

Cañada College

Distance Education Faculty Handbook

Distance Education Advisory Committee

Spring 2014

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Cañada College Distance Education Advisory Committee

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SMCCCD DEAC Mission/Goals

Through the distance education program, the District will create innovative educational opportunities, provide responsive support services and strive for the high success and retention rates relative to (statewide or national) data. The District envisions the expansion of distance education offerings to increase distance education-based degrees and certificates.

Cañada's DEAC Goals

The distance education program is committed to the college's core mission of ensuring student success by building and supporting a distance education program that meets the varied academic plans of Cañada's students while supporting training, professional development, collegiality, and community building among faculty members.

Preparing to Teach an Online Course

Requirements for teaching online:

- The faculty member seeking to teach online has approval from division Dean.
- Distance Education addendum to the Course Outline of Record has been approved by the Curriculum Committee through CurricUNET.

Successful online teaching involves a fruitful marriage between technology and content, and a firm understanding of the teaching theories currently embraced by the online teaching community. The following sections outline technology recommendations, faculty training and certification, and course development guidelines.

Technology

Faculty members should have access to technology sufficient for managing their online courses. The technology recommendations, for both Windows and Macintosh users are:

- Fairly recent Mac or PC (not more than three years old) with a current operating system
- Current web browser (either Firefox or Chrome)
- Internet connection, preferably broadband (DSL speeds)

Training and Certification

Faculty electing to teach online classes should have training in both Moodle/WebAccess, and online pedagogy/andragogy. To teach a course in the Distance Education program or design a new course, the faculty member should receive training/certification in online teaching, either through the District (STOT), or through another approved or accredited program, or be able to demonstrate equivalent experience such as prior success at teaching online courses, then seek approval from the division Dean to teach an online course.

DE Course Approval (for existing face-to-face courses)

New distance education courses must also go through a course approval process before they are offered in an online or hybrid format. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their course for online delivery.

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from their department chair and

dean. SMCCCD suggests the following guidelines for approving the development of an online course:

- Students will benefit from having access to the course via a distance offering;
- The Course Outline of Record is current and has been approved with a DE addendum request for approval;
- A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
 1. Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5 and the proposed SMCCCD Regular Effective Contact Policy (See Appendix 1: Regular Effective Contact Policy).
 2. Necessary technical requirements are satisfied.
 3. Accessibility is ensured as required by Section 508 guidelines.
- All Title 5 mandates have been met and followed.
- Courses have incorporated discipline SLO's.
- Confirm that articulation with CSU/UC is not affected by offering the course through distance learning.

Teaching Online

Faculty members teaching an online course should follow these guidelines for instructional design, course management, communication with students, regular and effective contact, and providing accessibility.

Instructional Design and Development

Developing a successful online course involves understanding the particular strengths and weaknesses of this mode of delivery, the specific student population being served, and the technology—both hardware and software—that will aid faculty members in developing innovative online courses.

Faculty who are planning to teach a distance education course should be aware that online teaching requires much more planning and development time before the class begins than a traditional face-to-face class. Throughout the development process, faculty collaboration should be used to ensure best practices and to share insights into both the technology and the andragogy.

Several checklists or rubrics exist for assisting faculty in this critical endeavor. It is strongly suggested that faculty members developing a new course use the **Rubric for Online Instruction** developed by CSU, Chico and Butte College. This rubric is available here: <http://www.csuchico.edu/celt/roi/>. The instructional designer (Jane Rice) is available to advise and assist faculty with online course design and development.

Course Management

Faculty teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed times. For online courses, it is particularly important to communicate to students that they must log in to the course and participate on a regular (generally, weekly) basis, and to drop students who do not participate. In addition, online faculty are responsible for assuring that all features of the site are up-to-date and currently working and for facilitating interaction among their students.

Communication

To ensure consistent communication with distance education students, faculty members teaching online courses should use their smccd.edu email accounts as their primary email contact. In addition, the faculty member should use the district provided Moodle (WebAccess) shell to ensure authentication compliance. A textbook publisher's site may be used by linking from WebAccess.

Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to develop a Student Prep Plan to send to enrolled students the week prior to the course start date. The Student Prep Plan should include:

- welcome letter
- syllabus
- course guidelines for communication

The syllabus is a critical channel for communicating expectations to distance learners. Faculty members should consider modifying their syllabus to clearly address course policies, assignment submission, testing and proctoring, and support services that may be affected by the distance learning modality. Syllabi for Distance Education courses should include a specific section that outlines how the course will be managed, how communication will be managed, and how special needs will be met. Appendix A contains examples of Distance Education syllabi and welcome letters that address the needs of online students.

Regular and Effective Contact

Faculty presence is an important factor in the success of online courses. Online instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, as appropriate, to connect with the students in their online courses. Moreover, student retention and success rates are improved when there is active participation in the class that fosters a sense of community. Faculty should be prepared to encourage student interaction, build opportunities for learner-learner contact and instructor-learner contact, and give response and feedback in a timely manner, as specified in the course syllabus.

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses as outlined in Title V. Section 55204 (formerly section 55211) was amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses, including subsection (a), the responsibility of the instructor for initiating and maintaining contact, and subsection (b), a discussion of acceptable modes for maintaining contact. The entire document, titled Distance Education Guidelines, may be found at http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Studies have shown that student success in distance courses, including retention and persistence, is enhanced by contact between the instructor and the student. Accordingly, all distance education courses should include frequent and ample opportunities for students to ask questions and receive comments and feedback from instructors. Moreover, feedback should be timely and interactive, and use a variety of channels. Best practices include:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for assessing whether students are accessing and understanding the course material.
- Regular contact hours established through published office hours (whether virtual or face-to-face) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.
- Timely feedback that replicates the contact of face-to-face courses, with contact between faculty and students occurring no less frequently than in a comparable face-to-face course. Cañada's best practice guidelines suggest that, during the work week, instructors should answer student questions as soon as possible or within 24 hours. In their syllabus or welcome letter, instructors should clearly indicate when they will be available to students, how often they will respond to student work, and when they are not available (i.e., over vacations, holidays, or weekends, if appropriate).
- Interaction between faculty and students using multiple channels, including but not limited to forum discussions, email, and weekly announcements. Faculty are strongly encouraged to use a variety of communications modes in their classes including synchronous channels, such as chat, Skype, CCC Confer, or other collaborative tools, such as Google docs, wikis, and Twitter, to name a few.

Accessibility

To ensure that students with disabilities have the same opportunity, Distance Education courses should be designed to provide “built-in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology commonly used by students with disabilities. Specific guidelines are provided in the California Community Colleges document titled Distance Education Accessibility Guidelines for Students with Disabilities, which can be found at:

http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines_FINAL.pdf

In addition, the SMCCCD website for the Center for Teaching and Learning (a now defunct group) is still maintained and available. To access tutorials on designing ADA compliant instructional websites, visit

<http://ctlonline.net/websavvy/access.html>

Evaluation and Assessment

District policy for evaluating faculty performance for distance education is under review by a district-wide committee. Any new or revised evaluation processes will be instituted in 2014. Hopefully, these new processes will take into account the specific needs of distance education.

The Distance Education Advisory Committee should approve all new DE courses, before they are taught. Towards this goal, the curriculum committee has agreed that new distance education courses or modifications will be required to be reviewed by a distance education expert. Jane Rice, when possible, will serve as this review expert. If she is not available, then another member of the Cañada Distance Education Advisory Committee will review the curriculum. Courses will be specifically reviewed for student authentication, regular and effective contact, and course management system and support.

Support Services

Student Support Services

Library

Our library supports remote access for both faculty and students, including remote access to search tools, library catalogs, online articles, ebooks, and a remote helpline via email. Additionally, library faculty are available for designing custom library resource pages for distance courses. For more on the library's services, visit <http://canadacollege.net/library/>

A Library Guide for Distance Education, to which you can provide a link from WebAccess, is available at <http://guides.canadacollege.edu/DISTANCEeducation>

Counseling and Student Services

In addition to our regular on-campus advising and counseling, distance learners can use Cañada's Electronic Counseling Service to receive limited counseling on schedule planning, transferring, and GE and Certificate questions, or contact the counseling center atesto make a phone appointment.

District Support

Technical Support

San Mateo Community College District supports WebAccess. Information Technology Services (ITS) contracts with Moodlerooms to maintain WebAccess, which includes a suite of integrated online tools such as assignment posting, grade book, quizzes, forums, chat rooms, white boards and much more.

All technical questions about WebAccess will be handled by the WebAccess support center:

<https://smccd.mrooms.net/mod/page/view.php?id=3828>

In the event the call center cannot answer your question, the call center will escalate your issue to the appropriate ITS personnel for further follow-up.

DEAC

SMCCCD has identified distance education as an area for development. Accordingly, the Distance Education Advisory Committee (DEAC) was formed, and is currently working on developing district-wide training via Structured Training for Online Teaching (STOT), identifying district-wide needs and technology support, and sponsoring guest speakers. Information about DEAC, committee members and contact information, and resources available through DEAC are available on the SMCCCD website at <http://www.smccd.edu/edservplan/deac/default.shtml>

STOT

SMCCCD instructors may apply to take the two-part distance education training through the district, Structured Training for Online Teaching (STOT). Announcements about how to apply for training are made early in the fall semester.

Online Resources

State Guidelines

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Moodle resources

<http://www.moodle.org>

Bloom's taxonomy for the digital age

<http://www.google.com/search?client=safari&rls=en&q=Bloom's+taxonomy+digital&ie=UTF-8&oe=UTF-8>

A deeper look at this revised taxonomy

<http://www.scribd.com/doc/8000050/Blooms-Digital-Taxonomy-v212>

Faculty resources on the California Virtual Campus

<http://www.cvc.edu/faculty/>

A portal to DE resources

<http://www.web-miner.com/deindex.htm>

The American Distance Education Consortium (ADEC)

<http://www.adec.edu/online-resources.html>

Instructor Links

<http://www.distance-educator.com/>

Glossary

Asynchronous Learning—teaching and learning that is delivered in a manner that allows the student (within the framework of the course) to work at his/her own pace, and at hours appropriate to his/her schedule.

Distance Education—Instruction in which the instructor and students are separated by distance and interact through the assistance of communication technology.

Hybrid Course—A course that substitutes 51% to 99% of face-to-face instructional hours with online work, and has some regularly scheduled on-campus meetings without alternative distance education means of student participation

Moodle—(Modular Object-Oriented Dynamic Learning Environment) open-source course management software used by SMCCCD to host our distance learning courses. Our installation of Moodle is branded as WebAccess.

Online Course—a course in which the instructor and the student are separated by distance for the entire course and can interact exclusively through the assistance of communication technology. Testing may be done online, via proctoring arrangements, or other means. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

Synchronous Learning—teaching and learning in which instructor and student or student and student communication is occurring in 'real-time' with simultaneous participation.

Telecourse—a course that provides explanatory and illustrative subject material through a series of programs broadcast by TV or through DVDs or videotapes. On campus meetings are held for introduction, review, and testing.

Web-Assisted Course—A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

Appendix A

Regular and Effective Contact

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

55211 (just changed to 55224). Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include *regular effective contact* between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. *Regular effective contact* is an academic and professional matter pursuant to title 5, section 53200. **Note:** Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211

This section defines what contact must be maintained between instructor and student: Subsection (a) stresses **the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status**. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define “effective contact, “ **including how often, and in what manner instructor-student interaction is achieved**. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.

Appendix B

Sample Welcome Letter for a Hybrid Class

COMM 120

Welcome to Speech 120! I will be your instructor for the course, and couldn't wait to send you an official welcome to Cañada's first hybrid speech course. In the coming weeks, we'll be studying the relationship between communication and our identities, our relationships, and our approaches to conflict--we have a lot of interesting things to study!

This section of Interpersonal Communication is a *hybrid* class--we'll be doing some of our work in class, and some online via WebAccess. Our first meeting is Thursday, August 18th, but for those of you eager to get started, here's a brief overview of the class!

What's a Hybrid Class?

While we'll meet several times over the semester, most of our work will be done online. We'll use our face-2-face meeting times to present projects, introduce new units, and answer questions; however, the majority of our class discussions and homework will be completed on our course website. Hybrid classes offer us the best of both worlds--we get face-2-face interaction, and all the wonderful resources technology has to offer.

Still not sure what a hybrid class looks like? Want to take a peek? Though class doesn't officially begin until our first face-2-face meeting on the 18th, you can access our virtual classroom starting on the 15th. Feel free to poke around, look at the resources available, and get a feel for our virtual classroom! To check out the course site:

- Be sure you are officially registered in the class
- Go to the WebAccess Login and enter your G-number and password
- Choose Speech 120 - 42721 from the list of courses in the left-hand column

How much work is a hybrid class?

Students take online and hybrid courses for a variety of important and compelling reasons. If you are interested in a hybrid class, though, because you think it will be less work than a face-2-face class, this is probably not the right class for you. Like any other class, you should expect to spend between 8-10 hours *per week* on this one. We'll spend our time reading, engaging in forum discussions, building a glossary of important communication key terms, journaling, and working on special projects.

Some students also expect all online courses to be self-paced. While this is true for some, our success in this class relies on collaboration--we have to work together, so we have to follow some semblance of a schedule. Each week, we'll do assigned reading and 'discuss' the reading with one another online. Though this is more restrictive than a self-paced class--you have to stay current with the chapter we're reading/discussing!--you have the freedom to choose the best time for working for you.

In addition to the 'weekly' rhythm of the class, we have projects, too. The class is divided into 5 units--each is 3-4 weeks in length. A project is due at the end of each unit. To be successful in the class, be sure you set aside time each week to engage our virtual classroom, do reading and homework, and work on your projects.

Did you say online? Do I need my own computer?

While owning a computer would certainly give the you the greatest flexibility, if you don't have a home computer, there are many resources on campus that you can use. You can find out more about these resources at Cañada's [Learning Center/Computer Lab](#).

Still not sure a hybrid class is right for you? Take the survey on the following link to see if you have the recommended technology and skills:

[Online Readiness Self-Assessment](#)

How do I use WebAccess?

We'll use San Mateo Community College District's course management system, WebAccess, for all our online interaction. If you are new to WebAccess, a great place to start is the [student tutorial](#). If you are having trouble logging on to WebAccess, you can get help from [WebAccess Support](#).

At our orientation on August 18th, we'll review the features of WebAccess we'll be using for our class, including forum discussions, the glossary, journals, and uploading assignments. WebAccess is easy to use, but feel free to ask for help if you need it!

When do we meet?

We'll have 6 face-2-face class meetings in our on-campus classroom, Building 5, Room 100. Here's our calendar:

We'll have asynchronous weekly 'meetings' in our virtual classroom, so be sure to look at your own calendar, and find the best time for you to work!

DATE	ACTIVITY
8/18	Orientation
9/1	Intro: Unit 2
9/22	Intro: Unit 3
10/13	Media Project Presentations
12/8	Research Presentations
12/15	Final Projects

If I need your help, how can I find you?

Only seeing your instructor 6 times over the semester might sound exciting for some, but disconcerting for others. Don't worry! There are many ways to contact me. First, make sure your @smccd.edu email account is up and running, and check it on a regular basis. Our campus email is an essential avenue of communication.

Here are the 3 best ways to contact me:

1. Email! If you have a critical and burning question that needs prompt attention, email is the best channel. I check my email several times a day, and will respond to your email within 24 hours, except on Sundays. I use my campus email, whitleyputzl@smccd.edu
2. Office hours. I have weekly office hours. If you would like to meet me in my virtual office (located in my virtual classroom 😊), join the weekly chat at 9 a.m. every Monday. If you would prefer a face-2-face meeting, come to my office (Bldg 13, Room 243) Thursdays from 5-6 p.m.
3. Send me quickmail. Our virtual class has a quickmail feature that allows you to send me email without leaving the course site--just click on "compose", choose my name, and send me a message.

Appendix C

Sample Syllabus for an Online Class

English 110 Syllabus

Instructor: <instructor name>

Email: <instructor email address>

Phone: <instructor phone number>

Online Office Hours: MWF 11a.m. – 12 noon

Campus Office Hours: TTh from 1-2 p.m. in <instructor office number>

Welcome

Are you ready for a stimulating and challenging semester of online reading, writing, and analyzing literature? This may be the best way to practice composition skills because it requires you to read and write more than most any other course. In this course we will discuss various ways of ‘opening up a text,’ that is, finding something interesting and insightful to say about a literary work. Our big question will be the attempt to understand what makes great literature great.

Welcome to our online community. I’m looking forward to getting to know you.

Learning Outcomes

At the end of this course you will:

- Know how critics read, and be able to apply some of their strategies
- Understand what makes an essay effective
- Be able to write compelling essays about literature
- Be able to use MLA style for writing assignments
- Have gained confidence in your reading, interpreting, and writing abilities

Hours Required

This is a 17-week course. Course completion will take at least 10 hours per week. Throughout the semester you will be required to post at least two, and usually more, assignments per week in addition to essay drafts. These assignments (discussion postings, essay drafts, responses to peers, etc.) will be based on the required readings (3 books) and other readings and/or videos. The assignments and due dates will be posted each Monday; you “attend” the class by participating in the online forums.

Since this is an online course, we will not be meeting in person. HOWEVER, this course is not self-paced. Instead, you must progress regularly by completing weekly assignments in order to pass the course. These assignments build upon one another and must be completed by the due date/time. Although you cannot do the whole course at once, you can read ahead, knowing what we will be discussing in future weeks by following the course overview.

Contrary to common mythology, online courses are not easier or less time-consuming than regular courses. These courses place more responsibility on you, and you must

expect to spend at least as much time on the course as you would a regular class. Successful online students are highly motivated, disciplined, and independent learners.

Grading

Essay 1: 10%	Midterm: 10%
Essay 2: 15%	Final Exam: 15%
Essay 3: 15%	Activities: 15%
Essay 4: 20%	Extra Credit: 5%

Required Texts

Fitzgerald, F. Scott. *The Great Gatsby* (Scribner; Reissue Edition)

Hurston, Zora Neale. *Their Eyes Were Watching God* (Perennial Library; Trade Paperback Edition edition, 2006)

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*, 2nd ed. (Routledge, 2006)

Short stories and other online resources, TBA

Recommended Skills

- Basic computer skills (use of word processor, email, organize files)
- Basic internet skills (use of browser, searches, uploading and downloading files)
- Familiarity with discussion boards and posting images a plus

Technical Requirements

- Modern (not over 5 years old) Mac or PC, with a current operating system and current browser (Firefox or Chrome, **not** Internet Explorer). Mac users: Use Firefox, **not** Safari.
- Internet connection, preferably broadband (DSL or cable speeds).

How to Login to and Use WebAccess

Go to: <http://smccd.mrooms.net>

Note the login area at left. At G-number, type in your G number

At Password, type in your six-digit birth date – mmddy (no hyphens or spaces). Click Login.

The page that follows lists the course(s) you are enrolled in. Click the link for this course. If you don't see your course listed at left, search for it by course name (ie., PSCI 200) or CRN. You're now taken to the main course site.

Main Course Site

At left you will see the subheads People, Activities, and Administration. Basically, the links within these areas provide access to resources you'll use in this class. In the main window at right, you'll see course and instructor information, as well as links to helpful tutorials and support sites.

Weekly Outline

Below the course and instructor information you'll find the course lessons, organized by week. Each week's instructional material appears in blocks within this main section.

People

Clicking on the Participants link under the People subhead takes you to the class list, where you can see your classmates. Clicking on your name here allows you to edit your class profile.

Activities

This area builds to show the various activities being assigned/used in your course over the semester. You can click on an activity and be taken to it from this menu.

News Forum

Announcements to the class may be posted in the **News Forum**. For each post to the **News Forum**, you and others enrolled in the course will receive an email of the message.

Assignments

The requirements and details of your assignments will be posted by week. Most writing assignments will be submitted to the corresponding drop box on turnitin.com whereas discussion assignments will be posted in the 'forums' area on WebAccess. A course overview schedule charts the due dates for all reading and writing assignments. I suggest that you print out the schedule and post it near your workspace, so you can check off assignments as you complete them. Due to articulation agreements, English 110 students must write 8,000-10,000 words. Therefore, **all essays and exams are requirements. If you fail to turn in the final draft of an essay or to take an exam, you will fail the course.**

Late Submissions

You may turn in the final draft of one of your first three essays up to one week late, without penalty. Simply write "NQA" (no questions asked) atop the essay and notify me, via email, that you have submitted your essay late.

Extra Credit

You may turn in up to three short analyses of texts we have not studied this semester, using the lenses that we have studied. Your analysis should indicate the title and author of the text you're discussing and make clear the critical approach that you are using. Such texts may be anything—TV commercials, pop songs, political speeches, etc. The

goal is to practice thinking analytically about what you see and hear. Please collate your short analyses into one document and submit them to the extra credit box on turnitin by Friday, December 6th. (one analysis=C; two analyses=B; three analyses=A for extra credit grade)

Discussions

This class makes use of various online tools to facilitate learning. You are required to participate in each assigned online discussion topic. Click on a discussion forum to read the discussion prompt and posts from others. Sometimes you will be prompted to "Add a new discussion topic" to post your own contribution to the discussion forum; more often you will click on a student's post to participate.

How to Succeed in this Online Course

Use your my.smccd.edu email for this class. All instructor and administrative emails will be sent there.

Block out time in your schedule to do the work, and follow the schedule.

Check in on class discussions daily.

Contribute to discussions early in the week to allow others the opportunity to respond. For most discussion forums, you are required to respond to at least one classmate's post each week, with comments to expand the discussion.

Treat your fellow course participants' learning efforts with respect; have patience and a sense of humor with technology.

Ask for help when you need it, and assist others when you can help. The 'open forum' box near the top of our WebAccess page is for clearing up confusion. Please post general questions about the course or assignments there. I will check it regularly, and posting publicly will allow your classmates (some of whom are guaranteed to have the same question) to see my responses. Also, if you know the answer to a classmate's question, please chime in. Extra credit goes to those who help others in this course.

If you have suggestions for me, please share. I've taught online for several years and improve my courses every semester, primarily by incorporating the excellent suggestions of my students.

For general help with online learning, check out <http://www.smccd.edu/degateway/>