ENG 100 OER Online Course Instructor's Guide

by Susan Wood and Rachael Inake

English 100: Composition I

The **ENG 100 OER** weekly learning modules website template was created for Leeward CC ENG 100 instructors. It is the content modules for a complete online ENG 100 course using open educational resources (OER), so no textbook is required. A companion Laulima course site, "LEE ENG-100 OER" is also available to use with this material. Additionally, this Instructor's Guide is available to help instructors put the course together. Contact the Educational Technologists at the Educational Media Center (EMC) for assistance.

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Contents

Overview of tools used in the course

Instructors who use this course should be familiar with the following tools so that they can adapt the course to better fit their teaching styles.

Laulima
- Assignments
- Announcements
- Forums
- Gradebook
- Messages or Mailtool*
- Syllabus
- Assignments, Tests, and Surveys**
- Web Content (for "Learning Modules" Google Site)

*In your Laulima site's > Site Info > Edit Tools, disable "Discussions and Private Messages" and "Mailtool" (if you choose to use "Messages" instead) which come standard in new Laulima sites.

**(Note: The name of this tool has been changed to *Quizzes & Exam* in the Laulima template course because I do not want the students to confuse this tool with the *Assignments* tool.)

Google@UH Apps
- Sites
- Slides
- Docs
- Calendar

Other
- PowToons (You can add this as an add-on in your Google@UH Drive account. Click on New > More > Connect more apps > search for PowToons and add it. Click to sign-in with your Google@UH account.)
- YouTube (To upload your own videos to YouTube, you'll need to create a YouTube account with a non-UH Google account.)

Modular Structure

The course is divided into weekly modules that contain the following:
- Introduction
- The Writing Process
- Narration (essay length requirement is 750-1000 words)
- Description (essay length requirement is 1000-1250 words)
- Research Module: Using Sources
- Compare/Contrast (essay length requirement is 1000-1250 words)

- Position Paper (1250-1500 words for the paper; 500 words for the outline)
- Evaluation (essay length requirement is 1000 words)
- Grammar lessons (3 total--one each at end of weeks 4, 6, and 10)

The essays build on each other from easiest to most challenging. They should remain in this order.

The two exceptions are the grammar lessons and the evaluation essay (timed writing).

In the template course, I put one grammar lesson at the end of the Narration, Description, and Compare/Contrast modules. While the students are working on the grammar lessons, the instructor has more time to grade the final essays without new assignments coming in. However, an instructor could choose to put them elsewhere.

In the template course, I put the evaluation essay at the end of the semester and use it as the final exam, but it could be used as a midterm exam as well.

The minimum number of essays required for ENG 100 courses at Leeward CC is 5 essays, so all of these essays need to be taught. You are welcome to change the essay genres using other OER, but please be sure that the course still contains 1) some source-based writing, which is another requirement of ENG 100 and 2) an in-class writing exam, another requirement.

ENG 100 requires 5000 words of finished prose. The total for this class is 5,500, so if adjustments are made to the word count, please keep that in mind.

Class Pacing

The pace of the class is fairly quick. Some of the work needs responses from the instructor before the student can proceed with the next assignments. These assignments that need prompt feedback are
- **The topic selections** for all of the essays unless you are not going to approve the topics. If you are going to approve topics, students' topic submissions should be graded by the day after they are due. To expedite this, I suggest composing a standard phrase to let the student know if the topic is acceptable and pasting it into the gradebook comments for that assignment. Of course, adjustments will need to be made to the phrasing depending on each submission, but this copy/paste/edit is a good way to move quickly through this grading.
- **The draft of each essay**. Students submit a draft of each essay for peer review. Instructors should also read those drafts and return to the students with comments. To be most helpful to the students, the draft should be returned with instructor comments on the same day that the peer reviews are due. This is usually a 48-hour turn around time. To expedite this, I suggest composing a list of global comments that highlight the criteria listed on the grading rubric. This could be pasted into the top of each student's essay

and then revised to suit the individual essay. There is probably not enough time to write comments throughout the drafts and still return to the students in a timely fashion.

- **The position paper outline and works cited**. Students submit this and then wait for instructor feedback prior to writing a draft of their position paper. The intent of the outline and works cited is to make sure students are on the correct track with their position papers, that they have a workable thesis, and that they have appropriate arguments and sources to back them up. The outline & works cited should be returned to students within 48-hours so they have enough time to work on their draft. Students should be encouraged to get started on their drafts/do further researching while waiting for the outline.

About the Modules

Introduction
The intent of the introduction is to introduce students to online learning and to some of the tools they will be using in the course. Students will use the forum and messages tool in this module.

The Course Success module is a written slide show of the course tools. A more effective way to introduce this material would be to make a video course tour narrated by the instructor. Snagit by TechSmith allows you to capture your screen and narrate what you are doing. This is an excellent tool for making a course tour. The video can be uploaded to YouTube and embedded in the weekly module.

The Writing Process
This is a short module that introduces a comparison between high school and college writing. It also discusses the Writing Process and asks students to share their writing process. If you are looking to make the class have less content and a slower pacing, this is a section that could possibly be removed.

Narrative Essay
The narrative essay module introduces the recursive writing process that will be used for each essay writing module-- an introduction to the genre, reading essays in the genre, selecting a topic, writing a draft, completing peer reviews, and submitting a final draft.

Narrative essays should not be very difficult to write, which will allow students extra time to go through this process for the first time.

Description Essay
This module and essay asks students to look outside of themselves for a topic-- to find a person, place, or object to describe. Their opinion is limited to them expressing their impression of their subject, and the rest of the essay should be a description of their subject. This may prove to be a challenge for some who prefer to write about their own feelings and experiences. Catching inappropriate topics when they post their topics will be important in this module.

Research: Using Sources

This module is a break from essay writing and introduces writing using sources, MLA format, and avoiding plagiarism. Students will work through the Information Literacy Tutorial and Exam, read about and watch videos on using sources, using MLA format, and avoiding plagiarism. This module will conclude with a quiz.

Compare/Contrast Essay

Students will be required to find and use 2-4 sources to support their ideas in their Compare/Contrast essay, which will be the challenge for this module. I did not put in restrictions on the type of sources that can be used, but some ideas for getting more academic sources is to require the students to use sources from the Leeward CC library databases. This would also reinforce the information the students learned in the Information Literacy tutorial in the last module.

Students may need to be reminded to consult the "Research: Using Sources" module if they need reminders about how to format in-text citations and the Works Cited.

The Position Paper

This is the make or break essay for this class. It's a long essay, it needs to make an argument, and it needs correct MLA formatting. Students often struggle with this essay, which is why an outline and works cited is required prior to the first draft. When giving feedback on the outline and works cited, it's a good idea to make sure the student has an appropriate thesis statement and arguments as well as appropriate sources to support the arguments. If not, it might be worthwhile to have the student rewrite the outline until it is suitable. That will help them to not get too discouraged while they are writing the draft. The assignments for this module are very spaced out and students are expected to work independently on their drafts while waiting for instructor and peer feedback. Students may need some reminders about this.

The Evaluation Essay

This is a short module that contains the required in-class writing exam (required for Leeward CC's ENG 100). It is also the assessment assignment that Leeward CC ENG 100 instructors are sometimes required to give. Students will be taking the exam in Laulima's Quizzes & Exam function. The instructor will need to provide the students with the essay they will be evaluating. Instructors can choose their own or they can ask the ENG 100 assessment coordinator for copies of past essays. Giving the students a copy of the essay via an announcement in Laulima is one way to distribute the essay. (The Quizzes & Exam tool does not allow for attachments in the instructions.)
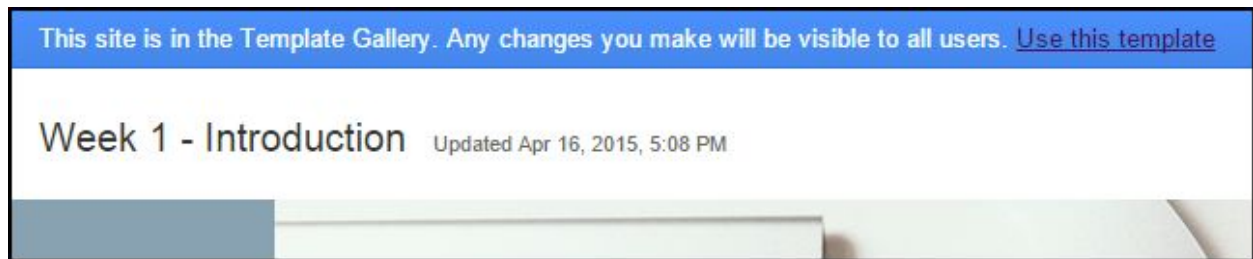
Setting Up the Learning Modules and Laulima Course Sites

The ENG 100 OER weekly learning modules and Laulima course sites are available as templates for instructors to copy as their own and edit to adapt them to better fit their teaching styles.

Learning Modules Site (Google Sites)

How to copy the "ENG 100 OER Template" Google Site

1. Go to https://sites.google.com/a/hawaii.edu/ and log in with your UH username and password if you're not already logged in.
2. Go to https://sites.google.com/a/hawaii.edu/lee-oer-eng100/ and you should see a bar across the top. Click "Use this template".

> This site is in the Template Gallery. Any changes you make will be visible to all users. Use this template
>
> Week 1 - Introduction Updated Apr 16, 2015, 5:08 PM

3. Name your Site: _____
   a. When naming the site, it should be named, lee-coursealpha#-uhusername. For instance, **lee-bus101-jdoe**. You only need to create one course site which you will edit to change for the next semester. If you are making multiple sites of the same course, append another description like, semester, after the course #. For instance, **lee-bus101-fa14-jdoe**.
   b. Your site will be located at this URL: https://sites.google.com/a/hawaii.edu/_____. This should auto-fill to what you entered in the sub-step above. Double-check to make sure it is correct. E.g. **lee-bus101-jdoe**
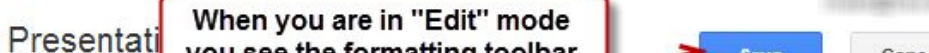
    c. Do not click on **Select a theme**. Leave it as the default. The design of the site will be changed later.

    d. Click on **More options** and in the "Site description box," type the course alpha, #, and title - Instructor's first and last name. For instance, **BUS 101 Business Computer Systems - Jane Doe**

4. Click on the orange **CREATE** button near the top to create the site.

5. Once the site is created, it will take you to the first page in Edit mode. Feel free to type your content and don't forget to click the **Save** button in the top-right corner to save your changes.

To get back to Edit mode, click the pencil button in the top-right corner.
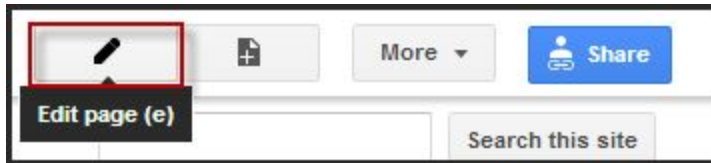
1. Change this setting to "Anyone with link" by clicking on the blue **Share** button in the top-right corner.
2. Where it says "Who has access" click on "Change" and select "Anyone with link". Then click the green **Save** button.
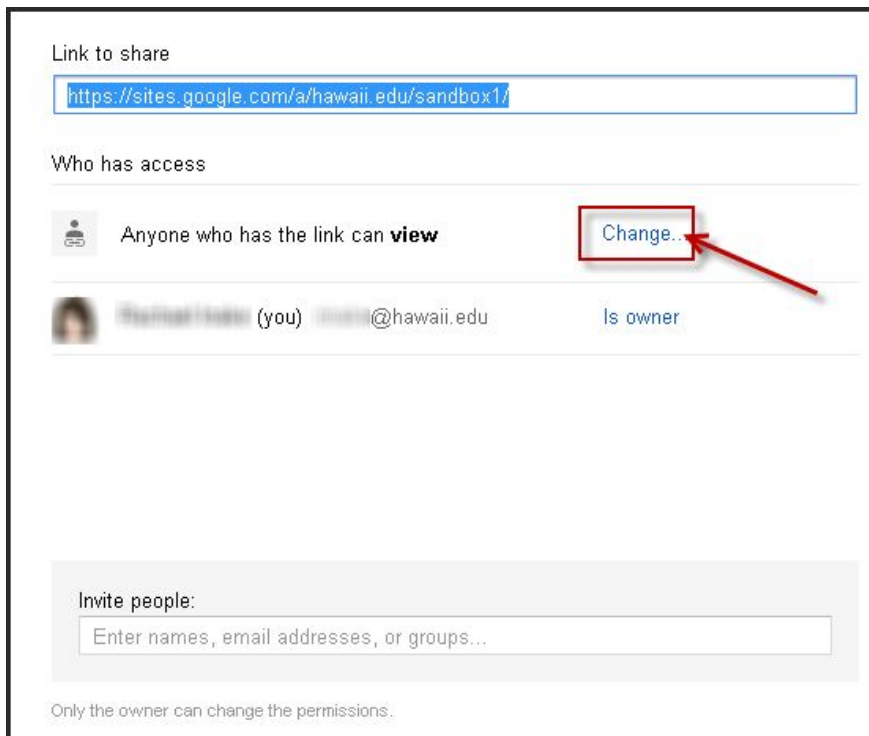
3. If you are working with one us Educational Technologists, we recommend sharing the site with one of us so someone can access and help you with your Google Site. To do this, while you are still in the sharing settings, type the UH email address of the person you wish to add. Change the permissions to "Is owner". Optional: Choose to send them a notification email that you are adding him/her and/or a message. Click **Share & save**.

Security and Access Settings

These settings can be configured by clicking on the gear settings button at the top-right corner of your Google Site and click on "Manage Site".

1. In "Manage Site", click on the **General** link in the left menu. Scroll to the bottom where it says, "Mobile" checkmark, "Automatically adjust site to mobile phones".
2. Below the "Mobile" section where it says, "Security" and checkmark "Allow embedding on other sites". **This will make it possible for your Google Site to appear in Laulima if you choose to embed it.**

4. Below the "Security" section is "Access Settings". Change both options to "Collaborators only".

5. When you're done with configuring the settings in the "General" tab, click the **Save** button at the top.

Edit a Google Site

Now that you created your own copy of the Google Site, you can edit/modify it as you wish. Just remember to keep the attributions at the bottom in mind.

To begin editing, go to the page you want to edit and click on the pencil button at the top-right corner. Use the formatting toolbar across the top, as desired.

Edit Google Slides Presentations

1. If you want to change an embedded Google Slides presentation, click on the "Google Slides" logo in the bottom right corner of the embedded Google Slides presentation to view it in a new window.

2. Being that you're logged into your hawaii.edu account, you'll be able to click on File > Make a copy and that will make an editable copy of the presentation where you can then edit as desired.
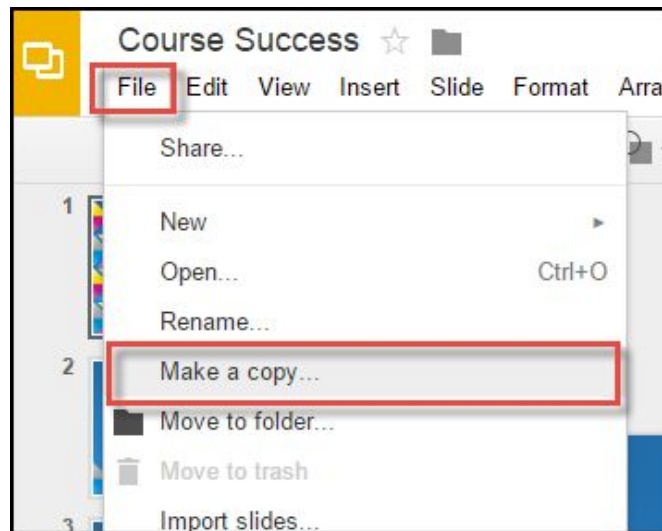
3. When you're done, click on the blue **Share** button and click on the "Advanced" link at the bottom right corner of the pop-up window. Then click on **Change** to change the sharing to "Anyone with link can view". And **Save**.
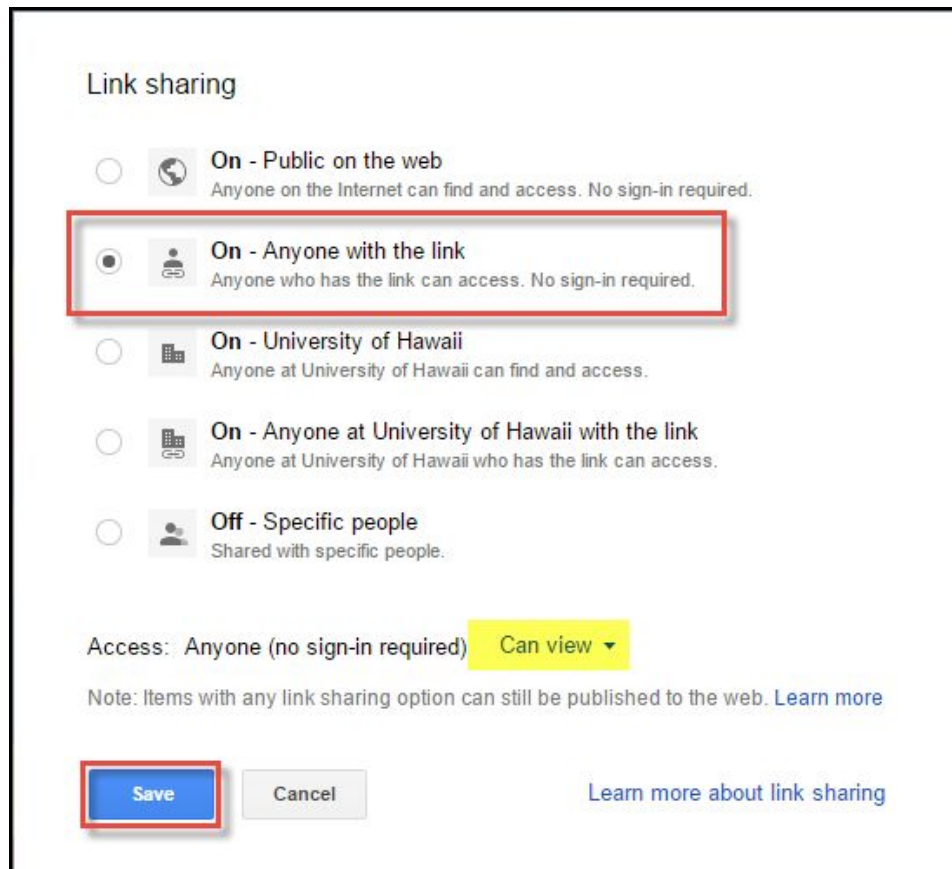
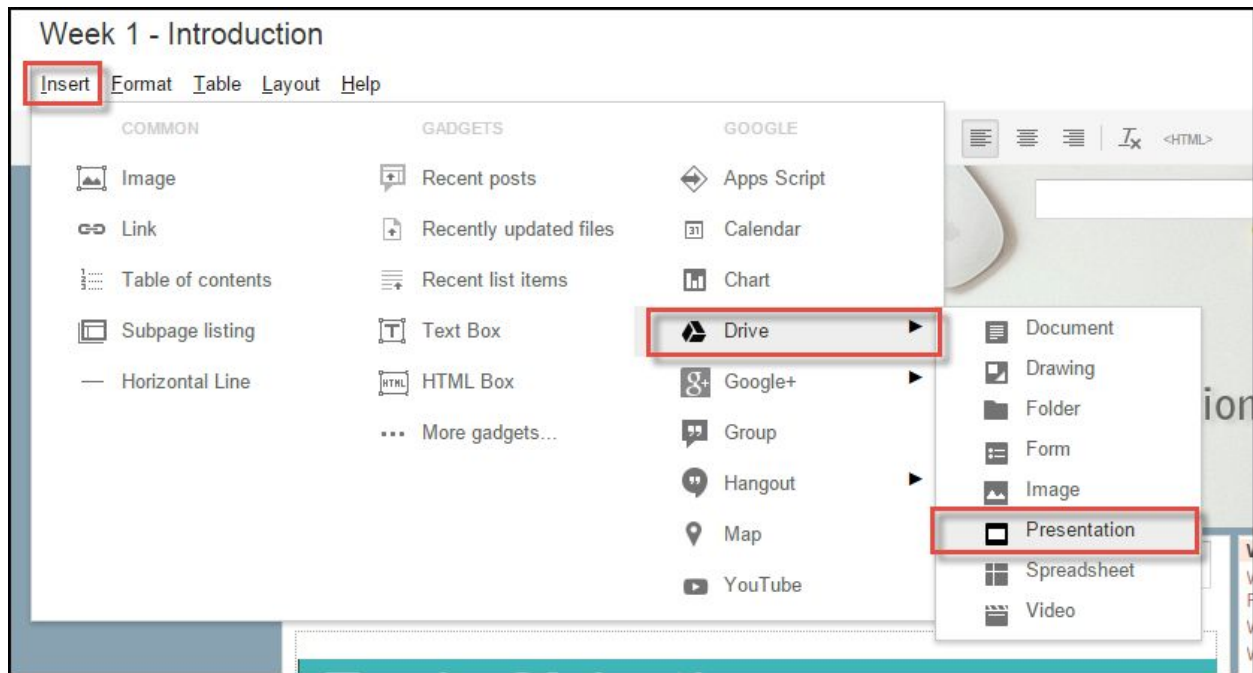4. To embed it on your Google Site, in edit mode of that page, delete the existing one. With your cursor where you want to embed it, click on the **Insert** menu > Drive > Presentation.

5. Click to select your Google Slides presentation and click the blue **Select** button to insert/embed the presentation on your page.

(Optional) Create a Course Calendar Using Google Calendar

A Google Calendar is a great tool to create and share a course calendar with your students.
1. Create a course calendar using Google Calendar by following these instructions.
2. If you add students' hawaii.edu addresses to the calendar to share it with them, they can configure notifications on their smartphones by using the Android or iOS Google Calendar app or syncing the Google Calendar to their smartphone's native calendar app which can be configured to send notifications. Notification setup instructions.

Laulima Course Site

How to copy the "LEE ENG-100 OER" Laulima course site

(Note: This guide is linked in the "LEE ENG-100 OER" Laulima course site.)
1. To start, you'll need to have your own ENG 100 Laulima course site before copying the template site.
2. Log into your ENG 100 Laulima course site and add and remove tools so that you are left with the following below. This is so you can copy the Laulima template site's contents to your own. (Note: The "Home" and "Site Info" tools are already added. The "Web

Content" tool for "Calendar" and "Learning Modules" will be available for importing without adding it at this point.) To add or remove tools, go into your Laulima course site > Site Info > Edit Tools. Checkmark to add a tool and un-checkmark to remove a tool. Click **Continue** and click **Finish**.

> Home
> Assignments
> Assignments, Tests and Surveys (This is renamed to "Quizzes & Exam" in the Laulima template site.)
> Announcements
> Forums
> Gradebook
> Messages or Mailtool (Choose one or the other)
> Statistics (Optional - to track activity on your Laulima course site)
> Resources
> Syllabus

Note: Don't worry about the order or the name of the tools at this point. You'll change it in a later step.

3. Contact the EMC to gain access to the "LEE ENG-100 OER" Laulima course site.
4. Once you've been added as an "Instructor" to the Laulima course site, go into <u>your</u> ENG 100 Laulima course site > Site Info > Import from Site.
   a. If your ENG 100 Laulima site is new, click on "I would like to replace my data". Or if you have things in there that you don't want replaced, click on "I would like to merge my data".
   b. Select the "LEE ENG-100 OER" Laulima site and click **Continue**.
   c. Checkmark the following tools. (Note: The "Home" and "Messages" or "Mailtool" don't need to be checked because those can't be imported.)

   > Announcements
   > Assignments
   > Assignments, Tests and Surveys
   > Forums
   > Gradebook
   > Syllabus
   > Web Content

5. Still in Site Info, click on **Page Order** in the menu bar across the top in Site Info.
   a. Click and drag the tools listed to re-arrange the tools in the order you desire. The order in the Laulima template site is as follows:

   > Home
   > Announcements
   > Syllabus
   > Calendar
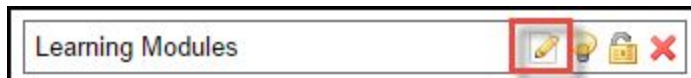   > Learning Modules
   > Messages or Mailtool
   > Forums

Assignments, Tests and Surveys
Assignments
Gradebook
Resources
Statistics
Site Info
Help

b. In Page Order, click the lightbulb icon off for the "Statistics" tool to hide it from students. (The "Site Info" tool should, by default, have the lightbulb turned off.)

c. Optional: Click on the paper icon next to the "Assignments, Tests and Surveys" tool to rename it to "Quizzes & Exam". (I did this so students wouldn't be get this tool confused with the "Assignments" tool.)


Edit links

Now that the Laulima contents are copied over, you'll need to update the "Learning Modules" and "Calendar" tools with your own links.

Learning Modules

1. Open a new tab in your Internet browser and go to https://sites.google.com/a/hawaii.edu. Right-click and copy the link of your learning modules Google Site.
2. Once that main URL is copied, go to your Laulima course site.
3. Click on the "Learning Modules" tool in the left menu.
4. Click on the **Edit** icon.
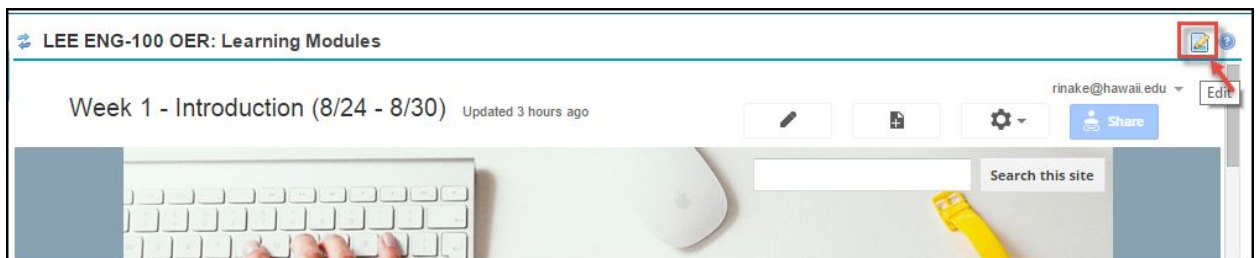
5. Delete the link currently in there (which is the ENG 100 OER template site). Paste in your Google Site's link in the URL box.
6. Click **Update Options**.
7. Now you should see your learning modules Google Site.

Calendar

1. Creating a course calendar in Google Calendar is optional. You must have created the Google Calendar (as instructed above) before you can proceed. If you aren't using a Google Calendar, you can skip this.
2. Click on your Laulima course site's **Resources** tool in the left menu. You will see your HTML file that you put in here when you created your Google Calendar and added it to your Laulima course site. Right-click the link and copy it.
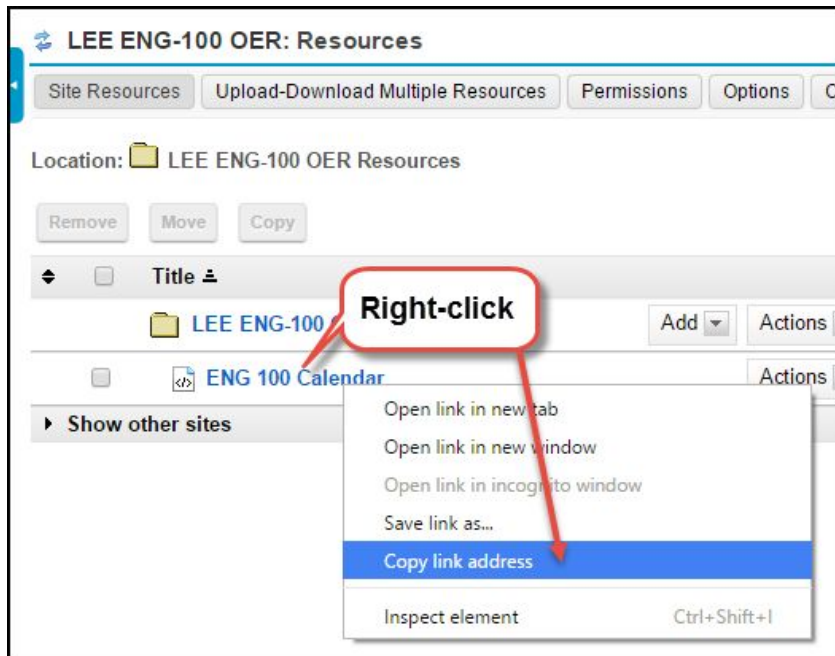
3. With the link copied, click on the **Calendar** tool in the left menu of your Laulima course site. You will see the ENG 100 OER Laulima course site's Google Calendar there.
4. Click the **Edit** icon so you can change this to show your Google Calendar.
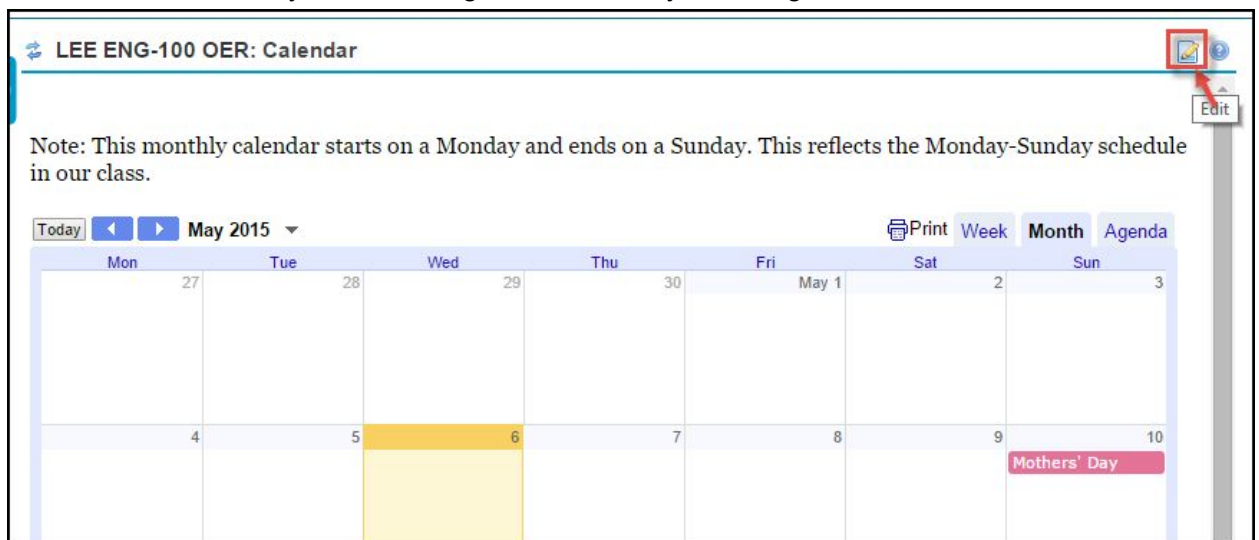
5. Delete the link that's currently in the URL box and paste the link you just copied of your Google Calendar HTML page file from Laulima Resources.
6. Click **Update Options**. Now it should display your Google Calendar.

Edit the other Laulima tools

Go into your other Laulima tools to edit or set them up since they've been copied from the ENG 100 OER Laulima site. More help about using Laulima can be found by clicking **Help** in the left menu or visiting the EMC's Laulima blog: http://blogs.leeward.hawaii.edu/laulima/.