Discussion Board Prompt # 1

1. Read the Community Guides
2. Read the Guidelines for Responding to a Prompt
3. Read the Guidelines for Commenting on a Classmate’s Response
4. Read “Preamble to the United States Constitution”
5. Participate in the discussion

Evaluation/Grading Rubric

You need to meet these **minimum** standards of participation:

a. Read and respond to one prompt in writing or voice recording (no video), following guidelines for appropriate responses and posting styles.

b. Read or listen to the posted responses of one your classmates and write or record a comment about their responses, following guidelines for appropriate comments and posting styles.

c. Your classmates will read or listen to your posted responses and write or record comments on them, following guidelines for appropriate comments and posting styles.

If you want to meet the **maximum** standard of participation:

a. Participate in two discussions following the criteria a-c listed above

b. Comment on and counter argue as many of your classmates’ responses or comments as you choose

**Discussion 1 Prompt**

Pick one clause from “Preamble to the United States Constitution” that you think people living in the USA still need to work on. Write or record the clause you selected as the title of your post. Choose a clause no one else has written or recorded a response to. If the one you first pick has been discussed by a classmate already, choose from the clauses that remain on the list. Support your position with precise examples, descriptive vocabulary and a cohesive message throughout.
Community Guidelines for Participation

- **Profanity:** Think about the vocabulary you use to make your point. There are more sophisticated words to exactly say what you mean.

- **Humor:** What may be funny to you may not be funny to others. You may use figurative language and metaphors, but you must support them with clear connections between what you mean and what you want the audience to understand.

- **Derogatory Comments:** Stay away from comments that demonstrate your ignorance. Use very specific examples to support your claims and consider what evidence will convince your reader.

- **Sexually Explicit Material:** Posts or forum topics containing sexually explicit language, material, or links to sexually explicit material are not permitted. This research is school related so the same rules for appropriate language, materials, or links must be followed.

- **Copyrighted Material:** Posts containing copyrighted material are not permitted. It is better if you create original images/expressions that are completely your own.

- **Personal Information:** Posting phone numbers, email addresses, home or work addresses, last names, grades, or similar personal information about yourself or others is not permitted.
Guidelines for Responding to the Prompts

Because this is an academic discussion board, you have the time and opportunity to write and revise your answers as many times as you want before you post your written or spoken response.

Every response to a prompt should include the following information:

- Identify the title and author of the text you are referring to
- A clear thesis statement
- A strong reason for taking the thesis position
- A clearly explained example to support the reason
- Persuasive evidence to convince the reader
- A recognition of a counterargument, but standing your ground
- A concluding argument

If need to see an example, use this nine sentence paragraph model:

In the *United States Constitution*, I think the clause, “(quote it directly)” from the Preamble is an idea that needs more attention because (your main reason why this clause matters to you or people around you). The intention of the Framers was (for people to do what) in order to (make people to do something or feel some way as a result of this action). In my opinion, every person should care that (your main reason for why this clause matters), because (reason why they should care). For example, (detailed description of an example that represents the clause you are discussing. Add a follow-up sentence to persuade the audience to agree that your example proves your point). This example shows why it is important to aspire to “(clause from Preamble)” because (connect your example to the clause through evidence). Some people may argue that “(a different clause than the one you chose)” is more important because (your reason why this other
clause might matter to a person). However, I have come to see that (your clause) matters more because (your reason why your clause/reason matters more). Ultimately, unless people pay more attention to “(clause from Preamble),” they face the risk that (the consequence for ignoring the problem/example/reason).
Guidelines for Commenting on a Classmate’s Response to a Prompt

To Agree:

- Identify the classmate who you are commenting on
- Paraphrase her/his thesis
- Clearly quote what your classmate said that you agree with
- Clearly explain your agreement with the author
- Use strong examples and details to support your opinions
- Recognize a flaw/weakness in the classmate’s argument
- Refute the flaw/weakness with evidence
- Concluding thought to summarize opinion

If you need template, use this nine-sentence paragraph model:

I read (Classmate)’s response about the clause, “(classmate’s clause),” and how it needed more attention because (reason classmate gave for why the clause matters). I agree with my classmate’s position that (what you agree with). I appreciate when (Classmate) stated, “(quote some claim your classmate made that you agree with).” For me, this meant (how you interpreted what your classmate said in relation to the prompt). Because of my classmate, I began to consider (explain how you are relating what your classmate said to your own experience). For example, (give an example that adds supportive evidence to your classmate’s argument). Of course, some may argue that my classmate forgot to consider (explain a fact/detail that your classmate did not consider in making this statement). However, this argument is negated by (a reason that defends your position). What is important to remember here is that (something you have understood or learned because of your classmate’s response).
To Disagree:

- Identify the classmate who you are commenting on
- Paraphrase her/his thesis
- Clearly quote what your classmate said that you disagree with
- Clearly explain your disagreement with the author
- Use strong examples and details to support your opinions
- Recognize a truth/strength in the classmate’s argument
- Refute the truth/strength with evidence
- Concluding thought to summarize opinion

If you need template, use this nine-sentence paragraph model:

I read (Classmate)’s response about the clause, “(classmate’s clause),” and how it needed more attention because (reason classmate gave for why the clause matters). I disagree with my classmate’s position that (what you disagree with). I was taken aback when my classmate stated, “(quote some claim your classmate said that contradicts you).” For me, this meant (how you interpreted what your classmate said in relation to the prompt). I suspect that (Classmate) has failed to recognize that (explain what your classmate did not consider in making this statement). For example, (give an example that proves your counter argument against your classmate’s statement). Of course, my classmate might defend this position by declaring (imagine a reason your classmate had for saying what s/he did). However, one cannot ignore the fact that (a fact that makes your counter argument a better position). What is important to remember here is that (something that you have understood or learned because of your classmate’s response).
Discussion Board Prompt #2

1. Read the Community Guides
2. Read “4th Amendment Supreme Court Cases”
3. Read the Guidelines for Responding to Prompt #2
4. Read the Guidelines for Commenting on a Classmate’s Response #2
5. Participate in the discussion

*Evaluation/Grading Rubric*

You need to meet these **minimum** standards of participation:

- a. Read and respond to **one** prompt in writing or voice recording (no video), following guidelines for appropriate responses and posting styles.
- b. Read or listen to the posted responses of **one** of your classmates and write or record a comment about their responses, following guidelines for appropriate comments and posting styles.
- c. Your classmates will read or listen to your posted responses and write or record comments on them, following guidelines for appropriate comments and posting styles.

If you want to meet the **maximum** standard of participation:

- a. Participate in two discussions following the criteria a-c listed above
- b. Comment on and counter argue as many of your classmates’ responses or comments as you choose

*Discussion 2 Prompt*

Choose **one** of the topics from the “4th Amendment Supreme Court Cases” list. Discuss how this topic has touched your life either through personal experience or the experience of a friend or family member. Provide an argument for how your example supports or negates the Supreme Court Case conclusions. See the Guidelines for Responding to Prompt #2 for writing your post.
Community Guidelines for Participation

- **Profanity**: Think about the vocabulary you use to make your point. There are more sophisticated words to exactly say what you mean.

- **Humor**: What may be funny to you may not be funny to others. You may use figurative language and metaphors, but you must support them with clear connections between what you mean and what you want the audience to understand.

- **Derogatory Comments**: Stay away from comments that demonstrate your ignorance. Use very specific examples to support your claims and consider what evidence will convince your reader.

- **Sexually Explicit Material**: Posts or forum topics containing sexually explicit language, material, or links to sexually explicit material are not permitted. This research is school related so the same rules for appropriate language, materials, or links must be followed.

- **Copyrighted Material**: Posts containing copyrighted material are not permitted. It is better if you create original images/expressions that are completely your own.

- **Personal Information**: Posting phone numbers, email addresses, home or work addresses, last names, grades, or similar personal information about yourself or others is not permitted.
Guidelines for Responding to Prompt #2

Because this is an academic discussion board, you have the time and opportunity to write and revise your answers as many times as you want before you post your written or spoken response.

Every response to a prompt should include the following information:

- Identify the Supreme Court Case you are referring to
- Establish a clear thesis statement
- Provide a strong reason for taking the thesis position
- Clearly explain an example to support the reason
- Provide persuasive evidence to convince the reader
- Recognize a counterargument, but stand your ground
- Finish with a concluding argument

If need to see an example, use this nine sentence paragraph model:

Of the 4th Amendment Supreme Court cases, I think the judicial ruling regarding (pick 1-4 category) affects many people’s lives today because (your main reason why this category affects people today). The (Case Title) case clarified (explain what the case established in regards to 4th Amendment rights). Personally, this topic has affected my life because (reason why your life has been affected). For example, (detailed description of an example that demonstrates how your life has been affected. Add a follow-up sentence to convince the audience to agree that your example proves your point). This example shows the reality of (Case Title) because (connect your example to the case through evidence). Some people may argue that (recognize a flaw in your example or argument). However, I have come to realize that (the flaw) does not matter because (what matters more than the flaw). In conclusion, because my life has been affected by (1-4 category), everyone should be prepared to (do what) or face the risk that (the consequence for ignoring your example/argument).
Guidelines for Commenting on a Classmate’s Response to Prompt #2

To Agree:

- Identify the classmate who you are commenting on
- Paraphrase her/his thesis
- Clearly quote what your classmate said that you agree with
- Clearly explain your agreement with the author
- Use strong examples and details to support your opinions
- Recognize a flaw/weakness in the classmate’s argument
- Refute the flaw/weakness with evidence
- Concluding thought to summarize opinion

If you need template, use this nine-sentence paragraph model:

I read (Classmate)’s response about the Supreme Court Case (Case Title) that clarified (classmate’s 1-4 category), which established (what the case established). I agree with my classmate’s example that (what you agree with). I appreciate when (Classmate) stated, “(quote some claim your classmate made that you agree with).” For me, this meant (how you interpreted what your classmate said in relation to the prompt). Because of my classmate, I began to consider (explain how you are relating what your classmate said to your own experience). For example, (give an example that adds supportive evidence to your classmate’s argument). Of course, some may argue that my classmate forgot to consider (explain a fact/detail that your classmate did not consider in making this statement). However, this argument is negated by (a reason that defends your position). What is important to remember here is that (something you have understood or learned because of your classmate’s response).
To Disagree:

- Identify the classmate who you are commenting on
- Paraphrase her/his thesis
- Clearly quote what your classmate said that you disagree with
- Clearly explain your disagreement with the author
- Use strong examples and details to support your opinions
- Recognize a truth/strength in the classmate’s argument
- Refute the truth/strength with evidence
- Concluding thought to summarize opinion

If you need template, use this nine-sentence paragraph model:

I read (Classmate)’s response about the Supreme Court Case (Case Title) that clarified (classmate’s 1-4 category), which established (what the case established). I disagree with my classmate’s position that (what you disagree with). I was taken aback when my classmate stated, “(quote some claim your classmate said that contradicts you).” For me, this meant (how you interpreted what your classmate said in relation to the prompt). I suspect that (Classmate) has failed to recognize that (explain what your classmate did not consider in making this statement). For example, (give an example that proves your counter argument against your classmate’s statement). Of course, my classmate might defend this position by declaring (imagine a reason your classmate had for saying what s/he did). However, one cannot ignore the fact that (a fact that makes your counter argument a better position). What is important to remember here is that (something that you have understood or learned because of your classmate’s response).