Guidelines for Teaching EN 101 and 102 Online

Both EN 101 and 102 were rewritten and went live for the first time in Spring 2015. Here are some things to be aware of:

➢ The textbooks are
   EN 101:
      o *A Writer's Reference* (Hacker and Sommers, 8e, UA Custom Edition, 2016)
         (**Bedford;** desk copies available from Melinda). ISBN-13: 978-1-319-07810-2
      o *Writing and Reading Across the Curriculum*. 13th edition. 2015 (Behrens and Rosen,
         Pearson/Longman). ISBN-13: 0-13-399901-7
   EN 102:
      o *A Writer's Reference* (Hacker and Sommers, 8e, UA Custom Edition, 2016)
         (**Bedford;** desk copies available from Melinda). ISBN-13: 978-1-319-07810-2
      o *Essentials of Argument.* 3rd ed. 2011. (Wood, **Pearson**) ISBN: 9780205827022
         o Note: This textbook is going out of print, but the publisher informs us that
            plenty of copies remain in stock and circulation, so our students should still be
            able to find it.
➢ The Hacker and Behrens/Rosen textbooks went to new editions in Fall 2015.
➢ Textbook representatives for desk copies:
      o **Bedford:** Corey Crews corey.crews@macmillan.com or 205-568-8656
      o **Pearson:** Olivia Sherrod Olivia.sherrod@pearson.com or 334-590-5887
      o Desk copies are typically sent to the department. If you want it shipped to your house,
         please specify this when you order your textbook. You can also notify Natalie if you
         need desk copies and you wish to pick them up on campus.
      o You should go ahead and order your textbooks for summer and fall. Please use this
         sheet or the approved textbook list when ordering your books. Make sure to double
         check ISBNs; the Hacker one changes every year, and sometimes on campus and
         online courses use different editions.

Before the semester begins:
   ➢ Download and familiarize yourself with Blackboard IM. CCS offers workshops on using
      the program, and there are some tutorials here: http://frc.ua.edu/tutorials/ and within the
      course introduction module. The courses specify that instructors will use Bb IM to hold
      office hours, so please plan to have it running on your computer at least once a week.
      Typically, instructors should be available for office hours three hours/week, but you can
      specify certain times you'll be online and also make yourself available for appointments.
   ➢ Edit the following in your course:
      o Your name on the home page
      o Instructor Contact Information (found on the course menu). You do not have to
         enter your home phone number; students should generally contact you via email,
         IM, or your office phone if you have one. The general English dept office number
         is 205-348-5065.
      o Instructor information on the Syllabus
      o Office hour days and times in the Introduction Module

- ➢ Go to the Introduction discussion in the introduction module and introduce yourself to your class.
- ➢ Set up all of your turnitin assignments. At the bottom of Modules 1-5, there should be a project link. Go into that folder, click Assessments➔Turnitin Assignments. Refer to the course schedule and syllabus for due dates and point values. (Note: all drafts and peer reviews are worth 10 points each; essay points vary by assignment.) Each module has a draft, a peermark assignment, and final/revised essay. The project folder contains dummy assignments with the proper titles; please use these titles when naming your assignments. Once you have created the three Turnitin assignments, delete the dummy assignments by hovering over the arrow to the right of the name and clicking "delete." You may also need to drag and drop content areas to put things into the proper order.
- ➢ Review all of the modules and instructions. Familiarize yourself with the class.
- ➢ Email your students and/or send an Announcement that forwards to their Crimson account with information about logging in to the course, ordering textbooks, getting started, etc. You should also ask if anyone is registered with the Office of Disability Services (ODS) and requires any individual accommodations. If they are, they will need to provide you with documentation from ODS.
- ➢ Upload your syllabus to OIRA, located via the Faculty tab on mybama. The FWP template will be loaded for you, and not everything matches with the online syllabus. Edit what you can and then create a category for Other and copy/paste everything from the online syllabus that's not reflected in the template. Make sure the course schedule is linked.

Grading procedures:
- ➢ Quizzes are graded automatically except for the Introduction quiz. The Introduction Module contains a quiz that tests students on academic misconduct and other info contained in the module. They must sign and date the academic honor pledge in this quiz, so all students are allowed to re-take the quiz until they score 100%. Students MUST score 100% *on the intro quiz only* before they can continue in the course. You will need to look at the quiz in the Needs Grading area and award a point where they sign and date the quiz (#10). You'll probably need to email students who don't score 100% to remind them to keep taking the quiz. All other quizzes are timed and automatically graded; students can take them once.
- ➢ Discussions are worth up to 10 points. Please use the rubric located within the course when deciding how to grade the discussions. Some discussions may require more feedback from you than others; be sure to read the prompts to determine the type of feedback students will need. A couple of sentences to a short paragraph or bulleted list are generally fine.
- ➢ Homework assignments are submitted using the Journal tool, and these are graded on a 0-5-10 point scale. Please use the rubric when deciding how to score. Homework assignments generally require a bit more feedback than discussions but less than essays. Please try to comment on students' ideas and not their grammar/organization/MLA format (unless specified in the assignment instructions), especially because many of these assignments are considered pieces of the writing process. Some assignments may specify that instructors will be leaving a certain type of feedback (such as letting them know whether their research is on the right track or helping them to narrow/refine ideas), so

read all prompts carefully. A couple of sentences to a short paragraph or bulleted list are generally fine for homework assignments.

➢ Please use GradeMark within Turnitin to comment on and grade all essay drafts, including the final essays. Do not export into Word or have students email you their essays. If the assignment is closed to students, or if Turnitin/Blackboard are experiencing technical issues, you can upload an essay on your student's behalf or accept via email and have a student upload it when the site is back up. All essays and comments should be housed within your Blackboard courses.

➢ The amount of feedback you leave on Turnitin rough drafts is up to you. Again, please refer to the rubric when assigning draft grades. For all drafts, do make sure that the student is following the assignment and is documenting sources correctly. If you see an alarming Originality Report at the draft stage, you can talk to the student about revising to follow instructions, writing a new paper (if he/she submits one written for another class) or using proper citation methods. Don't accuse the student of plagiarism, but do work with him/her to correct any problems you see. If you have a questionable draft, don't hesitate to contact Natalie with your concerns.

➢ I will send you a separate document to help with setting up PeerMark assignments. Students must complete two peer reviews plus a self review. A rubric is provided to ensure that students are providing sufficient feedback on their peers' essays, but keep in mind that some students are much more adept at this skill than others. After the first peer review, you may wish to review all comments and email students with the types of feedback you'd like to see them leaving on essays.

➢ Final drafts should include four types of feedback within Turnitin:
   o Use QuickMarks for common errors: grammatical or mechanical errors, style, formatting, etc. You can find a library of commonly used quickmarks within turnitin and can also create your own. In order to prevent your feedback from overwhelming students and to teach them to proofread their own papers, try not to mark every grammatical mistake. Rather, mark them all on one paragraph or page and make a note that you won't be marking any more for the rest of the essay. Or, choose a few of the students' most frequent errors to comment on and refer students to specific places in the Hacker to fix these errors.
   o Use in-text bubble comments and highlighting to mark sentence-level content issues. (Good introduction; this topic sentence needs work because…; transition between the ideas in these two sentences; this point is out of place/doesn't fit your thesis/the paragraph; etc.) Try to comment on the good as well as the bad and offer specific suggestions for improvement. Again, provide good feedback but don't overwhelm your students.
   o Use the Comment box for end comments. Try to begin and end with something positive, providing students with specific things they do well and can continue to work on. End comments should address the essay's overall content, organization, and sentence-level issues. Remember that the goal of these courses is to help students develop and support their ideas with good writing; you may wish to review the course objectives and the rubric (including how things are weighted on the rubric) and shape your comments accordingly.
   o Use the Rubric to score the student in each category. You can edit the score if necessary (to reflect late paper penalties, for example) but please do not deduct

specific numbers of points for missed commas, MLA errors, etc. These issues should be reflected in your rubric category grades.

- o For a rationale of this grading method, please see Nancy Sommers's booklet *Responding to Student Writing* (provided by the FWP).
- o If you suspect academic misconduct and the student did not correct the problems at the draft stage, send an email with the originality report and an explanation to Natalie. Do not mention plagiarism to students at this stage; we have a set process for dealing with academic misconduct that we must follow. Please read the procedures here: http://comp.ua.edu/handbook/plagiarism.htm#theprocedure.

➢ Discussions and homework assignments should be graded within a couple of days of completion; because many assignments build on each other, please be sure to grade the first assignment by the time the second is due. Major essays should be graded by the time the first draft of the next major essay is due. If you are behind on grading, it's courteous to email your students with an explanation.

Frequent Communication with Students

➢ Please be fully present in your classes. Let students know when you have graded major assignments. It can also be helpful to compile a list of frequently asked questions or common errors you see on essays and send them out to everyone. Some instructors send a weekly announcement or email with reminders, tips for work-in-progress, clarification about instructions (especially if students are emailing you individually with questions), etc. You do not yet have old papers to use as samples, but if you come across stellar examples, you can ask a student's permission to share with future classes (remove all identifying information).

➢ Check your email daily—both Blackboard and UA email—and respond promptly. If you will be out of town or won't have access to email, it's a good idea to let students know when you will check your messages.

➢ You can determine whether to accept late work; just be sure to let the entire class know your policy at the beginning of the semester. If you have questions about late policies, let Natalie know.

➢ Remind students when course evaluations are available. For FWP courses, students will fill out two surveys. You should get email reminders about these evaluations. To get maximum participation, you may need to send multiple reminders.

Posting Midterm and Final Grades

➢ Be on the lookout for emails about submitting grades. All 100-level instructors must submit midterm letter grades for students by the deadline.

➢ You may enter a grade of NA (never attended) if a student has not logged into your class and/or has not submitted any work by midterm.

➢ Do not enter a grade of DO (dropped out) at midterm because students sometimes attempt to drop back into online classes. If students stop participating and earn a final grade of NC, you can list DO as a reason and put the date they last logged into the course.

➢ For all other reasons for NC grades, including missing work, list "Earned." Make sure you enter zeros in your Blackboard grade book after each deadline has passed so students are aware of their current grades in the course.

- You may need to remind students of the ABC No credit policy (on syllabus). There's also a grade appeal process, which is found in the UA section of the custom Hacker and on the FWP website. Appeals are usually granted only in extreme circumstances, and students will probably be asked to provide documentation.
- After you've posted final grades, you'll need to export your Blackboard grade book into an excel file. (In full grade center, click "Work Offline" on top right and Download.) Copy/paste the outline of topics information from the syllabus. Include your name, course/section #, etc. at the top. Save to an Excel file (.xls) and name it as follows: semester year last name first name course-section. Send to Melinda (mfields@ua.edu). Look for more information from the FWP director.

Other
- Contact tech support (techsupport@ccs.ua.edu) for technical issues you encounter. Please copy Natalie (nloper@ua.edu) so she can check for the same issues in other sections.
- Please let Natalie know if you find any typos, missing material, unclear instructions, etc. It would help to list these by course and module, with specific information about the problem.
- You can find lots of helpful tutorials and other info on the Faculty Resource Center website: http://frc.ua.edu/.
- For First-Year Writing Program questions (including program policies, plagiarism procedures, and anything else you might imagine) go here: http://comp.ua.edu/instructors.html. (Login: fwp Password: teacher)
- Training schedule for the CCS Online Educator Development Program: http://itas.ua.edu/pd/. Even if you've already been certified, you can take or re-take courses that look helpful. All online instructors must complete certification by January 2016.

Final Note: All online courses at UA go through a rigorous development and review process every three years. A&S must ensure that these courses comply with our accreditation standards and CCS must renew copyrights for all materials each semester, which is why we strive to maintain consistency across all sections of our courses. Because of this, the following things **should remain the same**:
- Course policies and syllabus content, including assignment point values and percentages.
- Number, depth, and order of writing assignments, discussion posts, and homework assignments.
- Module content: readings, assignments, instructions, and prompts.