ONLINE TEACHING MANUAL

English Department
Spring 2017

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Welcome

Welcome to the *Online Teaching Manual for English Faculty*. This document was prepared by the members of the Online Teaching Committee in the Department of English in conjunction with CeTEAL. Its purpose is to serve as a comprehensive guide for faculty teaching ENGL courses in asynchronous, online, and hybrid formats. Regardless of previous teaching experience and familiarity with instructional technologies, we hope that this resource can improve online teaching and learning practices in our discipline.

The objective of this manual is to provide the basic understanding of the instructional tools necessary for teaching online as well as the framework for designing thoughtful learning activities online.

We hope you enjoy the work put forth by this committee, and we extend our best wishes for a productive and successful online course.

Respectfully,

Alan Reid
Jen Boyle
Roger Johansen
David Kellogg
Christian Smith
Sara Sobota

University Policy for Distance Learning

SUMMARY

To ensure the highest quality of online instruction at Coastal Carolina University, this policy document articulates specific expectations intended to maximize the academic performance of distance learning students.

POLICY

I. DEFINITION

    A. Distance education, distance learning and online learning refer to a formal educational process in which the majority of course interaction occurs when students and instructors are not in the same place. Instruction integrates online technologies and teaching strategies, and it may be synchronous or asynchronous.

II. CURRICULUM POLICIES

    A. Distance learning instructors are responsible for the integrity of all content used in distance learning course materials, including accuracy, currency, and compliance with copyright laws and related university policies.
    B. The development of new distance learning courses and/or programs must follow the same procedures of academic review as those offered traditionally on-site.
    C. Course sections offered via distance learning must have identical course catalog descriptions and student learning outcomes as sections taught traditionally on-site.
    D. Distance learning courses should identify expectations of student time commitment necessary to complete course requirements successfully.
    E. For reporting purposes, an absence in a distance learning course is operationally defined as a missed online submission deadline—such as a quiz, assignment, or discussion post.
    F. Distance learning courses must require an initial online submission within the session drop/add period. Students who do not submit may be dropped from the roster.
    G. Academic units are responsible for developing distance learning enrollment cap policies consistent with best practices in their disciplines.

H. Distance learning programs must be clearly identified as such in the university course catalog, as well as in all marketing materials, including websites.

I. Distance learners must be informed of any site-based experiences required in a distance learning program or course prior to enrollment.

J. Distance learning courses must utilize D(x) section prefixes in all registration systems.

K. Distance learning courses and programs must align to the University mission and undergo systematic evaluation for continuous improvement.

III. INSTRUCTOR POLICIES

A. Eligibility to teach distance learning courses is determined by the academic unit (Department chair or equivalent) where the course is housed.

B. Criteria for eligibility to teach distance learning courses may include prior teaching experience or completion of the Distance Learning training sequence offered by CeTEAL.

C. Instructors may be eligible for remuneration and/or load reduction for the development of new distance learning courses in cases of significant institutional need, such as new academic programs. Such remuneration does not preclude ownership of the course content, unless otherwise stated in contractual arrangements.

D. Instructors teaching distance learning courses will be evaluated by students using instruments that include items relevant to the distance learning modality.

IV. INTELLECTUAL PROPERTY POLICIES

A. Distance learning instructors hold intellectual property rights on all materials that they create, unless otherwise contracted by the university.

B. The university will claim ownership of intellectual property created by distance learning faculty in certain cases, as identified in the Intellectual Property policy (ACAD-RSCH 106).

V. ACADEMIC INTEGRITY POLICY

To authenticate student identities and maintain academic confidentiality, distance learning course materials, communications and assessments should be delivered within online learning management systems that use a secure login and passcode.

VI. QUALITY ASSURANCE POLICY

In addition to requirements delineated in the Faculty Manual, academic units are responsible for compliance with the following university quality assurance standards for distance learning courses. (See Appendix I for the complete inventory):

A. COURSE OVERVIEW – There is an obvious starting point to explain the structure, syllabus, and technology for the course, as well as how to communicate with the instructor

B. LEARNING OUTCOMES – Student learning outcomes are clearly described, aligned to overall course objectives, and measurable.

C. LEARNER SUPPORT – Academic and technology support services and processes are clearly described for distance learners.

D. INSTITUTIONAL POLICIES – Attendance, participation and academic integrity policies are clearly described and include a statement of expectations for all required synchronous and/or site-based experiences.

E. ASSESSMENT – Course grading policies and assessment criteria are stated clearly. Assessments measure student learning outcomes.

F. COURSE STRUCTURE – Course structure is logically organized and easily navigated with consistent visual, typographic and semantic designs.

G. LEARNER INTERACTION – Learners are expected to interact with the instructor, the content and other learners. Communication and interaction policies are clearly described for online discussion, assignment submission, and instructor feedback.

H. INSTRUCTIONAL MATERIALS – Instructional materials and assignments are current, relevant to course objectives, logically segmented, copyright compliant, and promote learning engagement.

I. ACCESSIBILITY – The course demonstrates a commitment to accommodate all students through the use of accessible technologies and materials. Accessibility policies are clearly stated.

J. CONTINUOUS IMPROVEMENT – The course demonstrates a commitment to continuous quality improvement through systematic evaluation

VII. STUDENT & FACULTY SUPPORT POLICIES

A. Distance learning students have access to adequate advising services to ensure successful academic progress.

B. Distance Learning students have access to adequate technology support services managed by ITS and available at http://www.coastal.edu/scs.

C. Distance Learning students have access to adequate library resources and instruction available at http://www.coastal.edu/library/dl.

D. Distance Learning students who meet the university immunization requirements are eligible for on-site access to health and counseling services described at http://www.coastal.edu/health and http://www.coastal.edu/counseling. Distance learning students are also eligible to purchase school-sponsored health insurance plans.

E. Faculty development in distance learning teaching strategies and technology tools will be continually offered to ensure best practices. Instructors are encouraged to work with CeTEAL when developing their online courses.

VIII. GOVERNANCE

A standing distance learning committee with a representative from each college, COOL, CeTEAL, Library Services, and ITS will continually review distance learning resources and policies to provide feedback to the administration.

IX. FACILITIES & FINANCES

A. Coastal Carolina Coastal Carolina University commits to appropriate finances for the development, implementation, management, maintenance, and marketing of distance learning programming and related resources. Part of its funding strategy to support distance learning will include a distance learning fee added to all D(x) designated courses.

B. Distance learning facility design and management are collaborative processes that require mutual consultation between ITS and respective academic units.

* Retrieved from http://www.coastal.edu/policies/pdf/acad-sena%20128%20distance%20learning.pdf

Universal Design & Accessibility

The materials you develop for your online course should conform to universal design principles to ensure accessibility for all students and make the learning experience more inclusive.

Consider the materials and media that you are using. According to the National Center for Universal Design for Learning instructional resources should:

1. Provide multiple means of representation.
2. Provide multiple means of action and expression.
3. Provide multiple means of action and engagement.

For starters, here are ten tips for accessibility of online content:

- Provide an accessibility statement for students
- Use semantic structures such as bolded headings and bulleted lists
- Use tables and true bulleted / numbered lists when possible to preserve format across screens
- Promote easy readability by avoiding lengthy blocks of text
- Avoid color coding of text
- Use heavy color contrast in images
- Provide descriptive hyperlinks
- Embrace the use of multimedia

Instructables

Coastal Composition Commons (CCC)

The first-year writing program certifies student learning outcomes by awarding digital badges to students who have demonstrated competencies in specific skills. This program is unique in that academic credit is tied to earning these badges; a fourth credit hour in ENGL 101 and ENGL 102 represents a visible indicator of student learning.

On the site (ccc.coastal.edu) students engage with individual modules at the direction of their instructors. Upon completion of the module, learning is recognized with a digital badge that certifies skills. This initiative digitally distributes course content across the first-year writing program to support the development of students' academic reading and writing skills; *Coastal Composition Commons*, or *CCC*, is meant to help the English faculty create a systematic way to celebrate and mark students' mastery of critical skills.

Instructors determine the sequence and pacing of the badges to be completed in their courses. There are some consistency requirements, however. ENGL 101 must cover eight badges, and ENGL 102 must address six badges (see below). Also, the overall grades for earning badges should account for 18-24% of the final course grade.

English 101: *Composition*

PARAPHRASING QUOTING SHAPING A THESIS SHIFTING STYLES

SUMMARIZING SYNTHESIZING WORDSMITHING PARAGRAPHING

English 102: *Composition & Critical Reading*

Assigning Badges

To begin, users must first log in to the site. Navigate to the LOGIN button in menu at the upper left-hand corner of the page. The username and password login information is the same as the user's CCU credentials to access WebAdvisor and Moodle.

Using the dropdown menu at the upper left-hand corner, navigate to the appropriate course then to the specific badge that is to be completed. The student is presented with an entire page of content that may include various multimedia that explains a targeted skill. At the end of every badge page, there is an assignment.

Grading Badges

The SUBMISSIONS page displays all student submissions that are pending instructor approval (or denial). Typing the instructor's last name in the search box will filter these results to his/her students only. (At this time, the CCC does not categorize students by section). A typical submission will look like this:

Submission: "Quoting"

Author: ▮▮▮▮▮▮▮▮ ← *Student Name*
Date: October 23, 2016 07:55 pm
Achievement: Quoting
Status: Pending

Instructor Name →

Alan Reid ←

Submitted Attachments: ← *Attached File*

- Quoting - uploaded October 23, 2016 7:55 pm by ▮▮▮▮▮▮▮

[Approve] [Deny]

[Show/Add Comments]

Clicking on the attached file will open it. The instructor then assesses the submission using this rubric. If the submission satisfies the instructor's expectations, click **Approve**. If the submission is lacking in areas and does not demonstrate sufficient competency, click **Deny**. An email is automatically generated to the student informing him or her of the decision.

Best Practices for Using the CCC

- Contextualize the badges within the course. Do not simply assign badges to be completed by themselves; whenever possible, substitute the generic texts provided for texts that are specifically related to the course.
- Draft badge submissions and peer review them for quality assurance. Here is a sample Peer Review Form for reviewing badges in class.
- Ask students to submit assignments in PDF.
- Use Command + F (on Mac) or CTRL + F (on PC) to search an entire page for a student's submission.

For more support, visit the Faculty Support page or contact Alan Reid (areid@coastal.edu)

Turnitin

Turnitin is an online program that is used by "26 million students at 15,000 institutions in 140 countries" ("About Us"). Although it is most widely known for its plagiarism detection, Turnitin is also a valuable tool for providing feedback and grading student writing. Learn more about Turnitin with the Instructor Quickstart Guide.

Turnitin has been integrated with Moodle at Coastal Carolina University, which means that students (and faculty) do not need to create accounts or log in to use the program. To create an assignment, **Turn Editing On** and select **Add an activity or resource** in the module where you are placing the assignment. In the pop-up dialog box, scroll down the list to **Turnitin Assignment 2** and select **Add**. The following page will ask for the assignment settings. Some notable items are:

- ***Start Date***: On this date/time, the assignment becomes available for students to submit.
- ***Due Date***: The desired date/time by which the assignment is to be submitted.
- ***Post Date***: The date/time assignment feedback/grade becomes available to the student.

Providing Student Feedback in Turnitin

Once an assignment has been submitted by the student(s), the instructor can click on the assignment link to provide feedback. On the subsequent page, there is a list of enrolled students.

QuickMarks

Reid ▾

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...effect   APA References

APA References: Website

APA Sample Research Paper

APA: Header (Research Proposal)

APA: In-text Citation

APA: Running Header   Apostrophe

Awk.   C/S   CAPS

Citation Needed   Cite

...ommonly Confused   Del.

Description Paragraph   Double-space

Font   Fragment   Generic

Guidelines: Annotated Bib

Guidelines: Research Paper (101)

Guidelines: Rhetorical Analysis

Guidelines: Tech Narrative

Hanging Indent   Header Font

Header Recognize!   ICE Method

IDIONATA   Improper Citation

1

English 101

October 2, 2015

Activism Redefined

Activism involves taking a stand for what one believes in. It demands sacrifice and dedication, and it requires passion. Activism is slowly being reinvented with the use of modern technology and social media. It is fairly effortless to join a movement by liking a post on Facebook or sending out a tweet. This, although it has aided in gaining support rather quickly, has hindered the overall effectiveness of activism as a whole. Social media has done the exact opposite of what it was intended to do when it comes to promoting activism. It was meant to strengthen social activism, yet it has only been a hindrance. Social media has created somewhat of an illusion by tricking people into thinking that they are making a difference. In reality, they are sitting behind a computer screen or a phone and exerting the most minimal amount of effort as is possible. In "Small Change" by Malcolm Gladwell, Gladwell concludes that, "we seem to have forgotten what activism is" (Gladwell 3). The term "activism" has taken on a new, much more lackadaisical meaning where it has been transformed into something that is comfortable and easy.

The state of illusion that resulted from social media has permeated into the inner depths of society. It has changed the way that people think and process information by

1. **Quickmarks**. These are the blue buttons that appear in the right-hand toolbar. You can drag and drop these directly onto the student's paper.
2. **General Comments**. The general comments section allows you to leave voice feedback for the student. (You have a maximum of three minutes of recording time per paper).
3. **Rubric**. Enables the use of a grading rubric that automatically syncs with the gradebook in Moodle.
4. **Originality Reporting**. The number here is the percentage of the total text in the document considered to be "matching" and is often associated with the amount of plagiarism in the text.

5. **ETS**. This feature automatically scans the paper for grammatical, punctuation, and mechanical errors. When identified, there is a purple button that appears on the student's paper above the problematic area.
6. **Download**. This option allows for downloading of the original paper or of the annotated version, which includes any quickmarks, comments, and originality checking on the paper.

Creating Video Lectures

There are many different ways to deliver information to students in an online course, including audio recordings, narrated slides, and screencasts. This section will detail how to create and publish a screencast, which is where the instructor records his/her computer screen and provides narration simultaneously. Naturally, you will want to limit the length of your videos; 2-3 minutes is ample time to explain assignment directions or smaller chunks of information. Fifteen minutes is the maximum time recommended for video lectures. Below is a list of the top three free programs that can be used for screencasting:

- Jing (requires download)
- Screencast-O-Matic (browser-based)
- Recordit (requires download)

Videoconferencing Tools

In an online course, teacher presence is instrumental to student success. One way to achieve a more personal relationship with online learners is through videoconferencing. Below is a list of the top three free tools for communicating with students face-to-face:

- Google Hangout
- Join.Me
- Skype

Sample Assignments

Conducting a Peer Review Online

This activity requires that students have already developed a first draft of the assignment. Please note that there is also an option to conduct PeerMark Assignments Using Turnitin.

1. Create a discussion forum in Moodle.
2. In the description box, post the following directions:

Why are we doing a peer review?

The purpose of a peer review is twofold: (1) It should provide the author with meaningful feedback on how to better his or her paper, and (2) It gives you insight to what makes a high-quality paper different from a low-quality paper.

In order to receive the full points for a peer review, you need to provide the author with *helpful, meaningful, and specific feedback* about his or her paper. Simply praising the paper or giving vague, generalized comments will not suffice. Saying "Good job! You are awesome!" does not help the author improve the paper.

How do I complete a peer review?

1. Ensure that you have the latest version of Adobe Reader installed.
2. In the discussion forum, Add a New Discussion Topic, and attach your document as a PDF.
3. Navigate to another student's discussion post, and open the attached PDF.
4. Open the PDF, annotate with comments, and save it to your computer.
5. Re-post the PDF in a Reply to the student's original post.

What types of comments am I supposed to make?

Formatting:

Font, spacing, heading/header, title, Works Cited and in-text citations (if applicable).

Grammar/Sentence Fluency:
Identify misspelled words, run-on sentences, fragments, awkwardly worded sentences.

Content:
Does the paper align with the assignment guidelines/requirements?
Is the thesis of the work easily identifiable? What is the main idea?
Is the paper easy to read? Does it flow, or are there confusing parts?

Overall:
General comments about the paper. Leave the author with specific actions to take in order to improve the paper for the next draft.

How do I comment on a PDF?
Open the PDF. Use the highlighting tool to highlight text, then double-click on the highlighted area to make a comment in the pop-up text box. Save the PDF to your computer when finished.

Social Annotation

Socially annotating documents is an easy way to encourage active reading. Additionally, contributing open annotations to course documents has been shown to improve comprehension and lead to higher levels of social presence. One way to integrate social annotation in your course is to use the tool Hypothes.is.

1. Insert **https://via.hypothes.is/** before any webpage or online document URL.
2. Have students create an account on Hypothes.is.
3. As the student reads, encourage that he or she contributes additive comments to the article. These annotations could include:

   - Raising questions of the text
   - Summarizing or paraphrasing ideas from the text
   - Connecting the text to the course in specific ways

Is Google Making Us Stupid?

What the Internet is doing to our brains

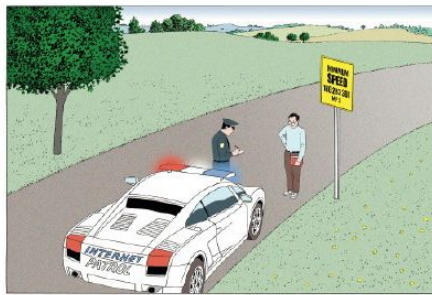NICHOLAS CARR | JULY/AUGUST 2008 ISSUE | TECHNOLOGY

f Share   🐦 Tweet   •••

TEXT SIZE   −   +

Illustration by Guy Billout

"Dave, stop. Stop, will you? Stop, Dave. Will you stop, Dave?" So the supercomputer HAL pleads with the implacable astronaut Dave Bowman in a famous and weirdly poignant scene toward the end of Stanley Kubrick's *2001: A Space Odyssey*. Bowman, having nearly been sent to a deep-space death by the malfunctioning machine, is calmly, coldly disconnecting the memory circuits that control its artificial " brain. "Dave, my mind is going," HAL says, forlornly. "I can feel it. I can feel it."

I can feel it, too. Over the past few years I've had an uncomfortable sense that someone, or something, has been tinkering with my brain, remapping the neural circuitry, reprogramming the memory. My mind isn't going—so far as I can tell—but it's changing. I'm not thinking the way I used to think. I can feel it most strongly when I'm reading. Immersing myself in a book or a lengthy article used to be easy. My mind would get caught up in the narrative or the turns of the argument, and I'd spend hours strolling through long stretches of prose. That's

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Annotations 44   **Page Notes** 2

gibemere11   Jan 28

| *Is Google Making Us Stupid?*

Didn't read the article before making this annotation, but this type of "clickbait" whether or not this is for or against Google should stop. It's not literary playfulness, nor exciting rhetoric. It's plain stupid and annoying to title things just to get people to read it. If what you have to say is profound or worth the time, you will get your viewers. You can do this without stupid titles...

`dont care`

Show replies (5)   ↩ ⤴

jasheppa   Aug 23

| *famous and weirdly poignant scene toward the end of Stanley Kubrick's 2001: A Space Odyssey.*

Here's a link to this scene (

▶ 2001 Space Odyssey. Dave turn ...

cwerry   Aug 23

| *HAL pleads with the implacable astronaut Dave Bowman*

This is an inaccurate representation os the movie. HAL is a psychpathic killing maching, and Dave is trrified.

↩ ⤴

tara.obrien   Oct 10

| *"Dave, stop. Stop, will you? Stop, Dave. Will you stop, Dave?" So the supercomputer HAL pleads with the implacable* ... More

The first paragraph of the article is really misleading if you have not seen the movie, like for me I had no idea what was going on previous to watching the short clip in class for clarification.

↩ ⤴

k.maibinh   Jan 25

| *Now my concentration often starts to drift after two or three pages. I get fidgety, lose the thread, begin looking for* ... More

I feel like I can empathize with this to a degree. Although the web is a great tool, the freedom and connectivity it offers can sometimes interfere with deep thought activities. When I have to do important work, I try to separate myself from the computer and read physical texts instead.

Because Hypothes.is is a popular open source tool, some pages (such as the one above) have already been heavily annotated. To ensure that your class only sees annotations from you and other students, create a group for each of your classes or class sections.

For more on creating groups, visit https://hypothes.is/creating-groups/
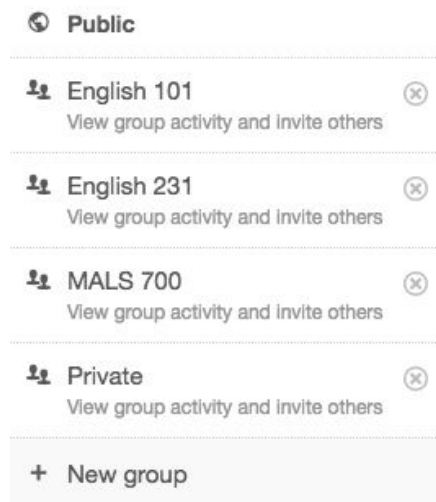
Creating an ePortfolio

According to William P. Banks, Director of the East Carolina University writing program, a portfolio is "a collection of a writer's best pieces, a showcase of what the writer believes are her strengths as a writer" (231). The purpose of developing a writing portfolio is twofold: (1) to curate student writing, and (2) to reflect on experiences from this past semester and subsequent growth.

There are many free options to create a digital portfolio. Two of the most popular sites are Weebly and Wix. Here is a design template using Wix.com:
http://alanjreidphd.wixsite.com/example

Below are some typical requirements of the portfolio of a first-year writing student:

- Reflective Analysis: This 2-3 page paper should be MLA formatted and should (1) reflect on the semester as a whole, (2) speak to your growth as a writer and where you still need improvement, and (3) explain how your writing demonstrates proficiency in the student learning outcomes (found on the syllabus).

- Final drafts of each major paper, along with the mind-map (if available), 1st draft (w/comments), and 2nd draft (if applicable).

There are five pages that you need to include (each is described in more detail below):

1. **Home Page**
   This is the first page your visitors will see. It should be visually attractive and independent of your content on the other pages. Consider your fonts, background color, and spatial design.

2. **About Page**
   Your About section should give a professional description of who you are and why you are assembling this portfolio. You can add personal touches such as a photo gallery, a social media feed, or a video. The goal is to personalize this page as much as possible.

3. **Formal Writing**
   On this page, you will include the final drafts of each of the formal papers we have written this semester (PDF please). For each paper, give an explanation of the assignment, your writing process, and the outcome of your paper.

4. **Digital Badges**

   The benefit to earning digital badges is that you can display them to others. On this page, you need to include the actual digital badge image and the description of what the badge certifies. For each badge image, please hyperlink it to the corresponding badge page on the CCC.

5. **Blog**

   You have been crafting your blog all semester, so there is not much you need to do on this page. Please be sure, though, that your blog entries are separate entries and not just compiled as a list on one page. See me if you need help with this.

ePortfolio Design Checklist

- ❏ **Home Page**
  - ❏ Is simple and contains your name, title of the portfolio, and navigation menu (social links optional)
  - ❏ Introduces your color scheme/palette and the background image is high quality and relevant to the purpose of your portfolio.
- ❏ **About Page**
  - ❏ Provides a "Letter to the Reader"
  - ❏ Gives a personal background through text and photo.
- ❏ **Artifact Pages**
  - ❏ Artifacts are linked to the original PDF
  - ❏ Each artifact is described briefly
  - ❏ Minimum of 50 pages, combined
- ❏ **Reflection Page**:
  - ❏ Provides thorough reflection (either as text or video)

Resources

Sample Syllabus

The following syllabus is for English 231: Film, New Media, and Culture. To use this template for your course, simply copy and paste the text into a new document, replacing the text in blue font with your own course information.

Coastal Carolina University
College of Humanities & Fine Arts (COHFA)
English Department

[Course Name]
[Section]
[Semester]

Instructor:	[Name]
Class Meeting Times:	Online
Office Hours:	[Hours]
Contact:	[Contact Info]

COURSE DESCRIPTION

[Course Description]

INSTRUCTIONAL OBJECTIVES

[Instructional Objectives]

STUDENT LEARNING OUTCOMES

REQUIRED MATERIALS

MOODLE

Our course is accessed at https://moodle.coastal.edu/. For more information on how to use Moodle, visit the homepage and select "Student Resources" at the top of the page.

GRADING

At Coastal Carolina University, students can earn one of the following grades in each course: A, B+, B, C+, C, D+, D, or F. Those letter designations correspond to the following qualitative judgments of student performance: A = excellent, B+ = very good, B = good, C+ = above average, C = average, D+ = below average, D = poor, F = failure to meet minimum standards. (For a more detailed description of Coastal Carolina's grading system, see pages 47-50 of the university catalog).

A	96-100	**B+**	86-89	**C+**	76-79	**D+**	66-69	**F**	Below 60
A	90-95	**B**	80-85	**C**	70-75	**D**	60-65	**W**	Withdraw

Your grade for the course is calculated accordingly:

Category	x%
Category	x%
Category	x%
Category	x%

Note. Once I input a grade into Moodle, you have one week to dispute it. After that, you have entered into a tacit (unspoken) agreement with me that you accept the grade.

ASSIGNMENTS

[Description of assignments]

POLICIES & STATEMENTS

Communication. There are several important policies related to communication. First, please try to check your student email account regularly. I reserve a 48-hour grace period to reply to emails though I typically will respond promptly if it is a reasonable hour. Please address me as [insert name] in your emails and include your course and section number in all correspondences. If you would like to meet but are unable to come to my office hours, individual meetings can be arranged virtually.

Attendance. Because this is an online course, I reserve the right to impose a penalty, including assigning the grade of *F* for excessive absences, regardless of the reason.

Make-up Work. If you know beforehand that you will be unavoidably absent on a day when a test is scheduled or a paper is due, see me ahead of time to arrange a makeup date. Makeup work will only be graded in full if you contact me before missing a class and you make arrangements with me prior to your absence. Work submitted after the due date is subject to a 10% penalty. Everything you need is available in Moodle. This means you can access the material and submit the work from anywhere, anytime. If you experience technical difficulties with Moodle, you can email me the assignments before the due date (not afterwards). It is your responsibility to get the work submitted on time. Technological mishaps do not void due dates.

Plagiarism. This course expects students to adhere to the Coastal Carolina Student Code of Conduct. It follows the definition and policy on plagiarism explained in the *Coastal Writers' Reference*.

Statement on Disabilities and Accommodations. See the *Coastal Writers' Reference*.

Department Statement on Inclusion. The Department of English at Coastal Carolina University affirms our commitment to fostering inclusive environments both in and outside of the classroom that invite a variety of voices, perspectives, and ideologies. We are committed to exploring the ways in which literacy and learning function as paths for social justice and equality. We understand the role of education in building respect for the various viewpoints and positions found throughout society, and we are dedicated to advancing critical thought and civil dialogue.

SCHEDULE

Note. This is a living document that explicitly outlines the agenda and assignment for each class meeting. Please refer to this section for the most up-to-date information.

* All assignments due by the end of the week, Sunday at midnight.

Module 1	**[Module Title]**
[Week]	[Description of activities and assignments]

Module 2	**[Module Title]**
[Week]	[Description of activities and assignments]

Module 3	**[Module Title]**
[Week]	[Description of activities and assignments]

Module 4	**[Module Title]**
[Week]	[Description of activities and assignments]

Sample Letter to Students

Dear Students,

My name is **[insert name]** and I will be your instructor for **[insert course]** during the **[insert term]** semester. Please note that you have registered for an asynchronous distance learning course, which does not meet in person. As you prepare for our course this semester, here are a few things to keep in mind about distance learning.

1. Be prepared for the demands of a distance learning course.
2. Get your computer ready for your course work.
   - ❏ You can view specific computer requirements here: Student Computing Services
   - ❏ Access Moodle, the course management system here: http://moodle.coastal.edu
   - ❏ Download the latest version of Adobe Reader to view pdf files
   - ❏ Contact Student Computing Services with any technical issues.

3. Purchase the course textbook(s) prior to the start of class: CCU Official Bookstore
4. Log into our course room on the first day of class, **[insert date]** to begin work.

Please do not hesitate to contact me with any questions you might have, and I look forward to a productive semester working with you.

Sincerely,
[Insert Name Here]

Course Checklist

___

The following checklist was developed by the university distance learning committee as a way to establish quality assurance for online course development.

1. **COURSE OVERVIEW** – There is an obvious starting point to explain the structure, syllabus, and technology for the course, as well as how to communicate with the instructor.
   - ❏ "Start Here" Folder or "Getting Started" or other clear starting point
   - ❏ Welcome letter or multimedia instructor introduction
   - ❏ Instructor contact information, instructor availability, and course communication policy
   - ❏ Text or multimedia "course tour" or introduction
   - ❏ Complete printable course syllabus available for download and/or online viewing (Information on Bookstore has changed.)
   - ❏ Course outline/schedule with deadlines and important dates readily accessible
   - ❏ Online decorum or netiquette expectations are clearly described.
   - ❏ Instructor provides an opportunity for students to familiarize themselves with the course structure, content and technology.

2. **LEARNING OUTCOMES** – Student learning outcomes are clearly described, aligned to overall course objectives and measurable.
   - ❏ Syllabus contains course objectives and student learning outcomes (required by CCU Faculty Manual) which can be easily located. (Usually courses contain both overall course objectives as well as student learning outcomes.)
   - ❏ Student learning outcomes are listed for each course unit/module/chapter and are relevant and measurable.
   - ❏ Performance expectations for learning outcomes are clearly stated.

3. **LEARNER SUPPORT** – Academic and technology support services and processes are clearly described for distance learners.
   - ❏ Information for academic support services and processes (Learning Assistance Centers, Counseling Services, etc) are clearly identified.
   - ❏ Information for technology support is easily located (Student Computing Services).
   - ❏ Information for other student services is provided.

4. **INSTITUTIONAL POLICIES** – Attendance, participation, and academic integrity policies are clearly described and include a statement of expectations for all required synchronous and/or site-based experiences.
   - ❏ Attendance policy (required by CCU Faculty Manual) is listed.
   - ❏ Course participation requirements are clearly described.
   - ❏ All required synchronous and/or site-based sessions are clearly listed.
   - ❏ Academic Integrity Policy and/or a Statement of Community Standards

5. **ASSESSMENT** – Course grading policies and assessment criteria are stated clearly.
   - ❏ Assessments measure student learning outcomes.
   - ❏ Varied assessment activities are clearly described and align to student learning outcomes.
   - ❏ Grading policy is included in the syllabus (per CCU Faculty Manual).
   - ❏ Performance expectations are clearly described through rubrics, checklists, guidelines or other heuristic documents.
   - ❏ Policy and procedures for student feedback and turnaround time are clearly described.

6. **COURSE STRUCTURE** – Course structure is logically organized and easily navigated with consistent visual, typographic and semantic designs.
   - ❏ An obvious navigation schema organizes course materials by theme, timeline or purpose.
   - ❏ Course minimum technology requirements and prerequisite skills are clearly stated.
   - ❏ Course navigation and technology support student learning outcomes.
   - ❏ Course materials compatible for access by multiple devices.
   - ❏ Any specialized course technologies are clearly described.

7. **LEARNER INTERACTION** – Learners are expected to interact with the instructor, the content and other learners. Communication and interaction policies are clearly described for online discussion, assignment submission and instructor feedback.
   - ❏ Instructor provides opportunities for students to introduce themselves.
   - ❏ Instructor provides opportunities for students to ask questions.
   - ❏ Interaction opportunities are varied and align to student learning outcomes.
   - ❏ Interaction opportunities support assessments and performance expectations.

8. **INSTRUCTIONAL MATERIALS** – Instructional materials and assignments are current, relevant to course objectives, logically segmented, copyright compliant, and promote learning engagement.

❏ Instructional materials are current and relevant to course objectives and student learning outcomes.
❏ Instructional materials are logically sequenced and clearly related to learning activities aligned to student learning outcomes.
❏ Instructional materials are copyright compliant and include appropriate citations.

9. **ACCESSIBILITY** – The course demonstrates a commitment to accommodate all students through the use of accessible technologies.
   ❏ Accessibility policies are clearly stated.
   ❏ University accessibility policies are clearly identified, including contact information.
   ❏ Course demonstrates best practices in universal design for students who require accommodations or adaptations.

10. **CONTINUOUS IMPROVEMENT** – The course demonstrates a commitment to continuous quality improvement through systematic evaluation.
    ❏ Course is evaluated and updated based on department/unit guidelines or procedures.
    ❏ Course is evaluated and updated based on instructor and student feedback.
    ❏ Course is updated to ensure currency and accuracy each time it is taught.

Quality Matters ™ Bill of Rights for Online Learners

Whereas, the online learner is expected to:
- Communicate regularly with faculty
- Be an active course participant
- Seek out campus resources to resolve any technical difficulties
- Meet course deadlines, and
- Act with academic integrity.

Therefore, the online learner in a fully online or blended course should expect:
- A course designed with logical, consistent, and efficient navigation.
- Clean and readable screen design.
- Clear and sufficient instructions on how to
  - get started in the course,
  - find various course components,
  - access online resources, and
  - meet the course learning objectives.
- An instructor who honors clearly stated response times and availability (office hours, etc.).
- A grading policy including clearly stated, descriptive, and specific criteria for how work and participation will be evaluated.
- Clear explanation of the requirements for interaction with the instructor, content and other students.
- Learning objectives that are appropriate for the level of the course.
- Instructional materials that
  - contribute to the achievement of the course and module/unit learning objectives
  - are clearly related to learning activities, and
  - have the breadth, depth, and currency to enable him or her to learn the subject.
- Required course components, technologies, tools and media that are
  - web-based or easily downloaded,
  - readily available, and
  - appropriate for the content delivered.
- A variety of assessments distributed throughout the course, that are
  - appropriate to the content being assessed,
  - consistent with course activities and resources, and
  - focused on the stated learning objectives.