

EDUC 293 Online Curriculum Design and Instruction
Section 502 - Online
Spring 2019 CRN 48396
Dates for Class: January 22 through May 5, 2019

Contents

Instructor Information	2
Course Prerequisites	2
Course Overview	2
Student Learning Outcomes	3
Text and Tools	3
Time for this Course	4
Course Grade	4
How to Complete Work for This Course	5
Course Shell	5
Readings and Reading Quizzes	5
Participation	5
Alignment Map	6
Other Intermediate Assignments	6
Final Project	6
Working Ahead and Late Assignments	6
Support	6
Office Hours	6
Study Groups	7
Tutoring	7
Student Services	7
Other Important Information	7
Equal Access	7
Netiquette and Behavior Expectations	7
Plagiarism and Not Doing Your Own Work	8
Title IX	8

Instructor Information

Instructor: Elaine Clark **Office:** Arts & Sciences Bldg. Room 142C, Valencia campus

Phone: 925-8618 (my office), 925-8600 (Academic office)

email: ewclark@unm.edu or send a message in Learn. I will check email Monday mornings through Thursday afternoons and usually on Sunday afternoons unless I am out of town or it is a university holiday. Expect a response within 24 hours to email messages sent Sunday afternoon through Thursday. If you send me a message on Friday or Saturday, expect a message no later than the following Monday.

Office Hours:

In my office, A142C (Face to Face and Online):

Tuesday and Thursday 10:30 AM to 12:00 noon and 2:30 to 3:30 PM

Math Center (F2F only):

Monday and Wednesday 11:00 AM to 12:00 noon

Other hours by appointment. I can be available in the evenings or on Fridays or Sundays to meet online if there is need.

Be sure to check my weekly schedule posted in Learn to make sure I have not changed availability. Occasionally I may have an unexpected or impromptu meeting come up that takes me away from the office. It is a good idea to let me know you are coming so I don't run off.

Course Prerequisites

There are no official prerequisites for this course, however, this course is for teachers so there is an expectation that you have at least a Bachelor's degree in the area you teach.

Course Overview

This EDUC topics course introduces current and future instructors to teaching in the online environment. The focus is best practices in design, delivery, and course management and includes reference to the tools necessary to build a quality online experience for students. The readings, assignments, online activities, and application of theory are designed to give participants an integrated view of the components of online learning and the context that can make it an effective learning paradigm

Student Learning Outcomes

By the end of this course, participants will be able to

1. Create a welcoming tone for the course by providing clear expectations and guidance to learners, so they start off the course well.
2. Develop course-level and unit/module-level learning objectives or competencies that establish the foundation upon which the course is based.
3. List policies and procedures in the course that provide a broad perspective on learner mastery and allow learners to track their progress throughout the course.
4. Choose course materials that are appropriate, current, and align with the stated learning objectives or competencies.
5. Develop assignments that promote active learning, provide strong instructor-learner and learner-learner interactions (as appropriate), and align with the stated learning objectives or competencies.
6. Identify appropriate tools and technologies to incorporate into the course that will assist learners in achieving the stated learning objectives or competencies.
7. Discuss and link to support services, technology support, accessibility support, academic services, and student services.
8. Use universal design methodologies in their course.

These outcomes will not necessarily be addressed sequentially, they are just numbered for ease of reference.

Text and Tools

- **Required Text:** Effective Online Teaching: Foundations and Strategies for Student Success, 1st edition (Jossey-Bass ISBN 9780470578384). There should be a couple of copies in the UNM-Valencia bookstore or you can order online. I may scan in the first couple of readings so people have time to purchase the book.
- **Supplemental Text (optional):** Essentials of Online Course Design: A Standards-Based Guide, by Marjorie Vai and Kristen Sosulski (Routledge ISBN 9780415873000). This is a great users guide just to have for a reference, something like the Chicago Manual of Style for anyone who does much writing.
- **Internet and Computer (required):** You will need reliable access to a computer, high-speed internet, and the ability to upload free software to access the online materials. All the programs we use should be fully compatible with mobile devices – phones, tablets, laptops, etc. You will also need administrative rights to download free software or plug-ins or add-ons on the computer you plan to use for this course. If you do not own a computer, be sure you schedule time to spend in the computer labs on campus or in a public library.
- **UNM Learn (required):** You will need access to Blackboard UNM Learn. This is the primary program we will use for communication in the class. You will use your UNM NetID to log into UNM Learn. You may access it directly via <http://learn.unm.edu>
- **Adobe Reader (required)** (a free download), preferably version 11.0 or better. If you have Adobe Pro, all the better!

- **Microsoft Office Suite or Compatible (required):** You should be able to use Word, Excel, and PowerPoint or the equivalent if you use Linux-based or Google products.

Time for this Course

This is a three-credit-hour course so plan right now to spend a minimum of **6 to 9 hours per week** for this class. This time should not all be lumped on the weekend or in one day; you will need to spread out the time you allot to this course.

Course Grade

I recommend that you select to take this class as CR/NC. You may need to change your grade option as soon as possible. Ask me for help if you do not know how to do this. If you prefer to take this course for a grade (A, B, C, NC) that is fine but not necessary.

Your Course Grade will be determined by an accumulation of points in the following categories:

- | | |
|----------------------------------|--------------------|
| • Participation | 120 (130 possible) |
| • Reading Quizzes | 80 (90 possible) |
| • Alignment Map | 50 (60 possible) |
| • Other Intermediate Assignments | 50 |
| • Final Project | <u>300</u> |
| • Total | 600 |

Notice that for Participation, Reading Quizzes, and the Alignment Map there are more points possible than will be counted. This gives you some leeway in case you miss a week or are late on any assignments (see below for late assignment policy).

Depending on the grading option you have chosen, your final course letter grade will be determined as shown below based on the average of your points or earned points out of total possible points.

- 97.5% or higher (585 points or more) → A+
- 91.5 to 97.5% (549 to 584 points) → A
- 89.5 to 91.5% (537 to 548 points) → A-
- 87.5 to 89.5% (525 to 536 points) → B+
- 81.5 to 87.5% (489 to 524 points) → B
- 79.5% to 81.5% (477 to 488 points) → B-
- 77.5 to 79.5% (465 to 476 points) → C+
- 69.5 to 77.5% (417 to 464 points) → C
- 69.5 % or higher (417 or more points) → CR
- Less than 69.5% (416 or fewer points) → NC

To learn more about grading options and descriptions, please review [UNM Valencia's Grading Procedures](#).

After the first unit I will update your grades regularly in Blackboard Learn.

W grade: If you withdraw from the course after the “census date” you will be assigned the W grade. I will drop you if you have not logged in and completed the course agreement by the first week you are in the class. If you drop *before* 5:00 PM New Mexico time on the census date, the course will not show up on your transcript and you will be eligible for a 100% refund. I can also drop you upon specific request any time before grades open at the end of the semester.

Reasons I *will* drop you from the course:

- Student who does not log into Learn and complete course agreement during the first week of class or first week registered for this class.
- If you specifically request me to drop you from the course.

If you do not log into Learn and complete the course agreement within the first week you are in this class you will be dropped.

How to Complete Work for This Course

The assignments you need to complete for this course vary from discussion postings, to documents you will create, to work you will do in your online course or course shell, to reading quizzes. It is important for you to keep up with deadlines, in particular for the discussion postings. We can't have discussions if people are not posting.

Course Shell

During the first week of this course, we will need to make sure you have access to a temp course shell in Learn. This should be an empty shell that does not have students enrolled in it. During the week before the class starts, or as soon as you register for the course, I will be in touch with you to make sure we have this set up, so you can build your course unit or module for your final project. Once you have the shell then you can put me in as a Teaching Assistant.

Readings and Reading Quizzes

Over the course of about 12 weeks we will read through all 18 chapters of the required text. I will also provide other articles and web sites in Learn for you read. You will have **9 reading quizzes** based on these required readings. I will drop your lowest score on the quizzes. I will also provide some additional information for you to look at as you are able.

Participation

Participation points will come mostly from the discussion postings. Some of these postings are worth 10 points for your initial post and 10 for your response or critique and other will be worth 5 for initial post and 5 for response. Each unit provides an outline of what is required in that unit and will indicate which way the points are assigned. Other participation activities include the getting started assignments and later when we will share tools to try out.

Alignment Map

The foundation of any course consists of the learning objectives – what are students supposed to learn. As we go through the heart of the course you will create an alignment map that will indicate the learning objectives of the course and for a single unit, as well as how course materials, assessments, and assignments lead students to achieving these objectives. As you build this map you will accumulate points up to a possible 60 points if you do everything fabulously. I am giving some extra credit here and will count your score out of 50 points.

Other Intermediate Assignments

Other assignments you will turn in that are not part of the above will be creating a rubric, instructional materials plan, interaction plan, scavenger hunt, and testing a screen reader simulator on the unit you will build for your final project. Each of these are worth 10 points.

Final Project

The product you will bring away with you from this course is a completely built (or mostly built) unit or module for an online course. At the beginning of the class you should have received access to a temp course shell in Learn. You will have about 2 weeks at the end of the class to put everything together and you can work on your unit all through the 11 weeks we are going through the material for the course. This final project is worth half of your course grade. I will provide a rubric for how I will analyze your unit in Learn.

Working Ahead and Late Assignments

It is conceivable that you may be able to work ahead on your assignments. This is a good idea, in particular if you anticipate that you will be away from the course for more than a few days (going to a conference etc.). If, on the other hand, you find yourself falling behind, contact me as soon as possible. I will allow you to complete some assignments later than the posted deadline, but not if you haven't contacted me and made arrangements. Late assignments may be docked at least 10% of the grade. Discussion postings are the only things that cannot be completed late. By everyone making timely postings actual discussions can occur, otherwise everyone is just going through the motions and checking off the boxes. Units will open 1 to 2 weeks early and will remain open for a week after the last due date so that you can plan your time accordingly.

All assignments turned in to me will be graded within a couple of days of when I receive them, definitely within a week of receipt.

Support

Office Hours

I have office hours Monday through Thursday in various places. Feel free to come by or come into the Zoom conference room for online office hours, or make an appointment to get help. I can also be available online via Zoom in the evening or on Fridays or Sundays if you let me know ahead of time you would like to meet.

Study Groups

You may work together with other members of our class. However, for work meant to be done individually, if the results are too much alike, all parties involved will lose points. There will be a discussion forum set up for collaboration, or you can create your own Zoom meeting to meet together.

Tutoring

By the nature of this course the tutoring offered at UNM-Valencia will likely not be appropriate. However, you may wish to ask for help from other instructors who teach online. Be aware, not all people who teach online have had training (been teaching online for a long time and started before it became apparent training would be a good idea), and, as you know, not all people who teach do things in the way you would do them or would consider “best practices.” But seek out a mentor who fits your personality and teaching style if that will help you.

Student Services

There are various services provided in our Student Services Department. See below about equal access. Also, we have a testing center, advising, and career placement available:
<http://valencia.unm.edu/students/student-services.html>

Other Important Information

Equal Access

If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner. It is up to you to obtain documentation of a disability. If you are a Valencia campus student, contact Equal Access Services at Valencia Campus, Jeanne Lujan at (505)925-8910 and <http://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html>. If you are a main campus student you can receive documentation from the main campus Accessibility Resource Center <http://as2.unm.edu/>. I will not guarantee accommodation without the appropriate documentation.

Netiquette and Behavior Expectations

One of the overriding principles in online conversations is to “craft your responses effectively.” It is sometimes difficult to remember that there are real people reading posted messages. This is especially true of online communication where others do not have the opportunity to see body language or hear tone of voice; therefore, they have a greater possibility of misunderstanding what is meant.

Please, follow these guidelines in all of your online responses and discussion postings.

- Honor everyone’s right to an opinion.
- Respect the right of each person to disagree with others.
- Respond honestly but thoughtfully and respectfully; use language which others will not consider foul or abusive. You may also use emoticons to convey a lighter tone.

- Respect your own privacy and the privacy of others by not revealing information which you deem private and which you feel might embarrass you or others
- Be prepared to clarify statements which might be misunderstood or misinterpreted by others.

A Special Note about Anger

- Do not send messages that you have written when you are angry, even anonymous ones. In the online world, angry messages are known as “flaming” and are considered bad behavior. Venting and flaming are two different things. It is possible to vent without becoming “ugly.” Stick to the facts of what is causing you frustration.
- Do not send messages that are written all in upper case; this is the visual equivalent of SHOUTING. It is considered aggressive and is considered bad behavior. If you ever feel like shouting a message, take a deep breath and wait until you have calmed down before responding. Then, respond in a calm and factual manner.

In the discussion threads in Blackboard Learn I will provide a thread for venting. These postings will be anonymous and will allow you to vent any frustration you are feeling about the course, but netiquette rules still apply. Sometimes I may answer these posts if there is an issue that needs addressing.

Plagiarism and Not Doing Your Own Work

It is a bad idea to plagiarize or to have other people do your work for you. UNM has specific policies concerning academic dishonesty: <https://policy.unm.edu/regents-policies/section-4/4-8.html> There are various tools now developed to help determine if the person enrolled in an online course is actually the person completing the work. I may be implementing some of these tools as the semester progresses, especially if there is an obvious need to do so.

Don't Cheat! Cheating, in my opinion, is any behavior that short circuits *your* learning. This can range from mindlessly mimicking what you see in the readings or examples, to simply copying someone else's solution, to paying someone to complete the course for you. I won't always be able to detect when you have cheated, at least not at the time you cheat, but the chance of you actually becoming an effective online teacher goes down considerably the more you cheat. Save yourself some time and money and put in the effort now to learn the material for the course.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Preliminary Schedule (subject to change as needed)

Week	Date	Day	Assignments Due	Topics in class	Chapt. From Text
Martin Luther King Jr. Holiday, Monday, January 21					
1 Start	1/22	Tues.	Log In	Start;	Preface
	1/23	Wed.	Orientation; Introduction	Rationale for Training	
	1/25	Fri.	Course Agreement; Survey Course Shell (ask me)		
	1/27	Sun.	Intro Response		
2 Unit 1	1/28	Mon.	Reading	"Getting to Know You.."	1, 2, 3, 7
	1/30	Wed.	Post Instructor Intro for Critique	Knowing Your	
	2/1	Fri.	Reading Quiz	Learner; Setting the	
	2/3	Sun.	Critique for your peers	Tone	
February 1 by 5:00 PM - Last day to add/change grade mode online					
3, 4 Unit 2	2/4	Mon.	Reading	Learning Objectives	4, 5, 6 Add'l Readings
	2/6	Wed.	Discussion about Course Goals		
	2/8	Fri.	Post Unit-Level SLOs		
	2/10	Sun.	Alignment Map		
	2/11	Mon.			
February 11 by 5:00 PM - Last day to drop w/out grade, add w/ form					
5 Unit 3	2/13	Wed.	Critique for your peers		8 Add'l Readings
	2/15	Fri.	Reading Quiz		
	2/17	Sun.	Alignment Map		
	2/18	Mon.	Reading	Grading Policies;	
6 Unit 4	2/20	Wed.	Discussion about Rubrics	Rubrics; Authentication	9,10 Add'l Readings
	2/22	Fri.	Reading Quiz		
	2/24	Sun.	Rubric Assignment; Alignment		
	2/25	Mon.	Reading	Course Materials;	
7 Unit 5	2/27	Wed.	Instructional Materials Plan	Copyright; OER	11, 12, 13, 16 Add'l Readings
	3/1	Fri.	Reading Quiz		
	3/3	Sun.	Alignment		
	3/4	Mon.	Reading	Active Learning;	
8 Unit 5 cont.	3/6	Wed.	Assignment Plan	Time Management;	14, 15 Add'l Readings
	3/8	Fri.	Reading Quiz (maybe)	Synchronous vs. Asynch;	
	3/10	Sun.	Game Day	Gamification	
	8 Spring Break, March 10 through 17				
9 Unit 6	3/18	Mon.	Reading	See above	See above
	3/20	Wed.	Discussion about L/L Interact.		
	3/22	Fri.	Reading Quiz (maybe)		
	3/24	Sun.	Alignment		
10 Unit 6	3/25	Mon.	Reading	Technology/Tools	14, 15 Add'l Readings
	3/27	Wed.	Try a Tool and Share it		
	3/29	Fri.	Try the Tool that is Shared		
	3/31	Sun.	Reading Quiz; Alignment		

Preliminary Schedule (subject to change as needed)

Week	Date	Day	Assignments Due	Topics in class	Chapt. From Text
11 Unit 7	4/1	Mon.	Reading; Exploring	Support	17 Add'l Readings
	4/3	Wed.	Scavenger Hunt		
	4/5	Fri.	Try the Hunt from Peers		
	April 5 by 5:00 PM Last day to drop without Dean's permission				
	4/7	Sun.	Reading Quiz; Alignment		
12, 13 Unit 8	4/8	Mon.	Reading	Accessibility; Universal Design	Add'l Readings
	4/10	Wed.	More Reading w/ Screen Reader		
	4/12	Fri.	Discussion on Univ. Design		
	4/14	Sun.	Making your stuff accessible		
	4/15	Mon.	still doing this		
	4/17	Wed.	Sharing what you did		
	4/19	Fri.	Critique for your peers		
4/21	Sun.	Reading Quiz			
14, 15 Unit 9	4/22	Mon.	Putting together your Unit	Final Project	5.1
	5/4		May the Fourth be with you.		
	5/5	Sun.	Turning in the FP		