

ASC Teaching Forum – Transparency and  
Metacognition in Online Courses

RUBRICS AND DISCUSSION FORUMS

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# WHY RUBRICS?

- Promote transparency
- A map for students to plan
  - *Where do I want to go? What do I want the final product to look like?*
  - *How much time will I need to get there?*
- Allow students to monitor/regulate the progression of their assignments
  - *Is my product so far meeting the requirements of the grade I wish to earn?*
  - *Would I give the assignment an A based on the rubric? If not, what do I need to do to ensure my work meets the criteria of the grade I wish to earn?*

**FRIT 3301**

**DISCOVERING SECOND LANGUAGE ACQUISITION**

SPRING 2019

T TH 9:35-10:55

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This class is taught in English. The course is not language specific and has relevance for the learning and teaching of all languages.

Do you like languages? Are you currently learning a language and wish to understand how to learn it better? Do you hope to teach languages one day? Second Language Acquisition (SLA) is a field that is devoted to understanding and explaining the processes that underlie the learning of another language after one has already acquired a first language. How does second language acquisition happen? How do we create a brand new linguistic system in our heads?

This course introduces undergraduate students to the exciting field of second language acquisition. This course is ideal for language learners who wish to reflect on and improve their own language learning experience, for those who desire to become language instructors, and for anyone who simply has an interest in languages. The questions we will explore include:

- Is second language acquisition like first language acquisition?
- Does the first language help or get in the way of SLA?
- Why do children become universally native-like but second language learners seem not to?
- Why do we make errors in a second language (or at least appear to)?
- Is there a best way to teach languages?
- I took 4 years of Spanish and got all As so why am I not fluent?
- What's the difference between learning two languages from birth as opposed to learning a second language later in life?
- What about individual differences like motivation and aptitude?
- Why do I still have an accent?

EXAMPLE FROM  
UNDERGRADUATE  
COURSE ON  
SECOND  
LANGUAGE  
ACQUISITION

# Class Participation Rubric

Unsatisfactory 0-5		Below Expectations 6-7		Meets Expectations 8-9		Impressive 10	
One or more unexcused absences. Rarely speaks or only speaks when called on.		Attends class but does not participate or volunteer much.  Rarely speaks or only speaks when called on.		Attends class and participates/volunteers consistently and meaningfully.		Attends class and participates/volunteers frequently and meaningfully. Contributes new and/or interesting ideas to move discussion forward.	
Not attentive and/or unprepared.		Not always attentive. Sometimes not well prepared.		Attentive, engaged, and prepared.		Attentive, engaged, and prepared.	
Uses electronic devices during class for non-class related purposes.		Uses electronic devices during class for non-class related purposes.		Does not use electronic devices in class for non-class purposes.		Does not use electronic devices in class for non-class purposes.	
Not always on task or not engaged during pair/group work.		Not always on task or not engaged during pair/group work.		On task and engaged during pair/group work.		On task and engaged during pair/group work.	
							/10

If you must be absent due to reasons related to Covid-19, please contact me ASAP for an alternative participation assignment.



Grading Rubric for Discussion Leader	Range	Score
<b>Summary of content (5 pts)</b> <ul style="list-style-type: none"><li>• <i>Excellent:</i> Summary is clear, complete, concise, coherent, and flows well. Summary transitions nicely into discussion with class.</li><li>• <i>Very Good/Good:</i> Overall, summary is clear, complete or mostly complete but could be improved. Could be more coherent and/or concise.</li><li>• <i>Needs Work:</i> One of more aspects needs serious work or does not meet expectations.</li></ul>	5 3-4 1-2	
<b>Discussion leading skills (5 pts)</b> <ul style="list-style-type: none"><li>• <i>Excellent:</i> Discussion leader was clear, coherent, interesting, and dynamic.</li><li>• <i>Good to Very Good:</i> Overall adequate but could be clearer, more interesting, more coherent, and /or more dynamic.</li><li>• <i>Needs Work:</i> Needs to be clearer/more coherent. Not interesting. Not dynamic.</li></ul>	5 3-4 1-2	
<b>Ability to involve the group in active discussion (3 pts)</b> <ul style="list-style-type: none"><li>• <i>Excellent:</i> Able to involve group in active discussion with great ease.</li><li>• <i>Very Good/Good:</i> Adequately able to get students to participate in discussing article.</li><li>• <i>Needs Work:</i> Has some difficulty getting students to participate in discussing article.</li></ul>	3 2 1	
<b>Quality of comments and questions for class (5 pts)</b> <ul style="list-style-type: none"><li>• <i>Excellent:</i> Comments/questions show excellent critical reading/understanding of information. Interesting and thought-provoking questions for peers.</li><li>• <i>Very Good/Good:</i> Comments/questions show adequate critical reading/understanding of information. Questions for peers are adequate but could be more interesting and thought-provoking.</li><li>• <i>Needs Work:</i> Does not show adequate comprehension and/or critical reading of information. Questions for peers are not adequate.</li></ul>	5 3-4 1-2	
<b>Instructions followed and required questions addressed (2 pts)</b> <ul style="list-style-type: none"><li>• <i>Excellent</i></li><li>• <i>Good</i></li><li>• <i>Poor</i></li></ul>	2 1 0	
<b>TOTAL</b>		/ 20

# Rubrics can also be brief.

## Discussion Forums (10%):

Discussion forums are assigned in Carmen. In addition to posting your responses, you are required to respond meaningfully to at least one of your peers' responses.

	Unsatisfactory 0	Meets Some Expectations 1-2	Meets Most Expectations 3-4	Meets All Expectations 5
<b>Response to question</b> is thorough and on time. Shows thought and reflection. Demonstrates mastery of readings/discussions.				
<b>Response to peers' posts</b> is meaningful and on time. Shows thought and reflection. Demonstrates mastery of readings/discussions.				
				TOTAL: / 10

If at all possible, make sure all rubrics for all assignments are available to students from Day 1.

MANAGING DISCUSSION FORUMS:  
EXAMPLE FROM FRIT 8302  
ASYNCHRONOUS GRADUATE  
SEMINAR ON SECOND LANGUAGE  
ACQUISITION

Ideas borrowed from the Department of Integrated  
Studies in Education at McGill University in Montreal.





# DISCUSSION FACILITATOR

- Selects a week to facilitate discussion. Each discussion opens on Monday at midnight and ends the following Sunday at 11:59 pm.
- Launches discussion inspired by a general prompt related to the topic of the week's module.
- Responds to peers' comments, summarizes salient points, and asks follow-up questions to move discussion along.
- Must be present and post at least once for 5 out of the 7 days.
- When discussion closes, writes a summary report of the week's discussion.
  - *Was there a consensus? Any opposing views? What salient points came out? What questions remain unanswered?*
- Posts the discussion report in Carmen for the class to read and to reflect on.

## TEMPLATE FOR DISCUSSION SUMMARY

[Submit this part in Carmen]

**Full name:**

**Facilitation week: (number)**

**Group: (letter A or B)**

**Topic:**

Please fill-in the following chart. You are expected to post at least 1 post for five days during the week.

Number of posts per day		
Monday	(Date)	
Tuesday	(Date)	
Wednesday	(Date)	
Thursday	(Date)	
Friday	(Date)	
Saturday	(Date)	
Sunday	(Date)	

**Topic**

(Your report or your link to your video here)

Word count:

(500-850 words)

Don't forget to post your summary in Carmen for your peers to read.

**DISCUSSION FORUM FACILITATION**  
10 points

Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
Facilitated discussion actively by posting at least once for five out of the seven days.  Posts clearly demonstrated in depth and critical understanding of lecture/readings.  Posts consistently encouraged class to engage critically with course content and to interact with each other in discussion.	Generally facilitated discussion actively but only posted four out of the seven days.  Posts generally demonstrated in depth and critical understanding of lecture/readings.  Posts mostly encouraged class to engage critically with course content and to interact with each other in discussion.	Sometimes facilitated discussion actively. Missed about two days of required posting.  Posts sometimes demonstrated in depth and critical understanding of lecture/readings.  Posts sometimes encouraged class to engage critically with course content and to interact with each other in discussion.	Missed three days or more of posting.  Most posts did not demonstrate in depth and critical understanding of lecture/readings.  Posts rarely encouraged class to engage critically with course content or to interact with each other in discussion.	<b>/10</b>

**DISCUSSION SUMMARY REPORT**  
10 points

Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
Report clearly demonstrates critical and insightful reflection on the discussion.  Important points/arguments of the discussion effectively summarized.  Clearly highlights interesting points and issues raised in the discussion.  Excellent insightful conclusion.	Report is overall well developed and summarizes salient points of the discussion effectively.  Good conclusion.	Main points are summarized but report does not demonstrate an in depth/critical understanding of issues.  Conclusion is weak.	Report is superficial and/or incomplete.  Conclusion is weak or missing.	<b>/10</b>

**CLARITY/FORM**  
10 points

Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
Report is clear, coherent, and articulate.  References are complete and accurate (APA styles 7 <sup>th</sup> edition)	Report is mostly clear, coherent, and articulate with minor issues.  References are mostly complete and accurate.	Some parts of the report are clear and coherent but there are also <u>significant</u> issues with clarity and coherence in other parts.  References are incomplete and/or not accurate.	Report is difficult to follow.  References are incomplete/missing and/or not accurate.	<b>/10</b>
<b>Total Score</b>  <b>/30</b>				

SAMPLE DISCUSSION  
SUMMARY REPORT

# DISCUSSION PARTICIPANTS

- Must respond to facilitator's prompt by Wednesday.
- Must respond to at least one peer's post by Sunday.
- They are encouraged to post as often as they wish.
- At the end of the semester, they must select eight of their best posts (from 8 different weeks) to put in a portfolio for a grade.

TEMPLATE FOR ASSIGNMENT

Name:

Discussion Group (write A or B):

1. Week # \_\_\_\_\_

Prompt (Copy-paste the prompt written by the discussion leader):

My response to the prompt:

One post I responded to (Copy and paste one of your peer's posts):

My response to a peer's post:

2. Week # \_\_\_\_\_

Prompt:

My response to the prompt:

One post I responded to:

My response to a peer's post:

3. Week # \_\_\_\_\_

Prompt:

My response to the prompt:

One post I responded to:

My response to a peer's post:

4. Week # \_\_\_\_\_

Prompt:

My response to the prompt:

One post I responded to:

My response to a peer's post:

5. Week # \_\_\_\_\_

Prompt:

My response to the prompt:

One post I responded to:

My response to a peer's post:

6. Week # \_\_\_\_\_

Discussion Prompt:

My response to the prompt:

One post I responded to:

My response to a peer's post:

7. Week # \_\_\_\_\_

Discussion Prompt:

My response to the prompt:

One post I responded to:

My response to a peer's post:

8. Week # \_\_\_\_\_

Prompt (Copy-paste the prompt written by the discussion leader):

My response to the prompt:

One post I responded to (Copy and paste one of your peer's posts):

My response to a peer's post:

References (if applicable):

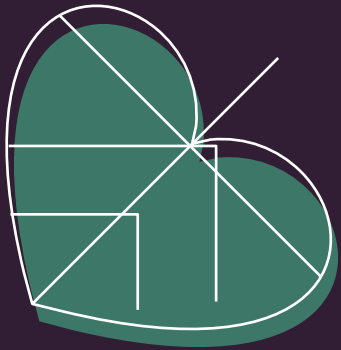
Rubric for Discussion Forum Participation

<b>DISCUSSION PARTICIPATION</b>				
<b>10 points</b>				
<b>Meets All Expectations 10</b>	<b>Meets Most Expectations 8-9</b>	<b>Meets Some Expectations 6-7</b>	<b>Unsatisfactory 0-5</b>	<b>Total</b>
Posted at least two times a week every week in a meaningful way.  Always on time.	For the most part posted at least two times a week in a meaningful way.  Mostly on time.	Did not consistently post at least two times a week in a meaningful way.  Not always on time.	Frequency of posts not satisfactory.  Posts frequently late.	<b>/10</b>
<b>DISCUSSION PORTFOLIO</b>				
<b>10 points</b>				
<b>Meets All Expectations 10</b>	<b>Meets Most Expectations 8-9</b>	<b>Meets Some Expectations 6-7</b>	<b>Unsatisfactory 0-5</b>	<b>Total</b>
All selected posts are thoughtful and meaningful. Demonstrates critical engagement with lectures and readings. Clearly demonstrates mastery of course content.  All selected initial posts address the prompt. All selected responses to peers' posts demonstrate genuine engagement with peers' comments and questions.	Most but not all selected posts are thoughtful and meaningful. Demonstrates critical engagement with lectures and readings. Mostly demonstrates mastery of course content.  Most but not all selected initial posts address the prompt. Most but not all selected responses to peers' posts demonstrate genuine engagement with peers' comments and questions.	Selected posts are sometimes thoughtful and meaningful. Posts sometimes demonstrate critical engagement with lectures and readings. Some evidence of mastery of course content.  Some selected initial posts address the prompt but not in a consistent manner. Some selected responses to peers' posts demonstrate engagement with peers' comments and questions.	Selected posts show little/minimal engagement with lectures and readings. Little evidence of mastery of course content. Posts suggest some readings/lectures were not completed. Too many anecdotal stories.  Posts either don't address prompts or peers' comments or they address them but in a superficial way.	<b>/10</b>
<b>CLARITY/FORM</b>				
<b>10 points</b>				
<b>Meets All Expectations 10</b>	<b>Meets Most Expectations 8-9</b>	<b>Meets Some Expectations 6-7</b>	<b>Unsatisfactory 0-5</b>	<b>Total</b>
Selected posts are consistently clear and articulate.	Most but not all selected posts are clear and articulate.	Some but not all selected posts are clear and articulate.	Selected posts are frequently unclear in meaning.	<b>/10</b>
<b>Total Score</b>				
<b>/30</b>				





The fact that students know that their comments will be summarized by someone else, and that they have to make a portfolio from their posts, lead to better quality discussions!



THANK YOU!

