

ENG 102 Honors (Hybrid) Syllabus

Your Instructor:	Dr. Melanie Gagich
The Term:	Fall 2020
Face-to-face Class Meeting Times:	Monday/Weds. 10:15 - 11:20 in BH 323
Digital (remote) Meeting Times:	Fridays
Instructor's Email:	m.gagich@csuohio.edu
Instructor's Student Hours:	M/W 12:00 - 1:00 via Zoom
<i>Please email me or use Starfish to set up office hours (Office hours link available on Blackboard in the "General Info" folder)</i>	
Remote Class Zoom Link:	
Password:	

Syllabus Table of Contents

[Faculty Senate Approved COVID statement:](#)

[Mask Wearing in Class](#)

[A Brief Welcome and Introduction to the Course](#)

[IF We Go Remote - Class Meeting Times and Expectations](#)

[Course Requirements](#)

[Required Texts](#)

[Required Technologies:](#)

[Recorded Class Sessions](#)

[Course Work - Assignments](#)

[Learning Pods](#)

[Zoom Expectations \(if we go remote and during Office Hours\)](#)

[Grades](#)

[Attendance](#)

[Covid-19 Accommodations](#)

[Course Policies](#)

[Using a Cloud-Based Saving System Policy](#)

[Following the Email Policy](#)

[Project Submission Policy and Late Paper Policy](#)

[Plagiarism Policy](#)

[Earning the Grade You Want](#)

[Be a good citizen](#)

[Avoid Plagiarism and use your GoogleDocs!](#)

[Revise Projects and Take Advantage of Bonus Point Opportunities](#)

[The Writing Center](#)

[Note for Students with Disabilities:](#)

[Course Description and Course Outcomes](#)

[Netiquette Guidelines](#)

[Rough Course Calendar](#)

[Below I have included a very rough outline of what the course will look like. Specific due dates will be given each week; however, I have included topics for each week and due dates \(in red\).](#)

This syllabus has been adapted to reflect COVID policy changes at CSU, but it is possible that there will be additional changes mandated throughout the semester. Please be especially diligent about logging into Blackboard, keeping up with emails, and contacting me with any questions or concerns you have.

Faculty Senate Approved COVID statement:

The COVID-19 pandemic is still present and serious. Before entering class, you should have completed your daily health assessment. While you are in class on campus, you are required to: sit in your designated seat, maintain physical distance, wear your facial covering (e.g., masks or face shields), always cough or sneeze into your elbow or tissue, use the materials provided to clean your desk and chair before and after use, and adhere to other public safety protocols and directives for your specific classroom/lab/studio.

Students who do not follow these health and safety requirements will be instructed to leave class immediately. Students who violate this protocol will need to leave the classroom and MAY be marked absent. Repeated violations of these health-saving protocols may lead to sanctions under the [Student Code of Conduct \(3344-83-04 \[E\] and \[Z\]\)](#) up to and including suspension or expulsion. The CSU community thanks you for your cooperation!

Mask Wearing in Class

As stated above, wearing a mask in class is mandatory. If you do not wear a mask to class, then you will be asked to leave class and you will be marked absent. If you continue to not wear a mask, then I will be forced to take necessary actions.

Also, if I must continuously (more than three consecutive times) ask you to wear your mask correctly (e.g. above your nose), then this will result in an absence. We all want to feel and be safe in our classroom, so please respect these guidelines.

A Brief Welcome and Introduction to the Course

Welcome! I know, things are a bit weird right now and everyone is feeling a little antsy...that's ok! I am here to help you learn - NOT to make you feel bad about yourself, your writing, or anything else. We are now a learning community so we are in this together and we can do this!!

IF We Go Remote - Class Meeting Times and Expectations

It is very important to consider the possibility that at some point in the semester, our class will go fully online. But, don't worry because I have created the class so that nothing much will change. You will remain in your Learning Pod (see below), assignments/coursework, and due dates will not change, and our course set-up will not change. However class meeting times will change:

The "if we go remote" schedule:

- **Monday and Wednesday** classes will meet via Zoom synchronously (during our scheduled class time).
- **Friday** class will be voluntary; however, I will be available during class time and you can work together in your Learning Pods.

This syllabus has been adapted to reflect COVID policy changes at CSU, but it is possible that there will be additional changes mandated throughout the semester. Please be especially diligent about logging into Blackboard, keeping up with emails, and contacting me with any questions or concerns you have

ENG 102 Honors - NOT a Traditional Writing Class!

I developed this ENG 102 Honors curriculum to teach you about research literacy and to provide a space for you to become a researcher. You will be asked to enact the role of a researcher in this class, from day one. In other college classes, over the years, you will be expected to know how to read, evaluate, and integrate scholarly research into a variety of writing activities. By “becoming” a researcher in this class, you will learn about scholarly research - the best way to learn is by doing!

That said, I am not expecting you to become expert researchers. You (and I) will make mistakes, there will be confusion, and every writing activity will not be perfect. And that’s OK! Learning is a process and learning is messy, so I am not expecting perfection. Instead, I want to see you engaged in your work and solve problems independently, or with your peers, when you run into a problem. Learning and researching is a collaborative experience and this course reflects that.

I will teach research as a process and my classroom is student-centered. What this means is that your grade for each project will not reflect a “one and done” method; instead, your process work will make up a significant portion of your overall project grade (see “Course Work” below). To me, “student-centered” means that my classes are not lecture-based; in fact, I do not enjoy lecturing at all. I believe that my role is as a guide and that class time should allow for responding, reflecting, and drafting. In fact, you will write a lot in my class and on Fridays (i.e., “digital days”), you will be expected to write at home.

Be ready to struggle, overcome hurdles, get excited about research, and to become a real researcher!! Welcome to my course!!

Course Requirements

Required Texts

Access to our free online textbook: [A Guide to Rhetoric, Genre, and Success in First-Year Writing](#)

- Our digital textbook is accessible via Blackboard and Google. Feel free to print or not; however, [A Guide to Rhetoric, Genre, and Success in FYW](#) contains multimedia such as videos, hyperlinks, and an interactive glossary that will not print. This book contains very short sections, which are meant to serve as helpful resources pertaining to the writing assignments you will complete.

Required Technologies:

You are required to bring a laptop or tablet to each session to help you prepare drafts and activities during class (this cuts down on homework, too!). You can rent a laptop, for free, using Mobile Campus. Visit Section 1.3 in our free online textbook for more information.

These are a list of technologies that you will need to have access to in class:

- A computer
- Headphones
- Google Account (we will be using GoogleDocs and Google Drive)
 - Each student must use GoogleDrive to create folders and use GoogleDocs to complete writing activities, work on drafts, and conduct peer response sessions. This is an absolute requirement.
- Access to Blackboard
 - You will use Blackboard to access the class GoogleDoc, review the class calendar, check your grades, and post assignments.

In addition to having access to the technology listed above, you will also be learning how to use the following **technology tools**:

- [Flipgrid](#) (for video discussions/peer review)
- [Screencast-o-matic](#) (used for video discussions/peer review)
- Jamboard (possibly used for synchronous class work)
- An infographic creator (Canva, Piktochart, etc.)
- A sound/video editor (e.g. Audacity, Youtube, iMovie, etc.)
- A free website creator (e.g. Weebly), to create your public-facing research literacy portfolio

Recorded Class Sessions

If a student has to miss class due to COVID-19, then I will allow that student (or students) to participate during class time via Zoom. If a student cannot attend due to illness, then I will also record class sessions and share those videos (after class) via Blackboard. However, I must be notified prior to class by the student.

Please do not share the information on how to access this class with any unauthorized persons. An unauthorized person includes anyone not registered for the class. CSU staff providing academic or technical support or those providing an approved accommodation to the student are considered authorized persons.

Course Work - Assignments

This course has two major projects: a **digital research literacy portfolio** and a **research paper**. Each major project has various components that go along with it and these components will be given to you on a week-by-week basis. Expect to complete at least one research activity (which may sometimes require written text and/or audio, visual components) every week to a week and a half up until Week 10. After Week 10, you will work completely on your Research Paper.

Your grades are also supplemented by **research literacy activities**, **Digital Day discussions**, and **active participation**.

Major Project 1: A Digital Research Literacy Portfolio

- You will create a digital research literacy portfolio using a website creator such as Weebly or Wix. The portfolio must contain at least eight (8) research activities. You will revise the activity based on my feedback and add it to your website. This website will be public-facing, meaning it is not private.
- You will work on your portfolio over the course of the semester and a rough draft will be due during Week 10. The final draft of the portfolio will be published and shared with me on the last day of class.
- The portfolio will also include a Reflection where you describe your experience with the research process and your growth as a researcher/learner. You will use specific examples from the course and activities that you have included in the portfolio to analyze your learning experience

Total Project Worth = 30%

Major Project #2: A Researched Academic Article

- As the semester progresses, you will learn the research process. As you learn the process you will begin working on your article. This article **requires real data**, collected by you via survey.
- You will choose a topic, create a research question, find academic research, develop a research design, study participants to help you answer your research question, and write a 10 - 20 page essay (in APA) sharing your work and findings.

- You will be expected to gather data from your participants starting Week 10 and to have your data by Week 12. You must choose a topic that allows you to study a population that you have access to.
- The final draft will be due during Finals Week with small portions submitted for feedback over the course of the semester.
- All topics, research questions, participants, and research instruments must be approved by me.

Total Project Worth = 25%

Research Activities

- You will complete a research activity each week (give or take). They are the components that will make-up your digital portfolio and demonstrate your understanding of the research process and/or allow you to practice research skills.
- While the activities do not need to be perfect in terms of grammar, they should be edited and show effort because you will need to choose eight (8) of them to add to your portfolio. In the portfolio, they must represent your best work.
- Writing Activities must be submitted to Blackboard by 11:59 pm on the due date. Most will receive at least some form of feedback from me, depending on the type and length of the assignment.

Writing Activities are worth 15%

Digital Days

Every Friday, you will be expected to respond to a prompt and post it to the Discussion Board on Bb. These prompts will vary. Some weeks you will be expected to read and respond to an article, other times you may be asked to share materials, and you will also perform digital peer responses during digital days. Digital Day assignments will vary based on the content we are working on that week. However, no matter what, there are requirements for every Friday "Digital Day":

- **All work must be completed and submitted by 11:59 pm on that Sunday.** Work submitted within 24 hours of that time will receive half credit; work submitted after the 24 hour point will receive no credit. No exceptions.
- You must respond to at least one other classmate's post. This is half of your "Digital Day" grade, so be sure you are giving your peers enough time to comment and respond to your post. Responses are also due by 11:59 pm on that Sunday.
- **To receive credit for your individual response** you must complete the day's assignment *entirely*. This means that you must use complete sentences, perform grammar and spell-checks, and always include more than one sentence (unless you are specifically asked not to do so). We will discuss what a "good" response looks like during the first weeks of class.
- **To receive credit for responding to a peer**, you must go beyond the "good job" response. Again, this means that you must use complete sentences, perform grammar and spell-checks, and always include more than one sentence (unless you are specifically asked not to do so). However, in this case, you are also responsible for providing thorough feedback (when feedback is required) and responses. We will discuss what a "good" response looks like during the first weeks of class.

Discussions are worth = 15%

Active Participation reflects students' attendance, homework, and professionalism.

- *Attendance* - To receive full attendance credit, students are expected to attend class. See the "Attendance Policy" for more information.
- *Homework* - readings/PowerPoint/Videos must be read/watched and drafts must be completed before class time to receive credit
- *Professionalism* - Maintain a positive attitude, arriving to class prepared and on time, and treating all ideas, peers, and assignments with respect. You must also participate in your Learning Pod (see below).

Active Participation is worth 15%

Learning Pods

In this class you will be placed into **Learning Pods**. These “pods” are digital spaces where you will work with one or two other folks from class. I will set up your pods in Zoom. This **is not a group project** - the pods are digital spaces where you can work together with an individual from your class. The purpose is to help you connect with your classmates, create a space where you can ask whatever questions you want, and offer opportunities to have fun and chat while completing coursework!

Zoom Expectations (if we go remote and during Office Hours)

It is important that you follow these simple rules:

- **Turn on your video** - unless you have received permission from the instructor not to do so
- **Be aware of your environment** - we can see you. If you do not want folks to see your room/desk/space, then set up a background image.
- **Be respectful** - do not send private messages during class time and do not disrespect your teacher or peers. If I feel you are being disrespectful, you will receive an email to set up a meeting.

Grades

Grades will be available on Blackboard. Please remember that grades are weighted and are not based on totals. Feel free to visit me during student hours if you have any questions about your grade or to email me if you think I made a mistake (gasp) when uploading your grades to Blackboard.

This course relies on writing process pedagogy, which means your grades are based on your participation with and completion of process work AND completing final projects. Students who *only* complete projects do not do well in the course. Students who may feel they are not strong writers but who complete *all* process work and complete final projects often do very well in the course.

English 102H is graded on the traditional A, B, C, D, F marking system. To better calibrate the grading system for assignments in this course, an essay grade sheet will be introduced in advance of the first assignment. Please note that any student can withdraw from or drop the course prior to the deadline as determined by the

university. Please refer to the undergraduate catalog for more information on dropping or withdrawing from a course.

A	100-94%	B-	82-80%	F	59-0%
A-	93-90%	C+	70-76%		
B+	89-86%	C	75-70%		
B	85-83%	D	69-60%		

Passing the Course

It is a university requirement that students must earn a grade of C (70% or higher) or better to satisfy the university requirement for having completed ENG 101 and ENG 102

Attendance

Attending class regularly and on-time is essential to success. Attendance is mandatory in First-Year Writing courses. This attendance policy is common to all First-Year Writing courses and outlined in all of our syllabi.

Excused vs. Allowed Absences

CSU excuses absences required by religious observance, disability accommodations, university-authorized activities, and military service. Absences for any other reason are not counted as excused. However, they are considered part of the "allowed" absences provided by this policy. Use these allowed absences wisely.

What are NOT considered Excused Absences?

- Illness, even with a doctor's note
- Doctor's appointments
- Car trouble
- Family emergencies or family situations
- Court dates
- Writing Center and advising appointments
- Job issues, including interviews

- Vacation

Covid-19 Accommodations

This semester is an unusual one. You have opted to attend this class in a face-to-face (f2) and digital format, which means you agree to CSU's attendance policies for f2f classes. However, we must be prepared to move learning online at any point in the semester should CSU decide the health situation demands fully remote instruction, and both students and teachers are expected to avoid coming to class if they feel they may have been exposed to the coronavirus or if they exhibit any of its symptoms. Further, it's possible that your circumstances for learning may change should a family member become ill and you must be quarantined or assist with care. With this in mind, exceptions to the attendance policy for COVID-related illness or concerns will be allowed provided you discuss your situation with your as soon as you're able to and demonstrate continued remote participation in the course.

If you contact me notifying me that you have symptoms of and/or tested positive for COVID-19, then I am required to notify the CARE Team who will then contact you.

Course Policies

Classroom Civility

Everyone in our class, including me, must remain **civil and courteous** at all times. We will often have opportunities to share our opinions and beliefs, but no racist, sexist, heterosexist, or any other negative communication harmful to an individual or group will be tolerated.

Using a Cloud-Based Saving System Policy

You are required to use GoogleDocs in my course. This is required as a way to ensure that you are completing your own work but it also helps you save your work in an organized fashion AND prepare you for real-world professional working situations. I will devote nearly the first two weeks of class to introducing your GoogleDocs, sharing documents, and posting to Blackboard.

Following the Email Policy

If you have a question, first reread the syllabus and check our course site, then, if you cannot find the answer, feel free to email your question to me. Be sure to include your name, course number, and a clear articulation of your question. Generally, I respond to emails within 24 hours unless it is a holiday or weekend; however, I reserve the right to not answer your email if the question is answerable or if the email is unprofessional.

Project Submission Policy and Late Paper Policy

To pass the course and receive **full** credit for each essay, you must follow the submission guidelines listed below:

- If you do not turn in one or more of the four major projects, then you will not pass the class. You are required to submit the project within two weeks of the due date, if you do not, then I will not accept it and you will not pass the course. Students who do not submit their essays on time (within two weeks) are not eligible for major bonus point activities (see below for more on bonus points).
- You are required to write your research activities and research project in Google Docs and post an editable link to Blackboard on the due date. Papers written and posted using Microsoft Word will be returned to the student.
- All major projects are due by 11:59pm on the due date. After that time, it is counted as late. Smaller assignments such as in-class writings and research entries must be posted to Blackboard (in the correct area) by 11:59pm on the due date. For smaller activities, you can receive half credit if you submit it within 24 hours of the due date, after that time, you will not earn any credit for late work.
- To ensure I receive your work you must read all submission requirements on assignment sheets. **I never accept work or essays via email.**
- Student work left with the instructor becomes the property of the instructor after one year. Instructors reserve the right to use student work not retrieved in their teaching and other professional work after one year.

Late Paper Policy

- Late papers are not tolerated; however, if an issue does occur it is up to you to discuss the issue with the instructor in private and in person. Paper or

grade discussions will not be conducted in front of the class, so make an appointment or visit during office hours.

Plagiarism Policy

Plagiarism is serious business. It involves representing another person's words or ideas as your own or reusing your own writing (from previous courses, for example) deceptively. It also includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas, whether those ideas come from the Internet or print sources. I assign levels of plagiarism: accidental and blatant.

- **Accidental** plagiarism occurs when you incorrectly paraphrase, summarize, or quote someone's work. It also frequently occurs when students incorrectly cite the outside source possibly in the text (in-text citations) or on the Works Cited/Reference page. We use Turnitin in my class as a way to help you see these types of mistakes and fix them. This type of accidental plagiarism, if revised by the student, will not result in automatic failure of the essay or the course.
- **Blatant** plagiarism occurs when you purposefully cheat. Examples include the use of "ghost writers", or asking (or paying) someone else to write your paper, copying and pasting an entire essay from the Internet, using an old course paper (of yours or anyone else's), or having family members write your papers. If I suspect blatant F, then I will ask you to submit your work to Turnitin, produce drafts of process work (e.g. outlines, rough drafts, notes, etc.), and meet during a face-to-face conference in my office. If you cannot produce process work and have been caught blatantly plagiarizing any assignment for this class, you will receive a failing grade for the entire course, whether the instance of plagiarism involves one sentence or an entire essay. Just don't do it and to be sure that you aren't doing it, keep a record of your composing processes. You can also schedule a meeting with me to talk about plagiarism prior to turning in your work. There is no harm in asking about plagiarism, better safe than sorry!

Notes about Plagiarism from the First-Year Writing Program

- Remember, if you can find it on the web, then so can anyone else, including me. Don't cut and paste from the web—this is plagiarism. The ideas and the information on the web are not free ideas; they are the intellectual property of others and **MUST** be appropriately documented.
- Four of the most common instances of plagiarism are 1) when students fail to acknowledge material derived from another source, 2) when students receive too much outside assistance, 3) when students submit work they have written for another class, and 4) when students submit work written by another student.
- While acknowledging the ideas of others will be discussed at length during this course, ***please be aware that if someone else writes passages of your text for you that this act is plagiaristic, academically dishonest, and cause for penalty.***
- Consult the Undergraduate Bulletin for more policies on plagiarism and academic honesty.
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Earning the Grade You Want

Be a good citizen

Students who maintain civility in our online classroom, uphold their responsibilities, and are generally positive and useful members of our learning community will be treated accordingly. I am much more likely to work with and provide grade boosting opportunities for students who reflect good citizenship than I am to students who are disrespectful, late, and/or consistently absent. Good citizen students will be given one opportunity to “cash in” their good citizenship capital. Good citizenship capital is not available to students who do not actively participate in class, act disrespectfully to the instructor, peers, or librarians, do not attend class regularly, or conduct themselves unprofessionally.

Avoid Plagiarism and use your GoogleDocs!

Use GoogleDocs to keep track of all of your process and drafting work, which will help you avoid plagiarism. For each paper, you will be asked to create a GoogleDoc, starting on Day 1 of the project. I will then be able to access this history of your work and determine whether you are submitting your own work. More importantly, keeping track of your work will help you revise, edit, and offer feedback to your

peers. So be sure to keep a GoogleDoc for each assignment (oh, this is also part of your grade for each project).

Revise Projects and Take Advantage of Bonus Point Opportunities

Students who earn a 70% or below on any of the projects can revise their work. In order to receive an increased grade a revision must include content revisions, content that goes beyond instructor feedback, include a reference page, and be submitted within two weeks of receiving the initial grade. When the work is turned in, students must highlight revisions and provide the original, graded assignment, otherwise the instructor will not reevaluate the work. Also when considering a revision, students are encouraged to take advantage of my office hours and schedule appointments with the Writing Center for outside assistance.

Bonus Point Opportunities

Over the course of the semester there are various opportunities for bonus points. There are two types of bonus point opportunities: large and small scale. Large scale bonus points include recreating Project 2 and/or 3 into a multimodal text or creating a public-facing digital portfolio. There are no standard points for large scale bonus activities because your work will still be evaluated by me and then points will be given accordingly. To be eligible for large scale bonus assignments, a student must have submitted the major project on time and demonstrated effort related to completing the project correctly. Small scale bonus points include attending the Writing Center and/or attending more synchronous class sessions (beyond the required 7). Attending an online Writing Center visit earns you 5 points per visit. Bonus points are added to your participation/attendance grade at the end of the semester.

The Writing Center

The Writing Center is glad to offer **online** writing tutorials in these two ways:

- 1) **Starfish:** Undergraduate students can sign up for a specific tutor or specific day/time, email their paper to us (they receive a note telling them how to do this); the tutor will review the paper during the appointment time and will send back comments after the session is over. A handout on how to use Starfish is attached. Graduate students are welcome to email us for a specific appointment time or email us their paper using the instructions below.

- 2) **Email:** students email us their paper along with their CSU ID, the assignment, and any instructions for the tutor; a tutor will review it and send feedback in 4 business days. Details can be found in this link:

<https://www.csuohio.edu/writing-center/online-writing-assistance>

Students can prove they attended a tutorial by forwarding the instructor the tutor's feedback on the draft.

The Writing Center and WAC Program also offer other forms of online assistance (online workshops and handouts) on their website:

<https://www.csuohio.edu/writing-center/writing-center>

Note for Students with Disabilities:

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC147. Accommodations need to be requested in advance and will not be granted retroactively.

Course Description and Course Outcomes

Official Course Description

Placement & Eligibility for ENG 101: 1) Placement by ACT/SAT scores or 2) English Placement exam

Catalogue Description: This course instructs students in the basic skills of expository and argumentative writing. Supplemental instruction is provided in the form of a tutorial component. Each Fall and Spring semester, a special section of ENG 101 is offered for students whose native language is not English. ENG 100 and ENG 101 cannot both be counted toward fulfillment of the first-year writing requirement.

Course Outcomes

General Outcome: Students passing English 101 will demonstrate adequate ability to read a text critically and to write a clear, coherent expository or argumentative essay that ideally is free of mechanical and grammatical error.

Students taking English 101 will be taught the following:

- Techniques to write effective expository and argumentative prose
- Techniques to read, understand, analyze, and respond to expository and argumentative prose
- Invention strategies; techniques to develop a thesis, unity, and coherence in a piece of writing
- Ways to anticipate and address audience expectations
- Paragraph structure, transitions, logical development
- Choice of appropriate diction; development of sentence structure and style; understanding of connotations and denotations
- Revision, editing, proofreading

Netiquette Guidelines

Participate

This is a **shared learning environment**. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Be Professional

Online course communication is a rich, diverse, multi-cultural learning environment. Follow the same standards of behavior in online communication that you would follow in real life. Ask for clarification if you find a posting offensive or difficult to understand. Be respectful of each other. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience. Abusive, insulting or degrading comments will not be tolerated.

Provide Support

Be supportive and collaborative. Share tips with other students. Remember, you may have more experience with online discussion forums than other classmates.

Be Patient

Though all students deserve feedback in a reasonable amount of time, in an asynchronous discussion board you may not receive instantaneous feedback from your instructor or other students. Be patient and ask for explicit feedback where needed. Get in the habit of checking your email and the discussion board daily and respond to fellow students in a timely manner.

Best to Avoid

Avoid posting messages in all caps as this is considered SHOUTING online. Also, try not to dominate a discussion; keep in mind that other students are learning by constructing new knowledge from the information you have shared.

Before you Send

Respect the privacy of others and consider what you share with the class. Do not assume that online communication is private. Do not send a message in anger or that you may regret later. Consider, is this a comment I would make to a person face-to-face?

Rough Course Calendar

Below I have included a very rough outline of what the course will look like. Specific due dates will be given each week; however, I have included topics for each week and due dates (in red).

[WEEK 1: Introductions](#)

[WEEK 2: Digital Portfolio Prep](#)

[WEEK 3: Choosing a Topic](#)

Monday, Sept. 7 - NO SCHOOL

[WEEK 4: Academic Research and Databases](#)

[WEEK 5: Qualitative and Quantitative Methodologies](#)

WEEK 6: - Research Design and Questions

WEEK 7: Literature Review

WEEK 8: Developing YOUR Methodology

WEEK 9: Research Instruments and Populations

WEEK 10: Portfolio Review and Distribute Surveys

Weds. Oct. 28 - Send out survey!

Friday, Oct. 30 - Digital Day - Rough Draft of Portfolio Due

WEEK 11: Writing the Introduction

WEEK 12: Writing the Literature Review

WEEK 13: Writing the Methods Section

WEEK 14: Writing the Results

Friday, Nov. 27 - No Digital Day/Thanksgiving

WEEK 15 Final Drafts due

Friday, Dec. 4 - Portfolio and Essay due by 11:59 pm