ 11:59pm  
- Investigation Blog Due  
- Reflection Journal Post Due  
- Evidence of Group Meeting  
DUE May 2\(^{nd}\) @ 11:59pm  
- Complete and Submit Chapter 8 Quiz |
| Unit 7 | May 3 – May 9 | Weinstein & Pillai: Chapters 10-11 | DUE May 5\(^{th}\) @ 11:59pm  
- Mind Map Outline  
Due May 9\(^{th}\) @11:59pm  
- Investigation Blog Due  
- Reflection Journal Post Due  
- Evidence of Group Meeting |
Unit 8
May 10 – May 14

Weinstein & Pillai:
Chapter 12

DUE May 12th
• Mind Map Outline

Friday is the DUE DATE for ALL of the following Assignments.

DUE May 14th @ 11:59 pm
• Investigation Blog Due
• Reflection Journal Post Due
• Complete and Submit Chapter 12 Quiz
• Evidence of Group Meeting

Grading Rubrics

*Found at the end of the syllabus.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining factual knowledge (terminology, classifications, methods, trends). **Important**
2. Learning fundamental principles, generalizations, or theories. **Important**
3. Learning to apply course material (to improve thinking, problem solving, and decisions). **Essential**

End of Syllabus
i https://www.angelo.edu/student-handbook/
ii https://www.angelo.edu/catalogs/
iii https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
iv https://www.angelo.edu/services/disability-services/
v https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
vi https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
vii https://www.angelo.edu/dept/writing_center/academic_honesty.php
viii https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of
# Investigation Blog Rubric

Used to grade blog posts and reflections

<table>
<thead>
<tr>
<th>Needs Work!!</th>
<th>Pretty Good!!</th>
<th>Great Job!!</th>
<th>Absolutely Amazing!!</th>
</tr>
</thead>
</table>
| **Intellectual Engagement 10 pts** | Blog entries make little or no reference to classroom discussion, lesson, or lesson activities OR Blog entry is copied from another student.  
- Two or less paragraphs of adequate content. | Blog entries make some reference to classroom discussion, lesson, or lesson activities. Student posts an opinion but does not support it with facts.  
- Two or less paragraphs of adequate content. | Blog entries show strong awareness of key issues discussed, makes full use of information from classroom discussion, lesson, and lesson activities. Includes a student opinion and adds examples supporting the entry.  
- At least three paragraphs of detailed content. | Blog entries show strong awareness of key issues discussed in class, lesson or lesson activities. Student's own opinion is also present, and presents thought provoking questions or statements to further the discussion.  
- At least four paragraphs of detailed content. |
| **Personal Response. 5 pts** | There is no personal opinion. | Opinion is present but is not supported by facts. | Opinion is supported through facts from classroom discussions or web/reading resources. | Opinion is well organized. Student supports opinion with peer-reviewed journal facts beyond the classroom discussions (as a result of research beyond class) and provides references to these sources. |
| **Engaged Writing 5 pts**  
Writing mechanics | Blog entries use incorrect grammar and spelling, consistently making it difficult for others to follow ideas in entry. APA not used. | Blog entries show a good command of Standard English and have flair and originality. 3 or more spelling or grammatical errors, and some errors in APA style citation. | Blog entries meet citation requirements for APA style AND have 2 or less spelling or grammatical errors. |
| **Reflection (Reflective Thinking) *Written in Journal* 5 pts** | The reflection does not address the student’s thinking and/or learning. | The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the | The reflection explains the student’s own thinking and learning processes, as well as implications for future learning. |

*Reflective Thinking*
| Reflection (Making Connections) *Written in Journal* 5 pts | The reflection does not articulate any connection to other learning or experiences. | The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear. | The reflection articulates connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. |
**Outline / Mind Map Rubric**

Instructions: Students will create covering specified chapters of the required text. The map may be created in any technology application including *Google Draw*, *canva.com* or *Coggle* or it may be drawn by hand. However, the final image but be in a format acceptable for upload into Blackboard (i.e. pdf).

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Novice/No Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

**Organization**
- Well organized
- Logical format
- Contains main concepts
- All key words and concepts necessary to promote an overview of the unit are used and well organized to give added meaning.
- Thoughtfully organized
- Easy to follow most of the time
- Contains most of the main concepts
- Most key words and concepts from the units are covered in a meaningful way and are thoughtfully organized.
- Somewhat organized
- Somewhat incoherent
- Contains only a few of the main concepts
- Many key words and concepts from the unit are covered and are somewhat organized.
- Confusing layout
- Contains a limited number of concepts
- Many key words and concepts from the unit are missing.

**Content, Concepts and Terminology**
- Shows an understanding of the topic’s concepts and principles and uses appropriate terminology and notations
- No misconceptions/ errors evident.
- Makes some mistakes in terminology or shows a few misunderstandings of concepts
- Few misconceptions are evident.
- Makes many mistakes in terminology and shows a lack of understanding of many concepts
- Some misconceptions are evident.
- Shows no understanding of the topic’s concepts and principles
- Many misconceptions are evident.

**Connections and Knowledge of the Relationships among Concepts**
- All words accurately connected.
- Connections indicate superior organization/ understanding and enhance meaning. Arrows easily connect concepts in an informative manner.
- Identifies all the important concepts and shows an understanding of the relationships among them
- Meaningful and original insights demonstrated.
- All words accurately connected.
- Connections are clear and logical. They connect concepts to promote clarity and convey meaning.
- Identifies important concepts but makes some incorrect connections
- Some meaningful connections made.
- Most words accurately connected.
- Connections are somewhat clear and convey some meaning.
- Makes some incorrect connections
- Some words accurately connected.
- Connections aren’t clear, they convey little meaning and do not promote clarity.
- Fails to use any appropriate concepts or appropriate connection.