**key elements important for grading**

* The first element of the grading rubric requires students to thoroughly answer the learning activities provided. You are expected to answer all parts of the learning activities and what you present must be supported with the course readings and research (if applicable) that you perform.
* When you support your ideas, reasoning or conclusion, you will need to cite the source document. Supporting ideas may require you to use facts from a scenario that is presented. • One or two in-text citations for one learning activity probably will be insufficient.
* The goal is to demonstrate your understanding of the course readings so be prepared to demonstrate a prolific use of the course readings, which means that more than one author or article is used.
* Personal experience is fine but be sure to relate to the course readings, which again requires an in-text citation.
* Responses to your classmates also requires use of the course readings and is graded using the second element of the grading rubric.
* If an agree statement is provided, the grade for that post is a zero.
* Note that when given instruction to respond to “at least: two classmates per learning activity”, two responses represents a C grade for Frequency on the participation grading rubric. To earn a higher score, you will need to provide additional responses.
* Element Four: Writing is a competency of The Undergraduate School. You are also expected to demonstrate good writing skills so make sure that what is presented is well written and in complete sentences.
* The last element of the grading rubric has been discussed above but note the requirement to always cite and reference source material. • Students are expected to paraphrase as the learning activities are good practice for completing the major assignments in the course.
* **show critical thinking**
* **You are encouraged to read the Learning Activities , and Learn How to Support What You Write modules under Content in preparing future responses.**