**Threaded Discussion**

**Guidelines and Grading Rubric**

# Purpose

Threaded discussions are interactive assignments that require current scholarly literature to support and validate information presented. The purpose of the threaded discussion (TD) is to engage with the class instructor and peers to apply, analyze, synthesize, and evaluate course-related concepts and topics to facilitate achievement of course learning outcomes. Participation in the TDs generates opportunities for students to actively engage in the written ideas of others by carefully reading, researching, reflecting, and responding to the contributions of their peers and course faculty. TDs foster the development of members into a community of learners as they share ideas and inquiries and integrate knowledge from other disciplines. Written interactions on the discussion show respect and sensitivity to peers' cultural and linguistic background, political and religious beliefs, gender, and sexual orientation.

Each threaded discussion requires interaction with peers and/or the instructor, with active engagement in the TD on at least **two separate days** of the assigned week.

**Due Date:**

* For TD assignments that take place during **Weeks 1–7**, the due date for the initial posting is Wednesday 11:59 pm MT; the due date for responsive posting is Sunday 11:59 pm MT of the corresponding week.
* For TD assignments that take place during **Week 8**, the due date for the initial posting is Wednesday 11:59 pm MT; the due date for responsive posting is Saturday 11:59 pm MT at the end of Week 8.
* Note: Due to the interactive nature of this assignment, all TD postings must occur within the week that they are assigned.

**Total Points Possible: 50 points / 25 points**

# Assignment Overview

Threaded discussion assignments will open on Sunday preceding the start of a designated week and end on Sunday at 11:59 pm MT at the end of Weeks 1**–**7 and on Saturday at 11:59 pm MT at the end of Week 8.

In each TD, students are expected to post the following during the week:

* Initial post
* Minimum of one responsive post to a peer or the instructor

In each TD, students are expected to be actively engaged in the discussion on **two separate days of the wee**k. Dialogue must be substantive in nature, addressing specific concepts and topics noted in the TD question and contributing to further discussion with peers. **No more than one short quote (15 words or less)** may be used within the TD per week.

The **initial posting** must meet the following expectations:

* Address the TD question in a thorough, substantive manner.
	+ Demonstrate application of scholarly resources.
		- Provide relevant evidence of **two** scholarly resources in the initial post, clearly stating how the evidence informed or changed professional or academic decisions.
		- **One scholarly resource must be from a nursing peer-reviewed journal.**
	+ Demonstrate application of course knowledge.
		- Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in the course lesson and outside readings and relate them to real-life, professional situations.
		- Compare concepts and principles from the weekly lesson with personal experience as it applies to the practice setting.
* Include correct spelling, grammar, punctuation, syntax, and sentence and paragraph structure.
* Include a minimum of **two** scholarly sources, current within five years, to support information presented.
	+ Scholarly sources required for the TD must be **sources that are separate from course-related sources and/or reading assignments**.
	+ If course-related sources or readings are used as a source in the TD, they must be **in addition to** the required scholarly sources for the discussion and must be cited following the current APA guidelines.
	+ If used as a source in the assignment, course-related readings must meet the criteria for scholarly work: current within five years.
	+ Sources older than five years may not be used without the permission of the course professor.
	+ Correct APA format for citing and referencing sources is applied.

The **responsive posting** must meet the following expectations:

* Respond to at least one peer or the course instructor.
* Responsive postings are substantive in nature, with a logical flow of ideas that further the discussion.
	+ Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in reviewing the peer/instructor’s responses, the course lesson, and outside readings and relate them to real-life, professional situations.
	+ Substantive responses, which further the discussion, include considerations such as asking questions or offering new insights, applications, perspectives, information, or implications for practice.
* Include correct spelling, grammar, punctuation, syntax, and sentence and paragraph structure.
* When appropriate to the information shared, scholarly support should be included to credit the author.

Expectations for **total participation requirements for the week** and **timeliness of** **postings** for the TD include the following:

* Discussion postings must occur on **two separate days of the week** for all weeks where TD assignments occur.
* For TD assignments that take place during **Weeks 1–7**, the due date for the initial posting is Wednesday 11:59 pm MT; the due date for responsive posting is Sunday 11:59 pm MT of the corresponding week.
* For TD assignments that take place during **Week 8**, the due date for the initial posting is Wednesday 11:59 pm MT; the due date for responsive posting is Saturday 11:59 pm MT at the end of Week 8.

**Grading Criteria**

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| --- | --- | --- | --- |
| **Category** | **Points** | **%** | **Description** |
| **Quality of Initial Posting** | **50pt rubric:** 25**25pt rubric:** 12 | 50% | * **Address the TD question in a thorough, substantive manner.**
	+ **Demonstrate application of scholarly resources.**
		- Provide relevant evidence of **two** scholarly resources in the initial post, clearly stating how the evidence informed or changed professional or academic decisions.
		- **One scholarly resource must be from a nursing peer-reviewed journal.**
		- Scholarly sources required for the TD must be sources that are separate from course-related sources and/or reading assignments.
	+ **Demonstrate application of course knowledge.**
		- Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in the course lesson and outside readings and relate them to real-life, professional situations.
		- Compare concepts and principles from the weekly lesson with personal experience as it applies to the practice setting.
 |
| **Quality of Responsive Postings** | 2010 | 40% | * **Respond to at least one peer or the class instructor.**
* **Responsive posting is substantive in nature, with a logical flow of ideas that further the discussion.**
	+ Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in the reviewing peer/instructor’s responses, the course lesson, and outside readings and relate them to real-life, professional situations.
	+ Substantive responses, which further the discussion, include considerations such as asking questions or offering new insights, applications, perspectives, information, or implications for practice.
* **When appropriate to the information shared, current scholarly support should be included to credit the author of facts presented.**
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| **Graduate-Level Writing Style**  |  53 | 10% | * **Postings reflect clarity and organization.**
* **Postings convey a tone of professionalism and respect.**
* **Correct spelling, grammar, punctuation, syntax, and sentence and paragraph structure are evident.**
* **Correct APA format is applied for citing and referencing sources.**
* **No more than one short quote (15 words or less) is present for the week.**
 |
| **Total Participation Requirements for the Week** | The following participation requirements are expected:* Substantive postings occur on **2 separate days** of the assigned week.

If the above requirement is not met, 5 points shall be deducted. |
| **Timeliness of Postings**  | The following are expectations for timeliness of TD participation:* Initial posting in response to the TD is posted by Wednesday 11:59 pm MT.
* One responsive post to a peer or the instructor is posted by Sunday 11:59 pm MT (Weeks 1**–**7) or by Saturday 11:59 pm MT (Week 8).

If any of the above requirements are not met, 5 points shall be deducted. |
| **Total** | **50 / 25** | **100**% | **A quality assignment will meet all the above requirements.**  |

**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment Criteria** | **Distinguished****(100%)** | **Exceeds****(92%)** | **Proficient****(84%)** | **Needs Improvement****(0)** |
| **Quality of Initial Posting**  | **50pt rubric: 25****25pt rubric: 12** | **23****11** | **21****10** | **0****0** |
| Distinguished presentation of information is evidenced by comprehensive content, fully meeting all the following:**Address the TD question in a thorough, substantive manner.*** **Demonstrate application of scholarly resources.**
	+ Provide relevant evidence of **two** scholarly resources in the initial post, clearly stating how the evidence informed or changed professional or academic decisions.
	+ **One scholarly resource must be from a nursing peer-reviewed journal.**
	+ Scholarly sources required for the TD must be sources that are separate from course-related sources and/or reading assignments.
* **Demonstrate application of course knowledge.**
	+ Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in the course lesson and outside readings and relate them to real-life, professional situations.
	+ Compare concepts and principles from the weekly lesson with personal experience as it applies to the practice setting.
 | Presentation of information exceeds expectations as evidenced by most items fully met, but one item that is covered in a superficial manner**:****Address the TD question in a thorough, substantive manner.*** **Demonstrate application of scholarly resources.**
	+ Provide relevant evidence of **two** scholarly resources in the initial post, clearly stating how the evidence informed or changed professional or academic decisions.
	+ **One scholarly resource must be from a nursing peer-reviewed journal.**
	+ Scholarly sources required for the TD must be sources that are separate from course-related sources and/or reading assignments.
* **Demonstrate application of course knowledge.**
	+ Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in the course lesson and outside readings and relate them to real-life, professional situations.
	+ Compare concepts and principles from the weekly lesson with personal experience as it applies to the practice setting.
 | Proficient presentation of information is evidenced by two items that are covered in a limited or superficial manner:**Address the TD question in a thorough, substantive manner.*** **Demonstrate application of scholarly resources.**
	+ Provide relevant evidence of **two** scholarly resources in the initial post, clearly stating how the evidence informed or changed professional or academic decisions.
	+ **One scholarly resource must be from a nursing peer-reviewed journal.**
	+ Scholarly sources required for the TD must be sources that are separate from course-related sources and/or reading assignments.

 * **Demonstrate application of course knowledge.**
	+ Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in the course lesson and outside readings and relate them to real-life, professional situations.
	+ Compare concepts and principles from the weekly lesson with personal experience as it applies to the practice setting.
 | Presentation of information needs improvement as evidenced by content that is missing or unsatisfactory in one or more areas:**Address the TD question in a thorough, substantive manner.*** **Demonstrate application of scholarly resources.**
	+ Provide relevant evidence of **two** scholarly resources in the initial post, clearly stating how the evidence informed or changed professional or academic decisions.
	+ **One scholarly resource must be from a nursing peer-reviewed journal.**
	+ Scholarly sources required for the TD must be sources that are separate from course-related sources and/or reading assignments.
* **Demonstrate application of course knowledge.**
	+ Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in the course lesson and outside readings and relate them to real-life, professional situations.
	+ Compare concepts and principles from the weekly lesson with personal experience as it applies to the practice setting.
 |
| **Quality of Responsive Postings** | **50pt rubric: 20****25pt rubric: 10** | **18****9** | **16****8** | **0****0** |
| Distinguished presentation of information is evidenced by comprehensive content, fully meeting all the following:**Respond to at least one peer or the class instructor.****Responsive posting is substantive in nature, with a logical flow of ideas that further the discussion.*** Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in reviewing the peer/instructor’s responses, the course lesson, and outside readings and relate them to real-life, professional situations.
* Substantive responses, which further the discussion, include considerations such as asking questions or offering new insights, applications, perspectives, information, or implications for practice.

**When appropriate to the information shared, current scholarly support should be included to credit the author of facts presented.**  | Presentation of information exceeds expectations as evidenced by most items fully met, but one item that is covered in a superficial manner**:** **Respond to at least one peer or the class instructor.****Responsive posting is substantive in nature, with a logical flow of ideas that further the discussion.*** Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in reviewing the peer/instructor’s responses, the course lesson, and outside readings and relate them to real-life, professional situations.
* Substantive responses, which further the discussion, include considerations such as asking questions or offering new insights, applications, perspectives, information, or implications for practice.

**When appropriate to the information shared, current scholarly support should be included to credit the author of facts presented**.  | Proficient presentation of information is evidenced by two items that are covered in a limited or superficial manner:**Respond to at least one peer or the class instructor.****Responsive posting is substantive in nature, with a logical flow of ideas that further the discussion.*** Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in reviewing the peer/instructor’s responses, the course lesson, and outside readings and relate them to real-life, professional situations.
* Substantive responses, which further the discussion, include considerations such as asking questions or offering new insights, applications, perspectives, information, or implications for practice.

**When appropriate to the information shared, current scholarly support should be included to credit the author of facts presented**. | Presentation of information needs improvement as evidenced by content that is missing or unsatisfactory in one or more areas:**Respond to at least one peer or the class instructor.****Responsive posting is substantive in nature, with a logical flow of ideas that further the discussion.*** Demonstrate the ability to analyze, synthesize, and/or apply principles and concepts learned in reviewing the peer/instructor’s responses, the course lesson, and outside readings and relate them to real-life, professional situations.
* Substantive responses, which further the discussion, include considerations such as asking questions or offering new insights, applications, perspectives, information, or implications for practice.

**When appropriate to the information shared, current scholarly support should be included to credit the author of facts presented**. |
| **Graduate-Level Writing Style** | **50pt rubric: 5****25pt rubric: 3** | **4****2** | **3****1** | **0****0** |
| There are 0-3 errors in the requirements noted below:**Postings reflect clarity and organization.****Postings convey a tone of professionalism and respect.****Correct spelling, grammar, punctuation, syntax, and sentence and paragraph structure are evident.****Correct APA format is applied for citing and referencing sources.****No more than one short quote (15 words or less) is present for the week.** | There are 4-5 errors in the requirements noted below:**Postings reflect clarity and organization.****Postings convey a tone of professionalism and respect.****Correct spelling, grammar, punctuation, syntax, and sentence and paragraph structure are evident.****Correct APA format is applied for citing and referencing sources.****No more than one short quote (15 words or less) is present for the week.** | There are 6-7 errors in the requirements noted below: **Postings reflect clarity and organization.****Postings convey a tone of professionalism and respect.****Correct spelling, grammar, punctuation, syntax, and sentence and paragraph structure are evident.****Correct APA format is applied for citing and referencing sources.****No more than one short quote (15 words or less) is present for the week.** | There are 8 or more errors in the requirements noted below:**Postings reflect clarity and organization.****Postings convey a tone of professionalism and respect.****Correct spelling, grammar, punctuation, syntax, and sentence and paragraph structure are evident.****Correct APA format is applied for citing and referencing sources.****No more than one short quote (15 words or less) is present for the week.** |
| **Total Participation Requirements for the Week** | **0 Points Deducted** |  |  | **5 Points Deducted** |
| **The following guideline is met:*** Substantive postings occur on **2 separate days** of the assigned week.
 | **The TD assignment fails to meet the guideline noted.** |
| **Timeliness of Postings** | **0 Points Deducted**  |  | **5 Points Deducted** |
| **The following guidelines are met:*** Initial posting in response to the TD is posted by Wednesday 11:59 pm MT.
* One responsive post to a peer or the instructor is posted by Sunday 11:59. pm MT (Weeks 1**–**7) or by Saturday 11:59 pm MT (Week 8).
 | **The TD assignment fails to meet one or more of the guidelines noted.** |