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| **COURSE ID:** | **ENGL 125** |
| **DEPARTMENT:** | **ENGLISH** |
| **SUBMITTED BY:** | **MARY COPELAND** |
| **DATE SUBMITTED:** | **1/18/2021** |

***For additional resources on completing this form, please visit the DE Website:***

[www.valleycollege.edu/onlinefacultyresources](http://www.valleycollege.edu/onlinefacultyresources)

***Title 5 section 55002 requires all courses, or any portion of a course conducted through distance education include regular effective contact between instructor and student. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student. SBVC's Distance Education Committee has stipulated that the requirements within Title 5 for "regular effective contact" is functionally equivalent to ACCJC's requirement for "regular substantive interaction."***

***Access and communication are equity issues. This form will clarify how these are being addressed in the online course format.***

1. **Please select the distance education method that describe how the course content will be delivered. These definitions have been pulled from the ASCCC Resolution 09.06 of Spring 2019.**

**Check ALL methods that will be used for offering this course, even if previously approved.**

FO – Fully Online: Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PO – Partially Online: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

OPA – Online with In-Person Proctored Assessments: Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

1. **In what way will this course, being offered in distance education format, meet the needs of the campus?**

**(Ex: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please be specific.**

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| **In the online format, ENGL 125 Literary Magazine Production provides students with access to produce the Literary Magazine for SBVC through remote instruction. This additional mode of access provides equity to those students who are unable to attend classes on campus and adheres to the College Mission Statement by providing innovative instruction and prepare students for the workforce.** |

1. **If OPA is marked above, indicate how proctored exams and assessments will be conducted.**

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| N/A |

1. **How will the design of this course address student accessibility? Are you including any of the following?**

Captioned Videos

Transcripts for Audio Files

Alternative Text for Graphics

Formatted Headings

Other – If other, please explain.

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| The specific instructor of the course may choose to use videos, audio files or graphics. Department faculty who are qualified to teach the course are well aware of the state requirements for accessibility. If used, videos will be captioned (or transcripts provided), audio files transcripted, and graphics will have text to identify the content of the graphic (whether they are simply decorative or are essentially “info-graphics” containing substantive information which will be provided in alternate format). Reading material will meet accessibility standards, including use of formatted headings, and avoidance of elements (like headerless tables or color for emphasis) that would make machine reading problematic. |

1. **Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisces, Skype, etc.)**

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| The specific course instructor may use a number of formats for synchronous office hours. Typical choices for the instructors in the department who teach online courses (and more pertinent – the instructors qualified to teach this literature course) include:   1. In-person office hour on campus, per the instructor’s contractually obligated office hours. This is an option as many online students also take courses on campus. However, the instructor would also use at least one of the following other virtual methods to insure those students who might have difficulty coming campus have opportunities to get help from the instructor in a synchronous mode. 2. The use of the Canvas Chat for office hours to allow more flexible “back and forth” interaction than email might. 3. The use of Zoom meetings for virtual “face to face” interactions. 4. Some instructors might offer phone meetings (during on-campus office hours or by appointment).   The specific instructor would ensure the office hour times and formats are clearly stated in syllabus and other relevant areas of the course CMS. Instructor might also offer some of these by appointment if students have trouble meeting during posted hours. |

1. **Provide a specific example of how this course’s design ensures regular and effective *instructor-student* contact? (Ex: Threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, synchronous online lectures, etc.)**

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| 1. Students will turn in assignments and get timely feedback from the instructor. At a minimum, instructor would provide feedback, including pointing our errors or problems, noting insightful moments or good observations, and perhaps adding information that might be useful to student’s understanding of the text or assignment, quite aside from assigning a grade. 2. Discussion forums would also be a large component of class, with some discussions having guidance or expectations and corresponding instructor comments. The instructor would respond to posts, clarifying or answering questions, or providing additional relevant information. 3. The course would also include instructor prepared materials in the form of “written lectures” to provide context or additional information on textbook reading or the literature covered, as well as instructional material to explain assignments, specific comments that might need additional explanation, etc. 4. Synchronous office hours are covered in section 5 above. |

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

1. **Provide a specific example of how this course will ensure regular and effective *student-student* contact?**

**(Ex: Threaded discussion forums, assigned group projects, threaded discussions, peer-to-peer feedback, synchronous online meetings, etc.)**

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| Given the nature of the course, the main method of student-student contact would be discussion forums, and perhaps the other two methods described below might be used by some instructors, as noted:   1. Discussion forums would be an important component of the class, taking the place of the important on-campus class discussions, discussing readings or other material relevant to Literary Magazine Production. 2. Peer-to-peer feedback on assignments or drafts of papers is a method of instruction in on-ground classes for some department instructors, so online versions of those would be included. 3. While assigned-group assignments are not common within most discipline courses, those instructors who use it in on-campus classes might be expected to use them in online format. |

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

1. **Describe what students in this online version of the course will do in a typical week on this class. Include the process starting after initial log in.**

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| There are four things students might do at various times during a typical log-in that can not be predicted in a “time order” way: while students should (and will be reminded to do so) check announcements, check inbox and check for grades and feedback on recently completed assignments, it is difficult to predict when in a log-in session they might do that. In addition, a student might elect to message the instructor at any time during this process based on questions or concerns they might have along the way.  Aside from those actions, students would normally complete the following in this likely order:   1. Read module component (there might be multiple components in a module) instructions for reading (and possibly viewing), discussion or writing assignments. Students might be directed to read instructor-written instructions, a “written lecture,” some material from a textbook, literary works, sample assignments, and supplemental material. 2. Complete required reading (or viewing). 3. Post and/or respond to a post in discussion forums based on component reading. Discussions might be on literary work(s) read, or textbook material, or on specific tasks, such as providing an explication. 4. Read written assignment instructions, supplemental information, and perhaps samples of assignment (whether simple response turned in to instructor, a pre-paper component – thesis, outline, draft, etc. – or a paper) 5. Complete writing assignment and submit to instructor via Canvas. |

1. **Provide a sample statement that could be included in the syllabus for this course that communicates to students the frequency and timeliness of instructor-initiated contact and student feedback.**

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| Email/Canvas Inbox   * You should feel free to email me about any questions, problems, or to alert me to issues you are having that are interfering with your ability to do course work. You may email me directly or through the Canvas Inbox function. * Response Time: Generally, you can expect an answer to your email within 24 hours (except weekends, holidays, and vacations).   Announcements   * I will send out an announcement from time to time to insure students are reminded of important deadlines or assignments, to update info, etc. It is a good idea to insure your Canvas Account settings for Notifications are set to email you announcements as well. * Response Time: You can generally expect an announcement once a week.   Discussions   * A very important component of the course are the Discussions. Aside from demonstrating your understanding of course materials and your ability to think about and analyze that material, an equally important aspect will be interacting with other students: hearing their ideas, seeing how other minds grasp and interpret ideas, and responding to them in clear and useful ways. Discussion might be fairly open-ended or have specific guidance provided. Discussions may be about textbook material, literary works you are reading, or ask you to apply a concept to a literary work or provide a summary, explication or interpretation. There will also be a general Questions Discussion area where students’ questions about the course or course material can be posted. For most Discussions, you will be expected not only to post an original comment of your own, but you will be expected to respond to another student’s post. * Response Time: Most Discussions will have clear expectations about how long you have to respond before the Discussion item closes. Though the number of discussions per week might vary, you will typically have at least 3 days and as many as 7 days to post and respond depending on the discussion item. In addition, though I will not necessarily respond to every post, I will respond to many, usually within 24 hours.   Assignments   * In this class, assignments will consist of minor assignments (reactions, pre-paper outlines/drafts, etc.). There will be detailed instruction sheets for each assignment, and usually there will also be supplemental readings to help you understand and complete certain elements of the assignment. * Response Time: Once an assignment is turned in, you can generally expect it to be graded within 7-10 days of the due date during a full-term semester (though response might be faster for minor assignments – in the 3-5 day range). I will use the Canvas SpeedGrader tools to provide both notes at specific points within the paper as well as provide some general comments (mostly tied to core assignment goals). |

1. **How will you design and deliver your course to ensure disproportionately impacted students are reflected in your course content, and what communication methods do you plan to employ to ensure they remain engaged and succeed in your course with full access to all course materials and tools?**

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| Disproportionately impacted students are reflected in the course assignments, as students are asked to reflect on their own lives and experiences and to share those with the instructor and peers. Additionally, in consideration of students’ socio-economic status, there are no textbook fees for this course. For communication, instructors are asked to reach out on a regular basis to students who are struggling with the material or students who are failing to participate in the class. |

1. **Does this course include lab hours?**  No  Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

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1. **How will you accommodate the SLO and Course Objectives in an online environment?**

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| **The SLOs for this course are:**   1. Students will collaboratively create an editorial policy for fiction, poetry, essay and art that demonstrates an understanding of those forms and the values used in deciding merit. 2. Students will collaboratively design magazine format, including such elements as choice of fonts, layout of elements and placement of works that demonstrates an integrated sense of design. 3. Students will perform all pre-press tasks including scanning/typesetting, formatting, computerized layout, and proofreading to complete magazine.   The Course Objectives are as follows:   1. Evaluate literary magazines for format, style, organization and quality of material 2. Evaluate literary and artistic works both on their own merits and in terms of their suitability for use in the literary magazine 3. Contribute to an editorial philosophy for the college literary magazine 4. Discuss ideas for the magazine based on that philosophy, to include format and style principles that lead to decisions regarding typefaces, paper, layout, and organization of material 5. Develop a set of individual criteria to be used in collaborative selection of art and literary works to be accepted for publication 6. Construct an argument that a particular literary or art work be included in the magazine based on that work's artistic merits and how it conforms to the tenor of the magazine 7. Demonstrate ability to perform basic layout of literary and artistic works into magazine design 8. Communicate with contributors and college community through design of submission guidelines, acceptance and rejection letters, and creation of publicity plan   This course will be taught partially online and partially on campus; thus students can receive lecture materials online; however, other tasks such as scanning/typesetting, formatting, etc. will be completing in the classroom environment where the instructor can guide students in person. |

1. **Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?**

**No  Yes –** If yes, please explain the changes needed.

*(It is advised that if you are changing course content or objectives that you speak with the Curriculum Co-Chair or Articulation Officer for guidance moving forward)*

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**To be completed by a member of the Curriculum Committee Review Team:**

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| **CURRICULUM CHAIR REVIEWED:** |  | **YES  NO** |
| **DE REVIEW:** |  | **YES  NO** |
| **CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:** |  | **YES  NO** |