Course Syllabus
Welcome to ENG 6813
Spring 2017

Take some time to read the <u>welcome to the course and an introduction to your professor</u>!

This course will allow you to explore theoretical perspectives and pedagogical approaches related to teaching Texts and Technology online. **This is not a course about design tools,** though we may discuss tools and technologies at times. Rather, we will focus on principles, research methods, theories and practices that allow scholars to investigate the impact of online pedagogy in academic disciplines related to texts and technology.

Class Meetings
This class is fully online and will not meet face-to-face during the semester. However, you should plan to access the online interface of the course through Webcourses on a a regular basis. Staying active in the course is necessary in order to be successful in the course.

Instructor Information
Instructor: Dr. Natasha N. Jones
Office location: CNH Room 307F
Email address: Please contact me via the email feature on Webcourses. For informational purposes: natasha.jones@ucf.edu
Office hours: Tuesdays and Thursdays from 8am until 10am and Wednesdays from 8am until 9am.

I am physically in my office during office hours. However, please feel free to contact me if you would like to Skype or Chat during my office hours, rather than visit me in person. I am also available by appointment when given at least 48 hour notice. In addition, please keep in mind that at times office hours might be canceled due to departmental meetings, unforeseen circumstances, or other administrative duties. I will always make an announcement if office hours must be canceled.

Note about Financial Aid
UCF requires your engagement in Webcourses within the first week of classes. Your engagement and participation in the course can impact your financial aid disbursement. In order to meet this requirement, faculty assign an activity or assignment due during the first week of classes. To meet this requirement, complete your <u>the syllabus quiz</u> by Thursday, January 12th at 11:59pm. Make sure you post by the deadline so as not to impact your financial aid.

Course Texts
We will be using a variety of texts (broadly defined) in this course. Texts can include

articles, books, videos, blogs, and websites. Be sure that you pay close attention to the text that we will use on a given day. Many of the course texts will be PDFs that I will upload to this interface. In regard to textbooks, you will need to purchase the following books:

- Cargile Cook, K., & Grant-Davie, K. (Eds.). (2013). *Online Education 2.0 (Links to an external site.)*. Amityville, NY: Baywood. ISBN 978-0-89503-806-7.
- Lehman, R. M., & Conceicao, S. C. O. (Eds.). (2014). *Motivating and retaining online students: Research-based strategies that work (Links to an external site.)*. San Francisco, CA: Jossey-Bass. ISBN 978-1-118-53170-9.
- Lutkewitte, C. (Ed.). (2012). Web 2.0 applications for composition classrooms (Links to an external site.). Southlake, TX: Fountainhead Press. ISBN 978-1-59871-312-1.
- Warnock, S. (2009). Teaching writing online: How & why (Links to an external site.). Urbana, IL: National Council of Teachers of English. ISBN 978-0-8141-5253-9.

Other readings will be included as PDF files or links to library resources here in Webcourses. If you have trouble opening PDF files, download Adobe Reader (Links to an external site.) for free.

You must be able to access the Webcourses interface on a regular basis. Technology failure or lack of access to technology will not be an excuse for incomplete work or inactivity.

Student Expectations
I am keenly aware that sometimes student and professor expectations don't align. To that end, I try to be as transparent as possible regarding what students can expect from my courses. Most importantly, I have designed this particular course to be as student centered as possible. As such, I have made deliberate choices about how this course is constructed. Here are a few things to consider and expect:

- Students can expect to submit assignments in an electronic format. This cuts down on costs and helps save our planet!
- Students can expect for me to communicate with them on a weekly basis through the **Webcourses Announcements feature**. Please be sure to set your notifications for when you receive announcements or be sure to check your announcements on a weekly basis. You are responsible for information disseminated through the announcements feature.
- Students can expect to contribute to the trajectory of the course. This will include student peer review of work and also sharing of some course assignments, activities, and reading materials.
- Students can expect to be able to share their interests (as relevant to course material) with the class through discussion posts. This helps me to understand how students are connecting what they do inside of the class to what they do outside of the class. Learning happens in both environments.

- Students can expect for me to help them think through ways that the work we will complete in this course can tie into their larger research interests.

This student-centered approach is meant to allow each student a voice in the course. However, it is important to read the respect policy for the course (below in this document).

Course Modules

Our semester is broken down into sixteen modules, one for each week of class. Each module will begin at 12:01 am Eastern Standard Time (EST) on Monday and will end at 11:59 pm EST on the following Sunday.

For example, Module 1 will begin on January 9, 2017. All materials in Module 1 are due by 11:59 pm Eastern Standard Time Sunday, January 15, 2017. The next module, Module 2, will begin at 12:01 am Eastern Standard Time on Monday, January 16, 2017.

If you do want to read ahead to keep up with class, I have a listing of the readings and the Module they're due here.

IMPORTANT NOTE: I will make all modules available at the beginning of the semester. However, you can expect the modules to change based on the trajectory of our course. The general themes will stay the same, but I may add articles or texts of interest. In addition, texts that require me to scan and upload a PDF may not be immediately available. However, by viewing the course modules you should have a clear idea of how the course will progress.

Course Objectives

By the end of the semester, you should be able to:

- become reflectively aware of your current attitudes, knowledge, expertise, and values as an online learner and teacher
- have learned about major theories and pedagogies that guide online instruction and course design
- have learned to apply your knowledge to research and online course design projects
- demonstrate engagement and professionalism by actively and constructively participating in this course's learning community
- participate in digital technologies suitable for teaching online by composing in various technologies
- consider the pedagogical implications of digital and mobile technologies for teaching online

Student Accommodations

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating

learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk well in advance and prior to the need for any modifications.

Contacting Your Instructor

I enjoy interacting with my students and welcome you to contact me. I strive to make contacting me easy. This often allows me to be more efficient and effective in my responses to you. I am most easy to via the course's webmail tool. For the quickest responses, contact me Monday through Friday between the hours of 9am and 9pm. I can usually return emails quickly. However, please give me at least 24 hours to reply. In addition, emails sent after 9pm, on weekends, or on holidays will often receive a slower reply. In addition, if you contact me about an assignment less than 24 hours before it is due, please know that I may not be able to address your concern.

It is also important to adhere to proper email conventions when contacting me (or others). Here are some important tips to follow when sending an email to me:

- Always include an informative subject line (must include the course number-- ENG 6813-- if you contact me outside of Webcourses).
- Include a proper and respectful salutation. I prefer to be addressed as Professor Jones or Dr. Jones.
- Keep it short. If your email requires a long explanation, set up a meeting with me instead.
- Alert me to any attachments included in your email. "Please see attached Word document" usually works well.
- Proofread and check your spelling.
- Include your name/signature at the end of your email.

 It is your responsibility to check webmail or your student email account on a regular basis!

Respect and Diversity Policy

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. Disrespect will not be tolerated.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - http://www.eeo.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office - http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office - http://www.ombuds.ucf.edu

Major Course Assignments

You will have four major assignments in this course. Please take a moment now to review the assignments overview module. **Each detailed assignment description appears in the module in which the assignment is due!** This means that you should plan ahead. Use the assignment overview module to schedule out when you should start on each assignment. Don't wait until the module in which the assignment is due to begin work.

Most of the major assignments are due toward the end of the course. This is because you will be working on smaller pieces of the assignment throughout the course. Your final assignment, an online module which you design, will include concepts and ideas that you have developed in the preceding assignments. Each time you complete a major assignment or smaller course activity, think about how the assignment or activity will enable you to be successful in your online module design.

All four of these major assignments are due on designated Sundays through the semester at 11:59pm. In addition to these four major assignments, you will also be graded on your engagement and participation in the course via course discussions. Review the criteria for successful course discussions on the Tips for Online Course Success page. You will have work to complete for each discussion post on Thursdays and Sundays of each week.

Your major assignments are worth 50% of your grade and your discussion posts are worth 30% of your grade. The other 20% of your grade is based on your completion and performance on smaller course activities.

Classes Begin:	Monday, January 9, 2017
Drop/Swap Deadline:	Thursday, January 12, 2017 11:59 pm
Martin Luther King Jr. Day (No Classes):	Monday, January 16, 2017
Spring Break (No Classes):	Mon., Mar. 13-Sat., Mar. 18, 2017
Withdrawal Deadline:	Wednesday, March 22, 2017 11:59 pm
Classes End:	Monday April 24, 2017

Late or Missed Work

Late work makes me grumpy. If you contact me about submitting an assignment late, I will try not to give you a sarcastic reply (no guarantees). As a rule, I do not accept late assignments. Late submissions complicate my schedule.

For this class, and for major assignments, if you submit an assignment within an hour of its due time, I will not count it as late. After an hour past deadline, you automatically lose 10 points. After 24 hours past deadline, you lose 20 points. **At 48 hours past deadline, you receive a zero for the assignment.** It is important that you submit your assignments via Webcourses because the system automatically time stamps your submissions. If you submit an assignment to me in hardcopy or via email, I will not accept it.

Absolutely no discussion posts are accepted late. If posts are not submitted on time, there is no grace period and you will receive a zero for the post.

Course Readings

Here is a course reading list. Please take time to familiarize yourself with the course readings. This course requires critical engagement with academic texts. The texts are often dense and sometimes difficult. However, as graduate students, it is important to familiarize yourself with the genres, conversations, and conventions in our discipline. You may find it helpful to review the reference pages of the articles we read. For more insight and background, you may sometimes find it necessary to read and review other scholarly articles mentioned in the references of an assigned work. I call this "going down the rabbit hole" and it is a necessary skill that academics learn. Following the research trail can provide much need context for how and why an author makes a particular argument.

You will have readings to complete EVERY week. We will read A LOT. Usually, we will read about 3 to 4 full-length (about 25-30 pages) academic articles a week. This means you will be reading about 75 to 100 pages each week. Pace yourself for the reading in the course so that you are not overwhelmed. For each class, I will note which readings you should have read. This class is based in discussion, so be prepared to discuss the readings in a critical manner in our course discussion posts.

Writing in ENG 6813

You will write quite bit for this class. However, I may not see a great deal of your

writing. I have found that writing notes, reflections about readings, and creating written ways for organizing theoretical perspectives are helpful practices at the graduate level. Most of this writing will be done individually or with your peers.

Writing that you complete for assignments should demonstrate graduate level critical thinking. Strive for clear and concise explanations of your ideas, original and critical thinking, and specific references to the texts under consideration. Discussions and academic papers should be written in a scholarly manner—clear, formal, academic, sophisticated, and technically correct.

We will use APA (American Psychological Association) format for all work in this class. Please have an updated copy of an APA handbook (make sure it references the 6th edition) or rely on the [Purdue Online Writing Lab (Links to an external site.)](#) to format your work.

Plagiarism

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "**whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.**"

Grades

It usually takes me about two full class weeks to grade assignments. Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of [Webcourses@UCF](#). Also, keep in mind that due to constraints of the Webcourses interface, your final, reported grade may be different from your final grade on Webcourses. If you are unsure about your grade or have questions, please feel free to contact me.

Final Grade	Percentage of Total Points
A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 59%

Even though the grades listed above are on a standard academic grade scale, it is important to note that as a graduate student your are held to a higher standard. Typically:

- "A" work demonstrates a high level of engagement with the subject matter, critical thought for the issues and concepts that are relevant to the field of study,

and a significant contribution to scholarly conversations in graduate scholarship in research and pedagogy.

- Work that earns a B, meets expectations but can use some revision in order to increase the rigor of the work (think of it like a revise and resubmit for an article). This is often the category in which academics (graduate students and seasoned scholars most often fall because most can always improve). Work that earns a B is a solid start and represents critical thought and engagement and promising potential to make a significant contribution to scholarly conversations.
- Work that earns a C is passing, but not rigorous or needs significant revision (think of it as a rejection by an academic journal). Usually, the ideas need more critical thought, more research on literature surrounding the subject matter needs to be conducted, and other aspects (like organization and style) need to be addressed.
- Work that earns below a C is seriously deficient and not representative of graduate level work. If you earn below a C, please come and speak with me IMMEDIATELY!

Technical Difficulties

If you have technical issues with Webcourses, you can start by asking a classmate through the Technical Issues Discussion board. For complicated technical issues, contact Online@UCF Support Student line at (407) 823-0407 or submit a question via http://learn.ucf.edu/support/get-help. There are as well many self help online course resources on the Learning Online Website. As a last resort for technical issues, email me (Prof. Natasha Jones) through "People" tab at the left or at natasha.jones@ucf.edu