

# **English 28 – Karen Crozer - for Spring 2016 – Reviewed 10/13/15, 10/16/15, 10/20/15, and 10/23/15**

Los Angeles Mission College Distance Education Technical Review Rubric of New Online Course Shell (revised 3-27-14)

Located at: <http://lamission.edu/de/shell-review.docx>

## **I. COURSE OVERVIEW AND INTRODUCTION**

**General Review Standard:** The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

| <b>Review Standards</b>   | <b>Specifics</b>  | <b>Comments</b>   |
|---|---|---|
| I.1 There is a statement introducing the student to the course. | <p>Welcoming statement by the instructor that introduces students to the course. Examples:</p> <ul style="list-style-type: none"><li>• A course “tour”.</li><li>• Clear directions about how to get started in the course.</li><li>• The instructor’s name</li><li>• Instructor’s field of expertise</li><li>• Email address</li><li>• Teaching philosophy</li><li>• Past experiences with teaching online classes</li><li>• Hobbies</li><li>• A photograph</li></ul> | <p>Course includes a course tour with clear directions</p> <p><b><u>Course includes the following:</u></b> phone number,, teaching philosophy, past experiences teaching online, hobbies</p> <p><b><u>Recommend:</u></b> Week 0 invitation letter to get students started in learning etudes, and course organization and syllabus</p> <p><b><u>Recommend</u></b> – In Welcome letter add short instructions for each essay or where the instructions on each essay can be found in</p> |

**English 28 – 1<sup>st</sup> review – 10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review:** “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson

**DE recommends the approval of English 28 for online delivery (10/23/15)**

|   |  |   |
|---|--|---|
|   |  | Etudes class  |
| I.2 Course layout is easy to navigate and understand.   | <p>The following are easy to locate, navigate, and understand</p> <ul style="list-style-type: none"> <li>• Course calendar with activity due dates</li> <li>• Syllabus</li> <li>• Course activities</li> <li>• Grading Systems</li> <li>• Testing procedures (online, proctored, etc.)</li> <li>• Procedure for submission of assignments</li> <li>• Discussion/Forum instructions</li> <li>• Rules of contact for participating in forums</li> </ul>  | <ul style="list-style-type: none"> <li>• Calendar well laid out – with clear instructions, dates, and along with grading rubrics</li> </ul> <p>Rules on posting clear</p>   |
| I.3 Expectations regarding academic honesty, including plagiarism concerns, are clearly stated in the syllabus. | At a minimum, the course syllabus must contain a statement that explains the actions that will be taken if plagiarism or any type of academic dishonesty is detected.  | <p><b><u>Suggest:</u></b> add plagiarism test - <a href="https://www.indiana.edu/~istd/plagiarism_test.html">https://www.indiana.edu/~istd/plagiarism_test.html</a></p> <p><b><u>Course includes clear plagiarism and policies against cheating</u></b></p> |
| I.4 Students are requested to introduce themselves to the class.  | <p>The student introduction creates a supportive learning environment and sense of community.</p> <p>Look for:</p> <ul style="list-style-type: none"> <li>• A request that students introduce themselves along with instructions on where and how they should do so</li> <li>• Instructors may ask students to answer specific questions (such as why they are taking the course, what concerns they have, what they expect to learn,) or may choose to let the student decide.</li> <li>• Instructors should consider providing an</li> </ul> | <ul style="list-style-type: none"> <li>• Student introduction is complete and includes specific questions</li> </ul>  |

**English 28 – 1<sup>st</sup> review – 10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review:** “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson

**DE recommends the approval of English 28 for online delivery (10/23/15)**

|  |  |  |
|--|--|--|
|  | example of an introduction and/or start the process by introducing themselves. |  |
|--|--|--|

## II. STUDENT LEARNING OUTCOMES

**General Review Standard:** Expected learning outcomes are clearly defined and explained. They assist the learner to focus on learning objectives.

| Review Standards   | Specifics   | Comments |
|--|---|----------|
| II.1 The posted outcomes of the course include the outcomes in the approved course outline. Any additional outcomes used are observable, measurable, and achievable. | All outcomes from the approved course outline must be present on the syllabus of the course being reviewed. |          |

## III. ASSESSMENT AND MEASUREMENT

**General Review Standard:** Assessment strategies are established ways to measure effective learning, assess learner progress by reference to stated objectives, and are designed as essential to the learning process.

| Review Standards  | Specifics  | Comments   |
|---|--|--|
| III.1 Multiple methods of assessment measure the achievement of stated course outcomes and learning objectives. | <p>Example that DOES meet the standard:</p> <ul style="list-style-type: none"> <li>Students are required to write papers, interact with others through electronic discussions, take quizzes, etc.</li> </ul> | <p>course includes quizzes, written assignments and discussions</p> <p><b>recommend</b> layer objectives, and add what is to be learned each week.</p> |

**English 28 – 1<sup>st</sup> review – 10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review:** “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson  
**DE recommends the approval of English 28 for online delivery (10/23/15)**

|  |   |   |
|--|---|---|
|  | <p>Example that does NOT:</p> <ul style="list-style-type: none"> <li>Students are required to take tests and no other method of assessment is utilized</li> </ul>   |   |
| III.2 The grading policy is easy to locate and understand.                               | <ul style="list-style-type: none"> <li>The grading policy needs to be easy to locate and access.</li> <li>Language used to describe how course activities are graded and how the final grade is calculated, should be easy to understand.</li> </ul>  | <ul style="list-style-type: none"> <li>Grading policy clear</li> <li><b>Suggest:</b> grading pie chart in color to show grades for each activity</li> </ul> |
| III.3 Assessment and measurement strategies provide appropriate feedback to the learner. | <p>Students learn more effectively if they receive frequent, meaningful, and rapid feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students. Examples:</p> <ul style="list-style-type: none"> <li>Instructor participation in a discussion assignment.</li> <li>Writing assignments that require submission of a draft for instructor comment and suggestions for improvement.</li> <li>Self-mastery tests and quizzes that include informative feedback with each answer choice.</li> <li>Interactive games and simulation that have feedback built in.</li> </ul> <p>In most online courses, the types of assessments used are appropriate for the online environment. Assume that the course meets the standard unless you find evidence to the contrary.</p> | <ul style="list-style-type: none"> <li>Quizzes, tests and discussions provide appropriate feedback</li> </ul>   |

#### IV. RESOURCES AND MATERIALS

**General Review Standard:** Instructional materials are designed to be sufficiently comprehensive to achieve expected learning outcomes and

**English 28** – 1<sup>st</sup> review – **10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review:** “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson **DE recommends the approval of English 28 for online delivery (10/23/15)**

are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks are produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

| Review Standards  | Specifics   | Comments  |
|---|---|---|
| IV.1 Resources and materials are easily accessible to and usable by the learners. | <p>If some of the course resources, including textbooks, videos, CD-ROMS, etc., are unavailable within the framework of the course website, investigate how students would gain access to them, and examine their ease of use. Examples:</p> <ul style="list-style-type: none"> <li>• If textbooks and/or CD's are used, titles, authors, publishers, ISBN numbers, copyright dates, and information as to where copies can be obtained, are listed.</li> <li>• An area on the syllabus is devoted to required resources.</li> <li>• Required software plug- ins are listed, along with instructions for obtaining and installing the plug- ins.</li> </ul> | <p><b>Comments</b></p> <ul style="list-style-type: none"> <li>• Resources are accessible</li> <li>• <b><u>Recommend</u></b>: add some videos to your class – youtube etc. – also suggest you get a zoom.us account and post video introduction to start the class with video comments from you during the semester.</li> <li>• <b><u>Recommend</u></b> – add instructions on how to access Pierson website materials, videos, etc.</li> </ul> |
| IV.1 Resources and materials are easily accessible to and usable by the learners. | <p>If some of the course resources, including textbooks, videos, CD-ROMS, etc., are unavailable within the framework of the course website, investigate how students would gain access to them, and examine their ease of use. Examples:</p> <ul style="list-style-type: none"> <li>• If textbooks and/or CD's are used, titles, authors, publishers, ISBN numbers, copyright dates, and information as to where copies can be obtained, are listed.</li> <li>• An area on the syllabus is devoted to required resources.</li> <li>• Required software plug- ins are listed, along with instructions for obtaining and installing the plug- ins.</li> </ul> | <ul style="list-style-type: none"> <li>• Resources are accessible</li> <li>•</li> </ul>   |

**English 28 – 1<sup>st</sup> review – 10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review**: “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson **DE recommends the approval of English 28 for online delivery (10/23/15)**

## V. LEARNER INTERACTION

**General Review Standard:** The effective design of instructor-learner interaction and meaningful learner cooperation is essential to learner motivation, intellectual commitment, and personal development.

| Review Standards   | Specifics  | Comments   |
|--|--|--|
| V.1 The course design provides learning activities to foster instructor-student, content-student, and if appropriate, student-student interaction. | <p>The learning activities in the course should foster the following types of interaction:</p> <ul style="list-style-type: none"> <li>• Instructor-learner: Self- introduction; discussion postings and responses; feedback on assignments; evidence of one-to-one email communication, etc.</li> <li>• Learner-content: essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; group work products, etc.</li> <li>• -learner (if appropriate): Self- introduction exercise; group discussion postings; group projects; peer critiques, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Sufficient learning activities, learner-content, projects</li> </ul>  |
| V.2 The student requirements for course interaction are clearly articulated  | <ul style="list-style-type: none"> <li>• A clear statement of requirements is particularly important when a type of interaction (e.g. participation in a discussion) is not optional. What are the penalties for non- participation? Impact on grade, etc.?</li> </ul> <p><b>Example:</b> Students required to participate in discussions are told how many times each week they must post original comments, how many times they must post responses to other's comments, what the quality of the comments must</p>   | <ul style="list-style-type: none"> <li>• <u>Grading rubrics for both essays and discussion boards are present in the class</u></li> <li>• -</li> </ul> |

**English 28 – 1<sup>st</sup> review – 10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review:** “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson  
**DE recommends the approval of English 28 for online delivery (10/23/15)**

|   |  |   |
|---|--|---|
|   | be, how the comments will be evaluated, and what grade credit they can expect for various levels of performance.   |   |
| V.3 Clear standards are set for instructor response and availability (turnaround time for email, grades posted, etc.) | <ul style="list-style-type: none"> <li>Students need clear information about how quickly the instructor will respond and how frequently he or she is available.</li> <li>Informing students about instructor response and availability times prevents unreasonable expectations from developing.</li> </ul>  | <ul style="list-style-type: none"> <li>Feedback policy is provided and clear</li> </ul> |
| V.4 The course design provides a variety of opportunities for interaction between instructor and learner.             | <p>Students need to feel that the instructor is close at hand, but the opportunities for interaction will vary with the discipline of the course.</p> <p><b>Look for examples such as:</b></p> <ul style="list-style-type: none"> <li>An actively used and well-organized instructor-facilitated discussion board.</li> <li>Optional “electronic office hours” provided in the chat room.</li> <li>An invitation for the class to email the instructor with individual concerns</li> </ul> |   |

## VI. COURSE TECHNOLOGY

**General Review Standard:** To enhance student learning, course technology should enrich instruction and foster learner interactivity.

| Review Standards  | Specifics  | Comments |
|---|--|----------|
| VI.1 The selection and use of tools and media supports the course outcomes and is | <ul style="list-style-type: none"> <li>Look for evidence that tools and media used in the course support related course outcomes,</li> </ul> |          |

**English 28** – 1<sup>st</sup> review – **10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review:** “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson  
**DE recommends the approval of English 28 for online delivery (10/23/15)**

|  |   |  |
|--|---|--|
| integrated with texts and lesson assignments.  | <p>and are integrated with texts and lesson assignments.</p> <ul style="list-style-type: none"> <li>• Students should know how the tools and media fit into the assignments and how they relate to the course outcomes.</li> <li>• Make sure that the technology is not used simply for the sake of using technology.</li> </ul> <p><b>For example:</b> A course might require viewing video materials, but it may not be clear whether some of the video materials illustrate or support any course outcome.</p> | Media present – videos   |
| VI.2 Instructions for accessing course-required resources at a distance library, websites, etc.) are clear and easy to follow. | <ul style="list-style-type: none"> <li>• Online students need to know about and be able to obtain access to educational resources by remote access</li> <li>• Information on these resources should be readily visible in an online class; clear instructions on how to access them should be provided.</li> </ul>  | <b>Recommend:</b> provide chapter outlines from publisher for textbook |

## VII. ADA AND COPYRIGHT COMPLIANCE

**General Review Standard:** Access to course resources is in accordance with the Americans with Disabilities Act and U.S. copyright laws are followed.

| Review Standards   | Specifics  | Comments                             |
|--|--|--------------------------------------|
| III.1 There is evidence of effort to recognize the importance of ADA requirements (such as equivalent alternatives to auditory and visual content, Web | <ul style="list-style-type: none"> <li>• Look for a statement in the syllabus that tells learners how to gain access to disability services.</li> <li>• Alternative means of access to course information should be provided for students</li> </ul> | Disability statement and resources – |

**English 28 – 1<sup>st</sup> review – 10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review:** “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson  
**DE recommends the approval of English 28 for online delivery (10/23/15)**



|  |  |   |
|--|--|---|
| pagelinks that are self-describing and meaningful, and information conveyed on Web pages in color is also available without color. | <p>who are hearing or visually impaired.</p> <ul style="list-style-type: none"> <li>• Look for equivalent textual representations of images, audio, animations, and video in the course website.</li> <li>• Presenting information in text format is generally acceptable, because</li> </ul>  | DSPS clearly provided   |
|  | <p>screen reader software (used by those who are visually impaired) can read text.</p> <ul style="list-style-type: none"> <li>• All file names and web hyperlinks should have meaningful names. For instance, the link to take a quiz should say “Take Quiz 1”, not “click here”.</li> <li>• Icons used as links should also have HTML tags or an accompanying text link.</li> <li>• To accommodate students who are color blind, color text should also be identifiable by other methods (such as bold, italics, etc.)</li> </ul> |   |
| VIII.2 No apparent violations of copyright law exist within the course content or related materials                                | <ul style="list-style-type: none"> <li>• Self- explanatory</li> </ul>  | No apparent violations of copyright law exist within the course |

Modified from <sup>1</sup> Adapted from the Quality Matters Project sponsored by The Fund for the Improvement of Postsecondary Education (FIPSE), U. S. Department of Education

**English 28 – 1<sup>st</sup> review – 10/13/15** – notes from Dept. Chair – recommend week 0 letter to invite students to take Etudes Orientation, identify layers in objectives and tasks and state what will be learned that week, add paragraph writing exercise to warm up for the essay, have students do grammar exercises in MWL each week, add MWL exercises to prep for quizzes, reformat discussion board forums to challenge students to go beyond reading, and find examples of their own along with their interpretation and apply what they have learned. **2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> and final review:** “layers” included under each week tasks and objectives, Week 0 welcome letter and video added, announcements explain use of My Writing Lab (MWL) in the course, individual MWL assignments in grammar are listed each week under modules with instructions, plagiarism test/cert added to modules, week 2, paragraph assignments added to weeks 2,6,10 and 14 in preparation for essays, videos added to each week, Welcome video added, discussion board topics now require students to find something online and evaluate it, prompts for essays added to Modules, settings on week 1 discussion board made easier to find, syllabus now includes pie chart for easier reading, with more information on MWL and getting help from Pearson **DE recommends the approval of English 28 for online delivery (10/23/15)**