



DISTANCE EDUCATION ADDENDUM

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| COURSE ID: | English 151H |
| DEPARTMENT: | English |
| SUBMITTED BY: | Joel Lamore |
| DATE SUBMITTED: | 6/12/20 |

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

www.valleycollege.edu/onlinefacultyresources

- 1. Please select the distance education method that describe how the course content will be delivered. Check ALL methods that will be used for offering this course, even if previously approved.**

- FO – Fully Online
- PO – Partially Online
- OPA – Online with In-Person Proctored Assessments
- FOMA – Fully Online with Mutual Agreement

- 2. 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.**

English 151H is the honors version of English 151 (which already had DE approval). The course satisfies GE for non-English majors and is a required course to complete the AA-T in English. Enabling English honors students to complete honors credit within their major is considered best practice by UCLA TAP (Transfer Alliance Protocol) and the HTCC (Honors Transfer Council of California). While honors courses in GE are valuable, the additional depth and breadth of an honors course within the student’s major allows the student much more opportunity to deepen knowledge and skills, and creates opportunities for “undergraduate research” that begins to professionalize students early (another best practice in Honors). Allowing the class to be taught in DE format will allow more flexibility in offering the course and give students who might have restrictive schedules or difficulties coming to campus an option to complete this important course. Finally, the college mission includes as one of its main pillars the preparation of students for transfer. English 151H as a course in the AA-T enables students to more smoothly transfer to CSU institutions. The course was also especially designed with requirements for transfer as English major to the UCs in mind, and the honors credit additionally increases a student’s chance of acceptance at UCs. Finally, it is important to prepare courses for the OEI, especially ones that are critical to students in a major to complete their degree.

- 3. Will this course require proctored exams?**

- No
- Yes - If yes, how?

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

- Captioned Videos



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- Transcripts for Audio Files
- Alternative Text for Graphics
- Formatted Headings
- Other – If other, please explain.

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 transcribed, 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.

5. 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.)

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 insure 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.

6. 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.)

Given the nature of the course, the main methods of instructor-student contact would be using many, if not all, of the following:

1. Students will turn in assignments and get timely feedback from the instructor. Some assignments might be more informal, such as reactions to literary texts (what might have been covered by “journals” in an on campus class), or formal, such as literary analyses or explications. At a minimum, instructor would provide feedback, including pointing out 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.



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2. Discussion forums would also be a large component of class, with some discussions having guidance or expectations and corresponding instructor comments. Discussion of literary texts and the elements of fiction, poetry and drama are at the heart of the course, so this would be a major area of instructor-student interaction. 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.
5. While some instructors might record video or audio lectures or feedback, this is not currently a method used by faculty qualified to teach this course. However, since instructors at times read literature, especially poetry, aloud in on-ground classes (as hearing those read by someone who knows how to read those works can aid comprehension in general, but also about such things as meter, or the “music” of a poem), this is a possibility for audio (or video) reading in online delivery.

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

- 7. 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, Notebowl, peer-to-peer feedback, synchronous online meetings, etc.)**

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. As noted in #6, discussion forums would be an important component of the class, taking the place of the important on-campus class discussions, discussing literary works, the elements of fiction, poetry and drama used within in them, and other important aspects (as noted in SLOs, for instance, such as cultural and historical context of the literary works). Students would be required not only to provide their own posts, but comment (in guided ways) to other students’ posts. This is a mainstay of many online English classes that cover similar material.
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.

- 8. 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.**

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:



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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.

9. 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.

Class Communication

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.



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Assignments

- In this class, assignments will consist of minor assignments (reactions, pre-paper outlines/drafts, etc.) and essays. There will be detailed instruction sheets for each assignment and essay, and usually there will also be supplemental readings to help you understand and complete certain elements of the assignment. In addition, some of the minor or essay assignments also have samples posted, when that is instructional useful. It is important that you read all instructions, supplements and samples and are mindful of the due date for each assignment.
- Response Time: Once an assignment or essay 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).

10. Provide a specific example of how regular and effective student-student interaction may occur in this online course.

As Discussion Forums would be main method of student to student interaction, two examples might work as follows:

1. A discussion might be centered on John Keats' poem "If By Dull Rhymes". The students will collaboratively produce an "explication" of the poem (a paraphrase of the poem that includes unpacking of allusions, structures, and literary devices that contribute to overall meaning) over the course of the discussion. Initial posts will likely just be general paraphrases, but students will then contribute comments to those as well as supplying information on allusions (who is Andromeda, and how is the poem using that reference?), discussing the sandal metaphor or the musical references, and even then discussing Keats' use of the sonnet form to build on each others information and ideas to result in a very thorough understanding of the poem and its complex meaning.
2. A discussion might be centered on the novella *The Heart of Darkness* by Joseph Conrad. Students would be guided to discuss the social, political, economic and other cultural aspects of the work. Students would be required to both post their own ideas as well as respond to several classmates' ideas.

11. Provide a specific example of how regular and effective instructor-student interaction may occur in this online course.

Given the nature of the course, one of the major assessments would be essays, and thus these are a critical instructor-student interaction point. Typically, students complete pre-paper assignments or draft, then the final paper. For instance, a student might be preparing a paper on Shakespeare's *The Tempest*. The play is a complex work, so each student would need to have some narrow focus. The instructor might require a proposal or tentative thesis statement, to which the instructor would provide feedback, guiding the student to a more focused assignment. A student might be intrigued by the theme of "magic" or some idea of reading the play through a "post-colonial" theoretical position. Refinement of that general idea is something the instructor can help to shape through comments on that pre-assignment. A draft might likewise be required, so that support, use of specific quotes from text, or even use of outside sources can be assessed and guided. The final paper would get a grade as well as comments. As noted in item 9, the instructor would provide this feedback in a timely manner, so the guidance can be effectively used to move the assignment forward.



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12. 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?

N/A

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

The SLOs and Course Objectives for this course (see below) will not need any accommodation. The instruction of objectives translate to online delivery in fairly straightforward ways: teaching elements of literary genres and interpretive and analytic skills will be achieved through textbook and reading of literature (so no real difference from on-ground course) as well as contextual or supplemental information delivered by instructor in written or other forms (to replace in-class lectures), and discussion forums will adequately do the work of in-class discussions. The assessment of SLOs and Course Objectives likewise would be similar to on-ground course: exams, assignments and papers are essentially the same. For reference, the course SLOs and Course Objectives are included below:

SLOs

- Students will be able to discuss, interpret and evaluate literary texts in relation to the elements of fiction, poetry and drama
- Students will be able to discuss, interpret and evaluate literary texts in relation to their cultural, historical and aesthetic contexts
- Students will be able to write analytic and interpretive papers that utilize literary theories and critical conventions and which document both primary and secondary sources according to MLA citation requirements

Course Objectives

- Identify distinctive characteristics of the major literary genres
- Explain the interrelatedness of plot, tone, setting, characterization and theme in works of drama and fiction
- Identify and evaluate the effectiveness of literacy devices in poetry, fiction and drama
- Identify at least four approaches to literary criticism
- Write a formal analysis of a particular piece of literature that displays the conventions of literary analysis and use of critical approaches
- Compose an analysis using primary and secondary sources that are properly documented in MLA format
- Locate, understand and use current scholarship in literary analysis essays

14. 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.)

N/A

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



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| CURRICULUM CHAIR REVIEWED: | | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| DE REVIEW: | | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED: | | <input type="checkbox"/> YES <input type="checkbox"/> NO |