

**COUN 634-7901 Online
Group Counseling
Spring 2022, January 10 - May 6
Chadron State College**



Face coverings continue to be strongly recommended and encouraged at the discretion of each individual for all in-person class meetings.

Please monitor the Chadron State College COVID-19 website (<https://www.csc.edu/covid19/index.csc>) for continuing updates.

Part 1: Course Information

Instructor

Instructor: Dr. Laura Gaudet

Phone: Distance Faculty

e-mail: lgaudet@csc.edu

Office Hours: Virtual Office Hours: by appointment via ZOOM video conference

CSC Online Address: <https://online.csc.edu/>

Facebook: <https://www.facebook.com/groups/cscounseling>

Credit Hours

3 credit hours

Course Description

The theories, research and application of group counseling will be offered in this course. Applying techniques for group process will be done through an experiential group setting. Requirements: None. Prerequisites: None.(CSC General Catalog, 2021-2022).

Textbook & Course Materials

Required Text & Resources:

- 1. Corey, Corey, & Corey (2018). Groups: Process and Practice, 10th Edition.** Printed Access Card Options: MindTap ISBN: 9781337111843; MindTap with LooseLeaf ISBN: 9781337550352; Cengage Unlimited 9780357700037. **You do not need to purchase the printed version of this text. Cengage/MindTap provides the ebook integrated into the MindTap program.**
- 2. You must have a computer webcam for this course,** most modern computers have a built in camera. If you do not have this feature, you must own/purchase a computer webcam.

- 3. This course will require you to attend a minimum 10 synchronous online group experience meetings via ZOOM. You will join each synchronous meeting through the ZOOM Meetings Tool in your CSC Online course.**

Method(s) of Instruction

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

- 1. This course will require MindTap from Cengage.** MindTap is available for purchase on its own, or through Cengage Unlimited, a subscription that gives you access to all your Cengage access codes and online textbooks for \$119.99 per term, \$179.99 per year or \$239.99 for two years. No matter how many Cengage products you use, they are included in Cengage Unlimited, and the price stays the same.
 - A. In addition to your integrated e-book, you can purchase a textbook rental when you activate MindTap through Cengage Unlimited for \$7.99 + free shipping. You may also have the option to purchase a looseleaf version of your textbook, which you can keep. View this [tutorial video](#) to see how to access and obtain your print options. You can purchase access to Cengage Unlimited in the bookstore or at cengage.com.
 - B. You can access Cengage Unlimited through the Cengage Unlimited Student Dashboard link in our class's CSC Online course. Log in to **CSC Online** and click on the link that says **Cengage Learning**. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process.
- 2. Course Connection to Program Portfolio (Degree-Seeking Students):** A completed, approved, e-portfolio is a requirement for graduation. It is a [visual showcase](#) of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed courses. For this course, your portfolio must include a copy of the syllabus and completed Self Directed Search (SDS) Assessment Paper.

Course Requirements

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>

- 1. MindTap Assignments/Quizzes** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments, while others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab <https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr> .

2. **Syllabus Quiz:** You will find this quiz in CSC Online-Weekly Lesson 1.
3. **Group Participation:** One important aspect of a group counseling course is experiential participation in and observation of a group as it moves from the initial session to termination, thereby allowing you to connect theory to practice. **You are expected to participate in ten sessions with your group. There are no make-up sessions.** To minimize the creation of grading bias, groups will be facilitated by advanced Internship students. Facilitators will be asked to report attendance and participation to the instructor. Content of the groups will not be shared with the instructor unless ethical, legal, or interpersonal concerns arise that may require remediation for continuation in the program.
4. **Journal:** Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe your experiences in group using the following format:
 - A. **Part I: Observations** Describe what happened in group for the week. Include a general description of what occurred, specific events or interactions that were particularly significant for you, and examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group. Please remember to use pseudonyms in place of classmates' real names to help protect their confidentiality.
 - B. **Part II: Personal Reactions and Reflection** Discuss your personal reactions to what happened in the group. What do you think and how do you feel (i.e., what were your emotions) about what happened? Describe any personal meanings you gained that you would like to share with the professor. Did you discover something new about yourself or confirm something you already knew? Did you "try on" any new behaviors? How did these behaviors work for you? Specify any plans or goals you want to apply to develop what you learned. Each entry should be between one and two full double-spaced pages in Times New Roman, 12- point font with one inch margins and uploaded to CSC Online Assignment tool as attachments.
5. **Forums: You will participate in three (6) forums;** I will provide the topic and you will provide amazing reflection, insight, and discussion. Original posts use be your own thoughts and opinions, not lifted from the text or a website. Please see the rubric at the end of this syllabus.
 - A. For the weeks a forum is required, it will be available Sunday through Saturday. To receive full points, you must participate with at least 1 original post and 2 replies, 3 of the 7 days the forum is open. I will not grade a post/reply when submitted after the forum closes.
 - B. You **MUST** read a majority of your classmates replies and posts. Points will be subtracted if you read less than 50%.
 - C. Each post must be a minimum of 250 words, and each reply must be a minimum of 200 words. Additional posts and replies over the minimum can be any length. I

- recommend you NOT rely on MSWord's word count. It tends to result in a lower count than CSC Online. Your posts should be your original ideas that thoughts.
- D. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
 - E. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a photo of your family, or favorite park, or pet. The purpose of the photo is to recognize each other's face. You will not write any posts for this particular forum.
 - F. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.
6. **Group Proposal:** Create a proposal for a counseling group you would like to organize and lead in either a mental health or school setting. Using APA 6 format, write a proposal in paragraph form that includes:
- A. Overview
 - 1) Group duration (long term or short term), and whether the group is developmental, preventative, or remedial
 - 2) Group structure and goals (why does the group exist? what is the focus? what might participants gain from the group?)
 - 3) Rationale for group, rather than individual, counseling • Group logistics (when, where, and how often the group will meet)
 - 4) Evaluation (how will you evaluate the group, i.e., how do you know the group is accomplishing its goal? How often will you evaluate?)
 - B. Membership
 - 1) Member recruiting (target population, voluntary or mandatory, selection techniques, announced or hand-picked, screening techniques, desired size)
 - C. Leadership
 - 1) Group leadership (leader qualifications, solo leader or co-leaders, member involvement in leadership)
 - 2) Theoretical framework (what framework will you work from? What techniques and procedures might you employ?)
 - 3) Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward his or her personal goals?)
 - 4) Individual consultation (to what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in group only? How might you suggest a referral for a particular member?)
 - D. Session format and flow
 - 1) Informed consent (what aspects will you include? what safeguards will you use?)
 - 2) Ground rules (what ground rules will be in place, and how will they be communicated?)
 - 3) Ethics (considerations and guidelines)
 - 4) Group stages (what do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be

your expectations of each of these stages?)

The content portion of the paper should be structured with the headings: Introduction, Overview, Membership, Leadership, Session Format, and Conclusion. Papers should consist of at least five full pages of content, which does not include title or reference pages. Please remember to follow APA format including the section headers provided above, and note that this is a paper, not simply a question and answer outline. It should flow as a narrative and cover all of the information involved.

Nebraska State College Board Policy 4141

For a 1-credit hour course, [Nebraska State College Board Policy 4141 \(http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf\)](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) suggests that you spend at least 45 hours per credit hour in learning activities. Since this is a 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	1 X 16 weeks	16
Group Participation	1.5 X 10 weeks	15
Reading & Interactive Multimedia	4 X 16 weeks	64
Assignments	2 X 16 weeks	32
Exams	1 X 16 weeks	16
Total	9.5	143

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

****Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

In addition to the following course learning outcomes, the School Counseling Program meets the *CSC Education Unit Intended Program Outcomes*:

Visionary Leader Model Components: Communication, Thinking Skills, Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.

InTASC Outcomes: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	Knowledge/Skill Outcomes	CACREP	CSC SLO	Related Assign/Assessment
1	theoretical foundations of group counseling and group work	2.F.6.a	6	Readings, Exams, & Assignments
2	dynamics associated with group process and development	2.F.6.b	6	Readings, Exams, & Assignments Group Experience Journal
3	therapeutic factors and how they contribute to group effectiveness	2.F.6.c	6	Readings, Exams, & Assignments Group Experience Journal
4	characteristics and functions of effective group leaders	2.F.6.d	6	Readings, Exams, & Assignments Group Experience Journal
5	approaches to group formation, including recruiting, screening, and selecting members	2.F.6.e	6	Readings, Exams, & Assignments Group Proposal
6	types of groups and other considerations that affect conducting groups in varied settings	2.F.6.f	6	Readings, Exams, & Assignments Group Proposal
7	ethical and culturally relevant strategies for designing and facilitating groups	2.F.6.g	6	Readings, Exams, & Assignments Group Proposal
8	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	2.F.6.h	6	Readings, Exams, & Assignments Group Experience

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course.

Late Work Policy: I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact me in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's

responsibility to check the CSC online grade book to determine whether I have graded assignments.

Viewing Grades in CSC Online: I will update grades in CSC Online Sakai and/or Cengage MindTap each time a grading session has been completed—typically 1-week following the completion of an activity.

Assignments	Grading Opportunities	Percentage Breakdown
Group Experience	10	30%
Discussion Forums	6	5%
Group Proposal	1	25%
Journal	10	5%
Cengage/MindTap Assignments		20%
Cengage/MindTap & Syllabus Exams	11	15%
Total		100%

Grades will be based on a weighted scale and final grades are determined by the following percentages:

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Part 4: Course & Institution Policies

Student Behavior

Academic Honesty: Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
 - a. Submitting an assignment that someone else has written and claiming the work as one’s own.
 - b. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 - c. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note:

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one’s own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

1. ***Internet Access:*** In the case of a conference, work trip, or family vacation, it is the student’s responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. ***On Handling Technical Issues:*** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please

see On Handling Technical Issues in CSC Online course resources. Please contact helpdesk@csc.edu or 308-432-6311 for assistance should you if you have any additional technical questions.

3. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Please contact me bknezevic@csc.edu for all questions and concerns regarding this course. I am not always in my office and voice messages will not elicit a speedy reply. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Clearly label posts and emails with a relevant subject heading.
2. Use complete sentences and Standard English grammar. Write in proper paragraphs.
3. **Always remember when emailing professionally to begin with a salutation, provide course information, and a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD), please address them with their academic title.** All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case.
4. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message.
5. **Check your official CSC Eagle email account daily** as all campus communications are sent to your Eagle mail.
6. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
7. Forward emails only with a writer's permission.
8. Be considerate of others' feelings and use language carefully.
9. Cite all quotations, references, and sources.

10. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.

Writing Style Requirements for All Papers:

1. It is the student's responsibility to submit work in the format required by the class (MSWord, PDF) or another method (cut and paste; rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/> ; include cover page, reference page, page numbers and headers; paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it, immediately, before the first written assignment is submitted. Here are a few links to help you get started:
 - <http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml>
 - <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
 - http://prezi.com/ldo1wx-e_wk/graduate-level-writing-tips/

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC

will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Instructional Accommodations Policy

If a student must be away from campus for more than a single class period due to circumstances outside their control, they should contact the Dean of Student Affairs, Jon Hansen, at 308.432.6231 or by email at jhansen@csc.edu. Based on approval, the Dean of Student Affairs will notify appropriate CSC personnel. Once notified, faculty will make reasonable efforts to ensure that students have timely and equal access to instruction. In order to receive similar accommodations, students absent to attend athletic, academic, or cocurricular events or activities approved by Chadron State College must communicate with individual faculty in advance. (All relevant NCAA regulations apply.) These potential accommodations shall not be provided to students who miss instructional time for elective reasons.

Additional Recommended Reading, Websites, and Training:

- All CEUs (<http://www.allceus.com/>) offers e-therapy training
- The American Counseling Association, American Psychological Association and National Association of Social Workers have position statements on ethical practices for distance counseling and psychotherapy. They also occasionally post articles on their websites regarding online counseling and psychotherapy. Go to www.counseling.org or www.apa.org or [www. socialworkes.org](http://www.socialworkes.org).
- American Association for Marriage and Family Therapy (2011). *AAMFT code of ethics*. Washington, DC: Author. This is the code of ethics for members of the American Association of Marriage and Family Therapy. Go to http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx.
- Kottman, T. (2011). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association. Kottman describes how counselors can use toys, art supplies, games, and other play media to communicate with children on their developmental level. She also focuses on the power of play to address issues from communication to catharsis.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2011). *How to listen so parents will talk and talk so parents will listen*. Hoboken, NJ:Wiley. The authors focus on professional knowledge and skills needed to work effectively with parents Because parents are a unique population, they recommend that you obtain ongoing education, supervision, and training on how to work with them effectively.

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. These modifications will not

substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- **People** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- **Purpose** – Student Learning and Growth Pedagogy, Support Services, Wellness
- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Part 5: Course Schedule & Assignment Rubrics

Schedule

Week	Dates	Chapters	Assignments
1	Jan 10-16	N/A	<ul style="list-style-type: none"> • Introduction Forum 1 • Syllabus Quiz • Register for Cengage/MindTap
2	Jan 17-23	1	<ul style="list-style-type: none"> • Ch 1 Reading • Forum 2 • MindTap Assignments & Quiz
3	Jan 24-30	2	<ul style="list-style-type: none"> • Ch 2 Reading • Forum 3 • MindTap Assignments & Quiz
4	Jan 31-Feb 6	3	<ul style="list-style-type: none"> • Group Experience-1 Wednesday, Feb 2, 6:00 pm MT • Journal 1 • Ch 3 Reading • MindTap Assignments & Quiz
5	Feb 7-13	4	<ul style="list-style-type: none"> • Group Experience-2 Wednesday, Feb 9, 6:00 pm MT • Journal 2 • Ch 4 Reading • MindTap Assignments & Quiz
6	Feb 14-20	5	<ul style="list-style-type: none"> • Group Experience-3 Wednesday, Feb 16, 6:00 pm MT • Journal 3 • Ch 5 Reading • MindTap Assignments & Quiz

Week	Dates	Chapters	Assignments
7	Feb 21-27	6	<ul style="list-style-type: none"> • Group Experience-4 Wednesday, Feb 23, 6:00 pm MT • Journal 4 • Ch 6 Reading • MindTap Assignments & Quiz
8	Feb 28-Mar 6	7	<ul style="list-style-type: none"> • Group Experience-5 Wednesday, Mar 2, 6:00 pm MT • Journal 5 • Ch 7 Reading • MindTap Assignments & Quiz
9	Mar 7-13	N/A	<ul style="list-style-type: none"> • Midterm Break-No Journal, Reading or MindTap Assignments
10	Mar 14-20	8	<ul style="list-style-type: none"> • Group Experience-6 Wednesday, Mar 16, 6:00 pm MT • Journal 6 • Ch 8 Reading • MindTap Assignments & Quiz
11	Mar 21-27	9	<ul style="list-style-type: none"> • Group Experience-7 Wednesday, Mar 23, 6:00 pm MT • Journal 7 • Ch 9 Reading • MindTap Assignments & Quiz
12	Mar 28-Apr 3	10	<ul style="list-style-type: none"> • Group Experience-8 Wednesday, Mar 30, 6:00 pm MT • Journal 8 • Ch 10 Reading • MindTap Assignments & Quiz
13	Apr 4-10	11	<ul style="list-style-type: none"> • Group Experience-9 Wednesday, Apr 6, 6:00 pm MT • Journal 9 • Ch 11 Reading • MindTap Assignments & Quiz
14	Apr 11-17	N/A	<ul style="list-style-type: none"> • Group Experience-10 Wednesday, Apr 13, 6:00 pm MT • Journal 10
15	Apr 18-24	N/A	<ul style="list-style-type: none"> • Forum 4
16	Apr 25-May 1	N/A	<ul style="list-style-type: none"> • Forum 5
17	May 2-6	N/A	<ul style="list-style-type: none"> • Forum 6 • Group Proposal-Due Monday, May 2

Assignment Instructions/Rubrics

Discussion Forum-Rubric:

- This course works well when everyone is involved in discussing the material. Your participation throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the work of the class, as well as total number of days you post in the forum, minimum word counts, and percent of total posts/ replies read. Students are expected to offer comments, questions, and replies to the discussion questions that have been posed for each week as well as to classmate postings. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

- I grade each of the discussion forums separately on a 4-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries, but entered them only on 2 different days. This will result in 2-points. To be clear, to earn full points each week you must at a minimum participate:

- Day 1-enter an original post that meets minimum word-count of 250 words,
- Day 2-enter a reply that meets minimum word-count of 200 words,
- Day 3-enter a reply that meets minimum word-count of 200 words,
- Read at least 50% of classmates entries.

- **4 Points—Have met ALL minimum expectations:**Students earning 4-points for discussion activities have participated 3 or more times on at least 3 separate days in the week's forum (with at least 1 post and 2 replies), met the minimum word count requirements (each post must be a minimum of 250 words, and each reply must be a minimum of 200 words), read a minimum of 50% of your classmates entries, and posted outstanding information.

Discussion postings:

- are made in time for others to read and respond
 - deliver information that is full of thought, insight, and analysis
 - make connections to previous or current content or to real-life situations
 - contain rich and fully developed new ideas, connections, or applications
 - provide outside resources supporting your ideas.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read at least 50% of classmates entries.
- **3 Points—Have met 3, but not all, of the following expectations:**
 - are made in time for others to read and respond
 - deliver information that shows that thought, insight, and analysis have taken place
 - make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
 - contain new ideas, connections, or applications, but they may lack depth and/or detail.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read at least 50% of classmates entries.
 - **2 points—Have met 2, but not all, of the following expectations:**
 - are made in time for others to read and respond
 - deliver information that shows that thought, insight, and analysis have taken place
 - make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
 - contain new ideas, connections, or applications, but they may lack depth and/or detail.

- posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read at least 50% of classmates entries.
 - **1 Point—Have met 1, but not all of the following expectations:**
 - may not all be made in time for others to read and respond
 - are generally competent, but the actual information they deliver seems thin and commonplace
 - make limited, if any, connections, and those are often cast in the form of vague generalities
 - contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read at least 50% of classmates entries.
 - **Zero points—Below Expectations:** Students earning zero points for discussion activities have not participated or have posted information that was below expectations.
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