

## HSC6575: Women's Health Issues

Department of Health Education & Behavior  
University of Florida  
Spring 2025 | Class #17453 | 3 credits

### Instructor: Dr. Garcia-Guettler (she/her/hers)

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### Department Chair: Dr. Maldonado-Molina

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### Course Logistics:

Class Meeting Days/Times: 100% online (asynchronous)

Course Website: <https://elearning.ufl.edu/>

Office Hours: Hours Vary by Day & Week. Use the [Canvas Scheduler](#) to select a meeting date & time.

### Emails & Course Correspondence

- Canvas Inbox is the **BEST** way to contact me.
- Emails are read and responded to between 8am-4pm ET on weekdays. Email inquiries received Mondays through Thursdays will usually receive a reply within 24 business hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry. Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.
- Please check Canvas emails and announcements regularly (daily).

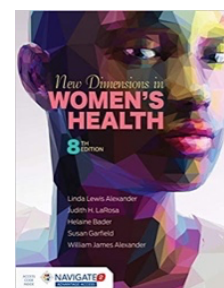
### Course Description:

The multidimensional roles of American women as individuals, partners, mothers, nurturers, caretakers, and career persons cause women's health status to be of vital importance. While women and men both experience similar diseases, disorders, and causes of death, women often experience these in different forms and at different stages and ages in life. The primary purpose of this course is to explore current issues in women's health. The course will cover a broad range of health issues that are either unique to women or of special importance to women. Additional topics include information for the health consumer, preparation as an advocate of healthy lifestyles, and awareness of the role health plays in the lives of all women.

### Prerequisites: None

### REQUIRED Course Textbook:

- Title: New Dimensions in Women's Health (8<sup>th</sup> Edition)
  - Authors: Alexander, LaRosa, Bader, Garfield, Alexander
  - Formats Available: Paperback & E-Book
  - ISBN-10: 1284178412 | ISBN-13: 9781284178418
  - **Note: This course is aligned to this specific edition of the textbook.**



**CAVEAT:** *The course guide/syllabus, schedule, any course-related rubrics, course requirements, and procedures in this course are subject to change in the event of extenuating circumstances.*

**Learning Outcomes / Course Objectives:**

Upon completion of this course, students will be able to:

1. Summarize the history and overall current state of contemporary women's health in the U.S.
2. Explain the significance of cultural and international diversity and women's health.
3. Cite the important events in history of the women's social movement and in the history of women's health.
4. Illustrate an understanding of the current literature on women's health.
5. Associate how the health education process can be applied to women's health issues.
6. Distinguish the major issues for women, moving through early life transitions, including biological, educational, social and political issues.
7. Demonstrate, through course activities and participation, how to be an effective advocate for women's health issues.

**What You Can Do To Be Successful in HSC 6575:**

- Take ownership of your education and learning experience.
- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials prior to:
  - watching video lecture,
  - beginning quizzes, and
  - engaging in discussion forums.
- View ALL lecture videos – this is required.
- Be an active participant in course discussion forums and respect the viewpoints & contributions of your instructor and fellow classmates.
- Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of interest.
- Adhere to the deadlines in the Canvas Course Calendar. (See also Policy for Submitting Assigned Work)

**Course Announcements and Emails:**

- Be sure to set up your Canvas "Notifications" so you are informed as soon as possible when announcements are posted or emails are sent by the instructor.
- You are responsible for **all** information included within Canvas Announcements and/or sent to you via email.

**Course Requirements, Accessibility:**

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to University of Florida's E-Learning System, Canvas <http://elearning.ufl.edu/>.
- Webcam, speakers, microphone, and capability to record sound.
- Google Chrome browser (for Honorlock exam proctoring)

**Course and Instructional Format:**

- A combination of readings, pre-recorded video lectures and activities will be used in this course and will be delivered ENTIRELY online through University of Florida's E-Learning System, Canvas <http://elearning.ufl.edu/>.

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**Course Requirements, Evaluation and Grading:**

The grade for this course will be based upon the cumulative point total of the following:

Course Requirements	Point Value
1. Course Introductory Assignments: Photo Upload, DF: Introduce Yourself, Syllabus Quiz, Honorlock Quiz	27 points
2. Zoom Meeting w/ Dr. G (Scheduling Mtg = 2pts   Completing Mtg = 8pts)	10 points
3. Readiness Assessment Quizzes (RAQ's) (Mod 1-12   12 RAQ's @ 5pts each and 1 drop permitted)	55 points
4. Discussion Forum (DF) Posts & Replies (Mod 1-12   12 DF's @ 8pts each and 1 drop permitted)	88 points
5. Gratitude Journal Entries (GJE) (Mod 1-12   12 GJE's @ 5pts each with 1 drop permitted)	55 points
6. Encyclopedia Project (Topic Selection 5pts, Sources Assignments 30pts, PPT 60pts, and Video/DF 25pts)	120 points
7. Exams (3 @ 100pts each)	300 points
<i>Course deadlines can be found withing the Syllabus link of our Canvas course site.</i>	<b>Total = 655 points</b>

**Grading Scale:**

<b>A</b>	93% - 100%
<b>A-</b>	90% - 92.9%
<b>B+</b>	88% - 89.9%
<b>B</b>	83% - 87.9%
<b>B-</b>	80% - 82.9%
<b>C+</b>	78% - 79.9%
<b>C</b>	73% - 77.9%
<b>C-</b>	70% - 72.9%
<b>D+</b>	68% - 69.9%
<b>D</b>	63% - 67.9%
<b>D-</b>	60% - 62.9%
<b>E</b>	0% - 59.9%
<a href="#">UF Grade Points and Grading Policies</a>	

**Please note:**

Students who have a very low grade and do not drop/withdraw from this course nor explain his/her situation to the instructor on or before the [UF Drop/Withdrawal Deadline](#) will be given an "E" (Failing grade), NOT an "I" (Incomplete grade).

*It is unethical and a violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: "Conspiracy to Commit Academic Dishonesty"). Please understand that 89.99999% equals a "B+" semester grade. Under no circumstances will I give extra credit assignments, extra points, nor fractions of extra points, so please do not ask. However, if a grade input error occurs, you should notify me as soon as possible. I will examine the Canvas grade to determine whether a calculation error has occurred and if so, the grade will be adjusted accordingly.*

**Descriptions of Course Requirements****1. Course Orientation Assignments (27 points)**

- a. Canvas and Zoom Photo Upload (1 point)
- b. Personal Introduction & Peer Replies (10 points)
- c. Syllabus Quiz (10 points)
  - Syllabus Quiz: The course syllabus is considered THE mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is to ensure that you fully understand the policies, procedures, and assignment expectations of this course.
- d. NameCoach Submission (1 point)
  - NameCoach provides a tool for recording and sharing students' names accurately so that proper pronunciation of one's name can be made.
- e. Honorlock Familiarization Quiz (5 points)
  - Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection. More information about using HonorLock will be included in our Canvas course website
  - This "Familiarization/Practice Quiz" is designed to provide an opportunity to try/test HonorLock. If any HonorLock issues arise which need attention, it/they must be taken care of prior to Exam 1.

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**2. Zoom Meeting with Dr. Garcia-Guettler (10 points)**

- a. This activity is for us to familiarize ourselves with each other via Zoom meeting. Meeting availability will be posted within the Canvas course calendar. You can schedule our meeting via the [Canvas Scheduler](#) or via email. We can use this time to discuss career goals/ambitions, course content...anything you'd like! There are 2 parts to this activity: (Part 1) scheduling appointment; 2 points, and (Part 2) following through with appointment; 8 points.

**3. Readiness Assessment Quizzes "RAQ's" (12 @ 5 points each with 1 drop permitted = 55 points)**

- a. Modules 1-12 RAQ's are brief, open-book, quizzes based on the reading assignment for that module. These quizzes may include multiple-choice, true/false, and/or short answer type questions.

**4. Discussion Forums "DF's" (12 @ 8 points each with 1 drop permitted = 88 points)**

- a. Discussion Forums provide a space for you to actively engage with the course material, interact with your peers, and the instructor, fostering a sense of community, enhancing critical thinking, and promoting deeper understanding of the subject matter by allowing you to share perspectives, ask questions, and build upon each other's ideas, all in a flexible asynchronous environment.
- b. Please see rubric below prior to developing your Discussion Forum (DF) posts so that you will earn the most amount of points. Supplemental information provided in Appendix A.

<b>Rubric for your DF Personal Post (5 points)</b>		
<b>Great Job, that's exactly what I was looking for! (5pts)</b>	<b>Not too bad, it's close to what I was looking for. (2.5pts)</b>	<b>Uh oh, what happened here? Let's revisit this. (0pts)</b>
This post reflects a good understanding of related textbook reading. You posted factually correct. You provide a reflective and substantive contribution. This post advances the discussion.  Meets word count minimum.	Generally competent. Posts information that is factually correct; however, contribution lacks full development of concept or thought. Suggests reading/lecture was scanned but not carefully.  Word count within 25 words of minimum.	Little or no evidence of having read course materials and/or preparing for the discussion. Post contains information that is off-topic, incorrect, and/or irrelevant to discussion.  Late or no post provided.  Word count is more than 25 words below the minimum.
<b>Rubric for your DF Peer Replies (2 replies per discussion topic, 1.5 point per reply = 3 points)</b>		
<b>Great Job, that's exactly what I was looking for! (1.5pts)</b>	<b>Not too bad, it's close to what I was looking for. (0.75 pts)</b>	<b>Uh oh, what happened here? Let's revisit this. (0pts)</b>
Response demonstrates analysis of other's post; extends meaningful discussion by building on previous post using follow-up questions and/or providing thoughtful, reflective comments.  Meets the minimum sentence requirement.	Response is relevant to the original post; however, it doesn't quite support the position. Few connections are made and/or comments repeat or summarize other postings.  Within 1 sentence of minimum requirement.	Posts shallow contribution to discussion (e.g., "I agree with Patty.") and/or does not enrich discussion. There was no peer reply posted. Late reply posts also receive 0 points.  More than 1 sentence below minimum requirement.

**5. Gratitude Journal Entries "GJE's" (12 @ 5 points each with 1 drop permitted = 55 points)**

- a. Each student will be asked to post gratitude journal entries with assigned prompts/topics identified within the corresponding Module.

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## 6. Encyclopedia Project (120 points total)

- a. Students will compile a women's health resource Encyclopedia Project. Each student will select a women's health topic of personal interest and will develop his/her project to include (but not limited to): (a) definition/description of the topic, (b) signs and symptoms of the disease, issue or condition, (c) discussion of how the disease, issue, or condition could be prevented, (d) discussion of the treatment options for the disease, issue or condition, (e) discussion of the mechanism by which the disease, issue or condition is acquired, (f) description of how the issue affects women across the lifespan, (g) provision of at least six sources (journal articles, websites, agencies, books, etc.) from which an individual can obtain valid information on the disease, issue or condition, and (h) a reference section citing the sources you used for this project.
- b. There are 5 parts to this Encyclopedia Project:
  1. Topic Selection and Description (5 points)
  2. Sources Assignments (3 @ 10 points each = 30 points)
  3. PowerPoint Presentation with Speaker's Notes (60 points)
  4. Video Introduction and Explanation of Project (15 points)
  5. Peer Review and Feedback (10 points)

## 7. Exams (3 Exams @ 100 points each = 300 points)

- a. There will be 3 non-cumulative, closed-book, closed-note exams for this class. Material presented on each exam is formulated to assess your comprehension as well as applicability of information learned. Exams will consist of questions using various formats such as: multiple choice, true/false, matching, short answer, & essay.

## COURSE POLICIES

### Late Work Policy:

- Due dates for every assignment are posted in Canvas. Unless otherwise stated, assignments are due on those days. However, I recognize that "life happens" and sometimes things are out of our control. If an emergency or situation arises which causes you to miss a deadline, I will allow two "flex days" past the deadline to submit your work. These days allow you to submit an assignment up to two days late without penalty. You can use flex days for up to three (3) assignments and for any reason. You do not need to provide me with the reason: simply email me (via Canvas) and tell me you need to use one of your "flex day" passes. At that time, I will re-open the assignment in Canvas so that you can submit your work. Once you're three "flex day" passes have been exhausted, all other late work will not be accepted.

### Exam Policy:

- If you have an emergency or life event (including but not limited to, a new medical diagnosis or death of a loved one), please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)) and follow the DSO Care Team procedures for documentation and assistance (<https://care.dso.ufl.edu/instructor-notifications/>).
  - You are absolutely not permitted an exam schedule adjustment or make-up for personal travel/vacations, so please make your travel arrangements accordingly.
  - Should a student miss an exam due to an unexcused reason (e.g., overslept, mixed up the exam time, etc.), the exam can be taken with a 20% penalty if taken within 24 hours of the original exam time or with a 40% penalty if taken within 48 hours of the original time.

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**Grading and Feedback Policy:**

- I aim to return all grades within 10 days, but there may be occasional delays in grading. Please review graded work and exams soon after their grades have been posted. (I highly recommend setting your Canvas Notifications to inform you when a grade is posted.). After a grade is posted, you have one week to inquire about your grade. After one week, a grade will not be changed. Please note that it is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable (e.g., “rounding up”) grade adjustment ([UF Student Honor Code](#): “Conspiracy to Commit Academic Dishonesty”).

**Artificial Intelligence (A.I.) Policy:**

- Artificial intelligence (AI) language models may be used for any activity (e.g., assignment, assessment) to brainstorm or generate ideas. You are responsible for fact-checking statements composed by AI language models (e.g., confirming that the content does not violate intellectual property laws or contain false information). All work you turn in should be your own, original work.

**Technical Issues Policy:**

- Any requests for make-ups due to technical issues must be accompanied by the ticket number received from eLearning Support (Phone: 352-392-4357 | email: [learning-support@ufl.edu](mailto:learning-support@ufl.edu)) when the problem was reported. The ticket number (#) will document the time and date of the problem. The date/time stamp should be **prior** to the deadline in question. Students must contact the instructor with ticket # within 24 hours of the technical difficulty if they wish to request (and be considered for) completion of a make-up assignment.
- If you find yourself in an area with limited Wi-Fi access, please know that eduroam, the on-campus Wi-Fi network, is available nationally and internationally. UF students can access eduroam free with their GatorMail login credentials. Visit <https://getonline.ufl.edu/> for additional information.

**Respect Policy:**

- All students are expected to treat each other with courtesy, actively listen to diverse perspectives, avoid disruptive behavior, and refrain from personal attacks or discriminatory language during class discussions and group work, fostering a positive and inclusive learning environment for everyone.

**Preferred Pronoun and Name Change in Canvas:**

- It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your UF-rostered name.
- You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to [one.ufl.edu](https://one.ufl.edu), click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

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### **Recording and Redistribution of Course Materials Policy:**

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021, Honor Code and Student Conduct Code.

### **Title IX:**

- University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: <https://sccr.dso.ufl.edu/>

### **Academic Integrity Policy:**

- Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.
- UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates

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academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

### **Course Evaluations:**

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Americans with Disabilities Act (ADA):**

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 352-392-1261, or [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc) and you need specific accommodations for the course, I will gladly provide those accommodations.
- Any student who needs accommodations to complete the requirements and expectations of this course due to documented disability should provide his/her formal documentation via email to the instructor within the first week of the semester or as soon as possible.
- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

### **Recommendation Letters Policy:**

- I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships and for jobs if and only if ALL of the following requirements have been met by you:
  - a. Have COMPLETED at least one course with me and received an "A" grade. For clarification, "completed" means that the student's final grade has been submitted to the registrar and made available by UF via transcript view or ONE.UF.
  - b. Were/Are actively engaged in discussions forums and/or other related activities and assignments
  - c. Submitted all assignments and activities by their assigned deadlines.
  - d. Have engaged with me personally either during office hours or by appointment at least TWICE during each course to share about yourself (graduate school interests, career goals, general health education inquiries, etc.).
  - e. Are willing to waive your right to review the letter of recommendation,
  - f. Provide your recommendation request to me verbally (in-person or virtually) and via email at least 5 weeks prior to the date the recommendation is due.

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## Course Schedule

*(All course assignment deadlines can be found on the Syllabus Link within the HSC6575 Canvas site.)*

Week	Dates	Module	Topic
<b>Week 1</b>	Jan 13 – Jan 19	Orientation	Course Overview & Expectations, Peer Introductions
<b>Week 2</b>	Jan 20 – Jan 26	Module 01	Introduction to Women’s Health
<b>Week 3</b>	Jan 27 – Feb 02	Module 02	Economics of Women’s Health
<b>Week 4</b>	Feb 03 – Feb 09	Module 03	Health Promotion and Disease Prevention
<b>Week 5</b>	Feb 10 – Feb 16	Module 04	Sexual Health
<b>Week 6</b>	Feb 16 – Feb 18	Exam 1	Modules 1, 2, 3, and 4
<b>Week 6 (con’t)</b>	Feb 19 – 23, 2025	Module 05	Reproductive Health
<b>Week 7</b>	Feb 24 – Mar 02	Module 06	Pregnancy and Childbirth
<b>Week 8</b>	Mar 03 – Mar 09	Module 07	Sexually Transmitted Infections
<b>Week 9</b>	Mar 10 – Mar 16	Module 08	Menopause and Hormone Therapy
<b>Week 10</b>	Mar 17 – Mar 22	N/A	Spring Break!!
<b>Week 11</b>	Mar 22 – Mar 25	Exam 2	Modules 6, 7, 8, and 9
<b>Week 11 (con’t)</b>	Mar 26 – Mar 30	Module 09	Nutrition, Exercise, and Weight Management
<b>Week 12</b>	Mar 31 – Apr 06	Module 10	Cardiovascular Disease, Cancer, and Chronic Disease
<b>Week 13</b>	Apr 07 – Apr 13	Module 11	Mental Health   Violence, Abuse, and Harrassment
<b>Week 14</b>	Apr 14 – Apr 20	Module 12	Women In The Workforce
<b>Week 15</b>	Apr 20 – Apr 22	Exam 3	Modules 9, 10, 11, and 12

**CAVEAT:** *This schedule represents my current plans and objectives as of 01/16/25. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

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## Appendix A

### Supplemental Information about Discussion Posts & Replies: by Elle O’Keefe

<http://www.rasmussen.edu/student-life/blogs/online-learning/creating-the-perfect-discussion-post-for-online-classes/>

- The discussion area is the foundation for two-way communication with your instructors and classmates. The discussion forum is the heart of the online course as it serves as a platform for learning and engaging.
- As an online learner, you hope that your post will draw other students’ attention to validate your opinions, add insight, and build a stronger learning experience. Classmate feedback can be priceless to your learning process as an online student. After you make such an investment, it can be discouraging to see that nobody responded to your discussion post.
- There are a few things online students can do to make your discussion posts stand out to your peers and to your instructors in order to get more responses and help increase your grades. This article will highlight some great tips for creating the perfect discussion post for your online college courses.

#### Content

- **Make sure that your posts facilitate comments.** Sometimes in a discussion forum the questions can be worded so that everyone’s responses are similar. In this case, you will want to go the extra mile by adding a question at the end of your post so you are facilitating a question and answer-type conversation among your classmates and instructor.
- **Beyond answering just the questions, incorporate your experiences with a related subject matter.** People love to read stories, because it helps them feel an emotional connection to the content.
- **Current events are an effective way to get people involved in discussion forums.** Local or national news stories may tie in perfectly content discussed in your online classroom’s forum. For example, an article about mortgage fraud might be beneficial in a discussion forum about ethical decision making.
- **Don’t be afraid to intertwine the course content learned in different courses to supplement your discussion forums.** Learning is funny: even though we might just think that all courses are taught in isolation, they all really combine as pieces of a larger puzzle.
- **Ask a thought-provoking question or taking a controversial stand.** After you learn the material, you can step back and look how you can apply it in a difficult situation where your original answer might seem counter-intuitive. Don’t be afraid to ask the “Yeah, but what if…” questions.
- **If you say the same thing everyone else says, you can expect the same results.** Add something different, something of value, and look at the changes to your response rate.

#### Formatting

- **If your post is easy to read, it is likely that more people will read and respond.** In such case, if everyone is using single spacing, use single spacing. If everyone is formatting the text to the left, format it to the left. If everyone uses size 3, use size 3. If everyone is using a specific font and color, use the specific font and color. You want to avoid any distracting colors, fonts, or awkward spacing, or other odd formatting. Take a look at your posts, to see how similar they are to your classmates’ posts. If they are quite different, then change them.
- **Avoid spelling or grammatical errors.** You lose credibility and your instructors and fellow students may discount the quality of your posts if your posts are riddled with errors. Don’t let the reader try to interpret what you are saying: say it clear and precise.
- **Replies.** If you want to maximize the amount of responses, respond to several peers each week. First, identify a group of peers whose opinions you value (by judging the quality of their posts and responses to other classmates) and make sure to respond to at least one of the members of that group each week.
- **Try to respond to every one of your classmates throughout the course.** When you show that you value your classmates’ contributions, they will value yours. Remember the saying; the best way to make a friend is to be one. Well, the best way to be responded to in the discussion forum is by providing good responses to your classmate.

***CAVEAT:** The course guide/syllabus, schedule, any course-related rubrics, course requirements, and procedures in this course are subject to change in the event of extenuating circumstances.*

