Asynchronous Writing Instruction

Prepared by: The Summer FYW Team

This document is meant to aid instructors preparing for remote writing instruction

All advice or comments are welcome. Please submit to pag25521@uga.edu

Section Breakdown (use ctrl-f to jump to the section)

General Tips

Layout and Organization for eLC Content

Examples of Individual Module Web Pages, or "Files"

**Discussions and Student Participation**

Emma

Office Hours and Student Contact

Helping Students in Need

Sample Welcome Letter

General Tips

- Before the course begins, preface with explanatory "Welcome Letter" (example at end)
- This letter should tell students how to access the eLC course on day one.
- Include a "welcome module" at the beginning of the course. This module should provide course information (syllabus, writing center, schedule, portfolio info) but more importantly should teach students how to progress through the online material and access *Emma*
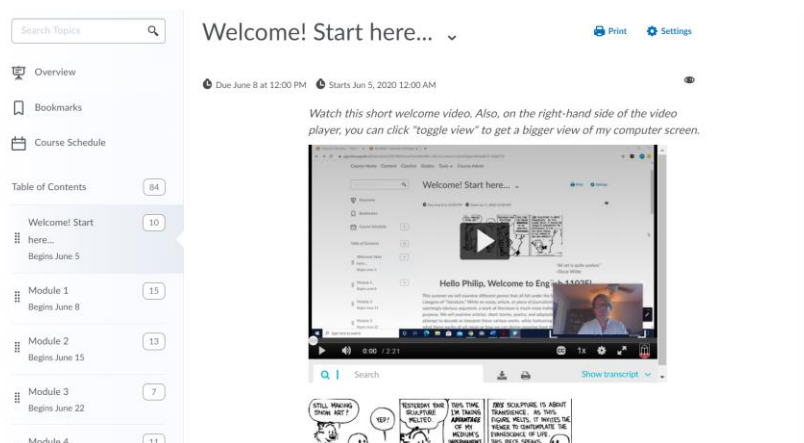
Philip: I started my Welcome Module with a short screen-cast video that showed students how to access and progress through my eLC content.

- Redundancy is important in remote instruction: repetition of assignment and activity instructions (I.e. if it's in your lecture video also post as announcement, also in eLC files and discussions)
- Shoot for clarity and accessibility: online readings, chunked materials and activities, considerations for low student bandwidth
- Students will check eLC at the beginning of the week but may not log in every day. Try to have each week fully planned out from the beginning
- Have a goal for each reading/activity: loose discussions are possible, but difficult online
-
- Crowd-source and share materials with the cohort

Layout and Organization for eLC Content

This is not a step-by-step tutorial on course creation, but rather some general tips. The best way to get the jump on course creation is to contact Frankline OIT HelpDesk and ask for a "sandbox" copy of one of our summer 1101/1102 courses.

If you obtain a copy of a previous course, you can copy/paste/remix your own materials into it rather than starting from scratch.

Weekly Breakdown

- 1 Week= 1 Module

- Try to mix routine and variation: "input" activities (readings, discussions, generative activities) followed by "output" (drafts, peer review, conference)

Module Layout Example:

- Dates at the top, followed by module overview and a checklist with "interior" deadlines

Search Topics

Overview

Bookmarks

Course Schedule

Table of Contents 84

Welcome! Start here...
Begins June 5 — 10

Module 1
Begins June 8 — 15

Module 2
Begins June 15 — 13

Module 3
Begins June 22 — 7

Module 1

Print   Settings

Due June 14 at 11:59 PM   Starts Jun 8, 2020 12:00 AM

This week we're going to go over some class admin, and begin reading. This will be one of our more "reading heavy" weeks this summer. The point is not to overwhelm you. Read, skim, process and be selective: try to pursue what interests you the most in all of this.

Please note that the next few modules contain outlines of our class activities, but are still subject to change as we progress through the class.

Checklist by Monday at 11:59 PM

- Post a 150 word Biography to Emma. Include a Picture.
- Read the NPR article, "For Many College Students, Hunger 'Makes it Hard to Focus'."
- Complete the Plagiarism Tutorial

Checklist by Wednesday at 11:59 PM

- Create a peer review for someone else's biography. Use a markup tag, insert a note, and ask them a couple of questions using some End Notes.
- Read the Article "Pokemon Go in Everything That Is Wrong the Late Capitalism."
- Post in the "Pokemon" discussion section and respond to two other students' posts.

- The first thing your students see when they click on the module is a list of their weekly activities and assignments. More in-depth information follows this overview.

Philip: credit to S. Iyengar and A. Forrester for layout

Begins June 22

Module 4
Begins June 29 — 11

Module 5
Begins July 6 — 5

Module 6
Begins July 13 — 10

Module 7
Begins July 20 — 7

Module 8
Begins July 27 — 6

Add a module...

I kid you not, I just walked into someone's backyard so I could claim this Gym on Pokemon GO! 😂

Checklist by Friday at 11:59 PM

- Read Aimee Bender's short story "The Rememberer."

This story is...very short. Read it more than once!

- Look up: Hyperbole, Simile, Metaphor, Allegory
- Discuss Bender's story. Do any of these terms apply?

Checklist by Sunday at 11:59 PM

- Read Oscar Wilde's preface to The Picture of Dorian Gray
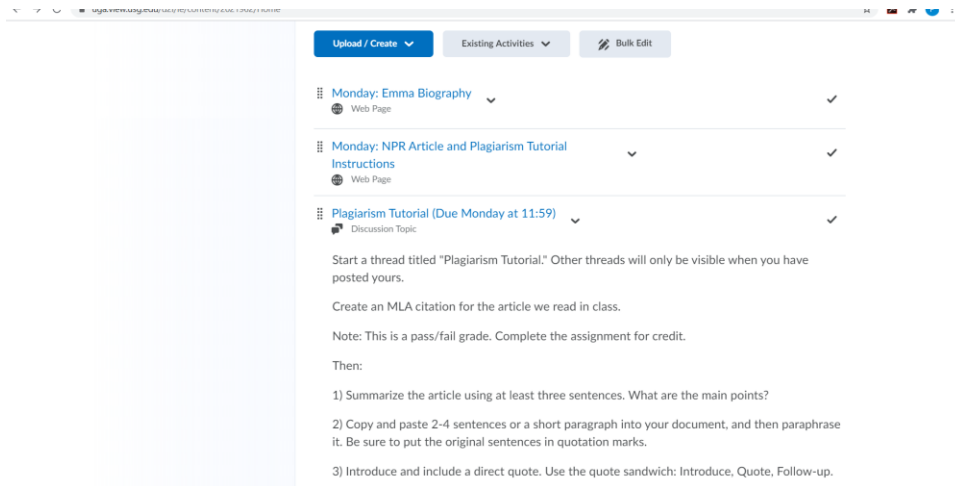
- Beneath the checklist/agenda, eLC **files**, **links**, and **discussions** are arranged in order.
- Dates and Instructions are visible, and each file contains specific information on activities.
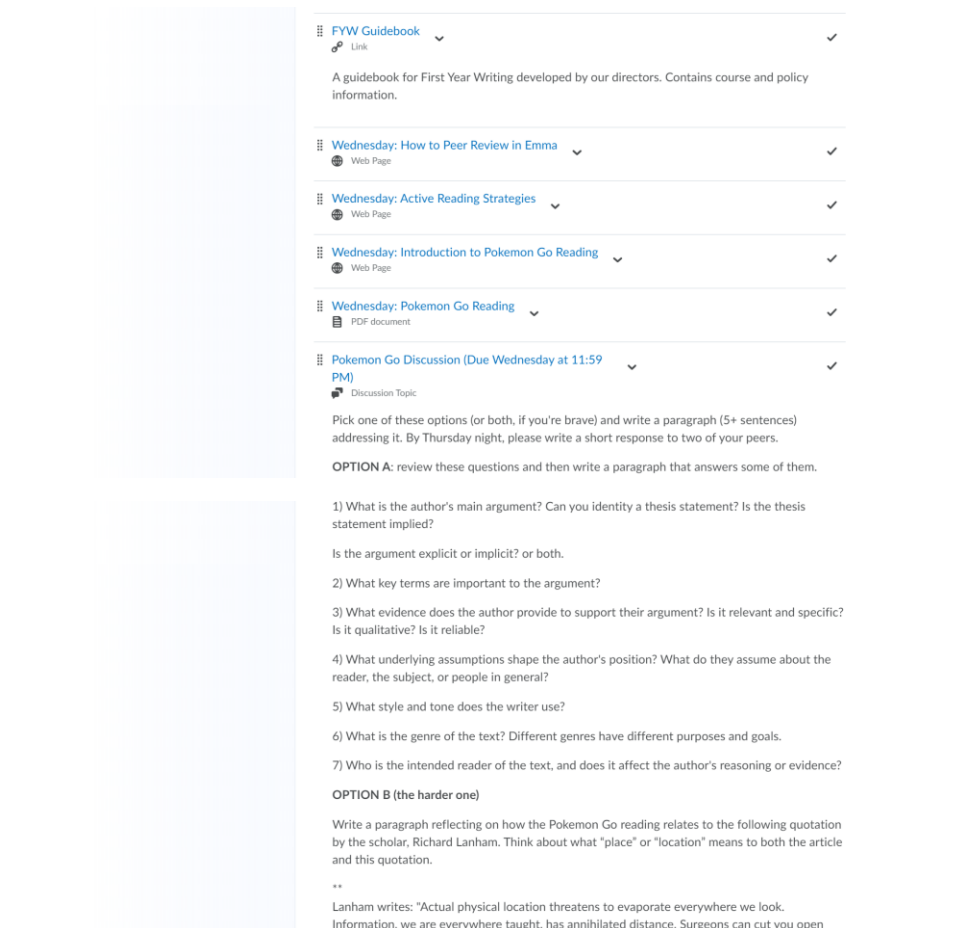
- Notice the list includes "Web Pages," PDFs," "Links," and "Discussion Topics."
- Students click on these individual files to access instructions and content

Examples of Individual Module Web Pages, or "Files"

Use files to provide additional information on assignments, readings, activities, etc.

1) Generic Handout

- The bullet-point version of what you would have said in class
- Chunk these pages out: a full lesson on intros, topic sentences, and conclusions might be best served by individual "pages" for each topic rather than a longform single topic

Philip: My designs are bland. Use eLC to develop your own templates, which you can then apply to each file

2) Instructional Video Embedded in Web Page

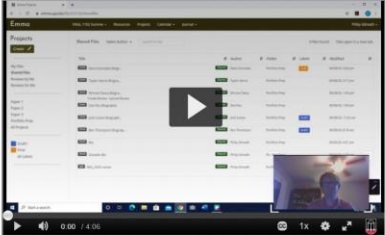Recorded using Kaltura Capture (add captions using the "my media" tab)

- Kaltura Capture will record both your screen and embedded computer camera
- Students can choose to minimize/maximize either view
- Try to keep these brief when possible.

Typical student attention span for videos is 10-15 minutes

Think of conference presentations and TEdtalks, which last 18 minutes max

Screen/web fatigue is def an issue

Katie: I ended up having a really positive experience with the Kaltura video recorder. This lets you record any combination of your screen, your voice, and your face that you want. I usually did my screen and my voice. My strong recommendation is to write a script in advance and more or less stick to it. I would not do this for IRL teaching, but sitting at your computer is a completely different feeling, and it's very easy to forget everything you want to say. Plus, with a script written in advance, you have a built-in video transcript for students who may deal with hearing issues. I was dreading the labor going into doing video recording, which is why I didn't rely on it much this summer, but it ended up taking less time than I anticipated; for subjects I knew well, a 10-15 minute video was about an hour of work.

3) Scanned Readings

Use *Adobe Pro* to create accessible, searchable PDFs from your personal scans.
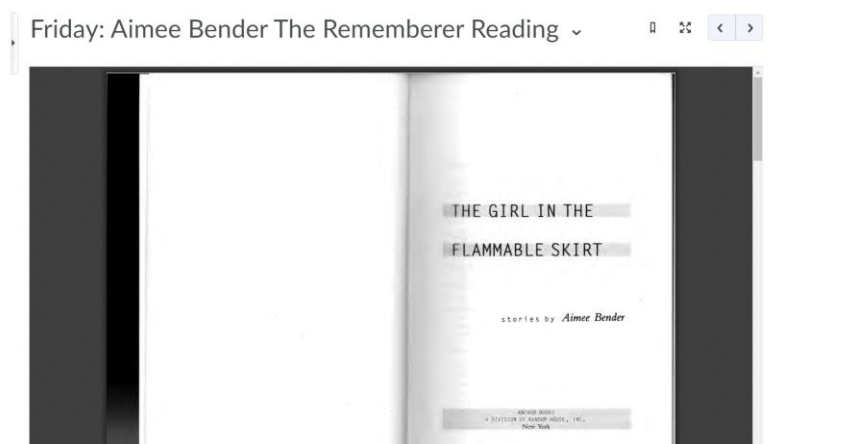
- Shoot for shorter readings when possible: if students get sick or have to miss several days, they won't catch up on several hundred pages of reading.
- Scanning and Editing PDFs can be time-consuming. When possible, use readings you can find online, or are available electronically from the library.

Katie: Now is the time to teach readings you know well. With the greater labor input of online teaching, you don't want to be a chapter ahead of your students. I taught Frankenstein this summer for this reason. Also, with students having to potentially spend extra money on medical care, PPE, breaking their housing contracts, whatever, this is a great semester to rely heavily on online readings and ask them to buy very little.

4) Links

Outsource when possible. UGA also has access to numerous eBook collections. Part of your instruction can include teaching students how to navigate and cite these resources.

Writing Center: [UGA Writing Center](#)

Purdue Owl MLA Guide: [Purdue Owl MLA Guide](#)

Flowers of Rhetoric: [Flowers of Rhetoric List of Figures and Examples](#)

Whitman in Memes: [Walt Whitman in Memes](#)

Lol my thesis: [lol my thesis](#)

Discussions and Student Participation

Create discussions in eLC using "Tools" "Discussions," but link the discussions into your weekly modules using the "Existing Activities" tool-bar.

Peer 2 Peer Discussion Formats

1) Students Start their own thread responding to a prompt, respond to other student threads
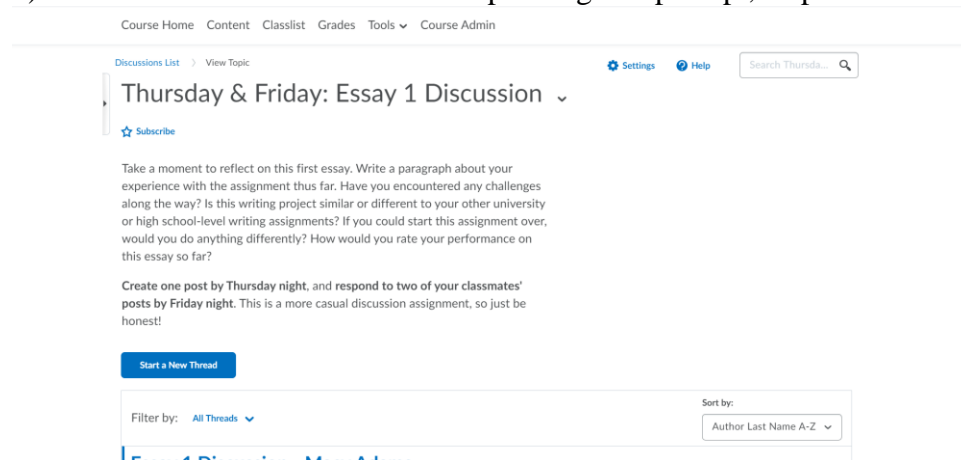
- You may need to assign a set number of "responses" to get students to read and post on each other's threads
- It is also possible to assign a couple of discussion "moderators" among your students to ask follow-up questions and keep the discussion moving.

2) Instructor starts one or more threads and students post their responses in these threads (all responses flow together)

Thursday: Using Quotations ⌄

☆ Subscribe

Look at "Notes on Quotes" and then complete this activity. You're going to take one of the following quotes and put it into a quote sandwich based on the examples I have provided in "Notes on Quotes." Feel free to do all three!

1. From "Pokemon Go is..."

"If you were looking to have fun with some friends 50 years ago, you might have gone to a bowling alley. Maybe you would have hung out at a diner or gone to the movies" (Lee 426).

2. From "Labyrinth"

"It is not accurate to say that the father wanted to live in the labyrinth. But it is fair to say that, owing to many factors, the labyrinth was where he was the most comfortable" (Currie 132).

3. From "The Rememberer"

"I review my memories and make sure they're still intact because if he's not here, then it is my job to remember" (Bender 6).

Post your answer as a response to one of the three threads below.

3) Discussions Using Hyperlinks and Web Resources

Make use of the format!

Friday: Opening Moves With Music Reviews ⌄

📍 Includes assessment.

☆ Subscribe

Think about the types of opener I mentioned in "Opening Moves." We have the "jump in" approach, in which the writer begins with textual evidence or an example before backing up and providing a general intro. We also have the "provocative" opening in which the writer makes a short statement designed to capture a reader's attention.

Navigate to the music review website Pitchfork.com

This site features reviews by professional critics. These reviews have a lot in common with the typical persuasive essay.

Your Assignment

Browse some of the reviews on this website, and pick one that you think opens in an interesting (or alternately ineffective way).

Link it into this discussion, quote the opening sentence, and then explain how this opening move is "functioning" rhetorically. Why did they choose to begin how they did, and how might that help us work on our own introductions?

My Examples

Here's one example: the review for *Superstar* by Caroline Rose begins with a brief "textual" moment. The reviewer "sets the scene" by describing a passage from one of Rose's music videos.

On the other hand, here's the opening line for their review of Drake's *Dark Lane Demo Tapes*: "Drake's house is a gleaming monstrosity..."

This opener is provocative. It is mysterious and stark. My attention is captured.

The review for Talking Heads *Fear of Music* takes a different approach: "*Fear of Music*, the third album by Talking Heads, begins at maximum velocity and minimum warmth."

This is a bit more mundane of an opener, but it frames the ensuing discussion by establishing tension between velocity and warmth.

Is it better to open with textual evidence, with a quick, pithy statement, or with a more contextualizing statement? Can you do all three?

**Rubrics**

▦ Discussion Rubric

[Start a New Thread]

*Philip: I gave up on discussion rubrics after about two weeks in class. You can set them up in eLC and link discussion posts to grade items, but I found a pass/fail grading system with instructor feedback and follow-up questions much more functional.

Michelle: I also found that out of all the assignments, more students seemed to forget/miss this assigment most of all. I made sure to outline these assignments more clearly at the start of the week and offered one or two additional posts as extra credit.

Emma

- **Use Emma for Drafting, Peer Review, and Essay Feedback**
- **ELC has more options for content delivery and discussions**
- **Make your students aware of the Emma FAQ resources (embedding pictures, creating documents)**
- **The easiest way to teach students to use Emma or Peer Review to your specs is to Kaltura Capture a video of you going through the procedure.**
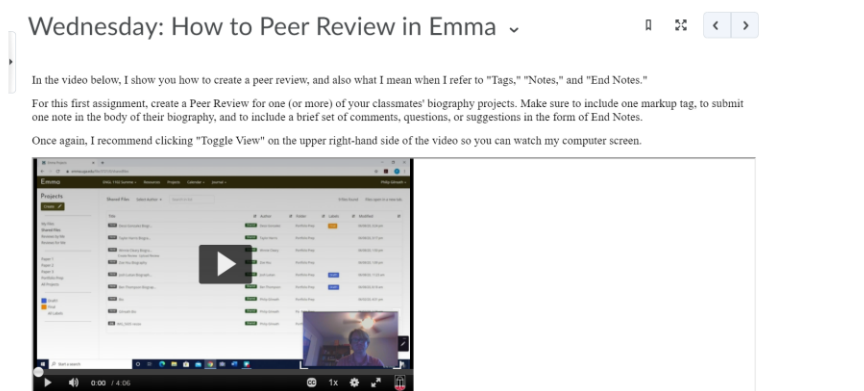
Philip: you cannot embed instructional videos in Emma, but you can publish an instructional video to your class eLC page and link it into Emma.

Office Hours and Student Contact

- It is possible to use a queuing system on *Zoom* if you choose to hold open office hours
- However, *Zoom* appointments by email work better than general/open hours
- encourage students to have at least one Zoom meeting with you, but also promote email communication for smaller issues
- Some students will prefer to communicate via email. Zoom can be both time-consuming and exhausting for you and your students
- Recommend your students establish a GroupMe independent of your instruction, so they can communicate with each other as well.
- Be respectful of how your students want to use Zoom. Some of them are wildly uncomfortable turning their cameras on for whatever reason.
- As awkward as it can be to have your video feed on and be talking to a disembodied voice, remember that this is the way your student feels comfortable coming to you. -

Katie: weird/distracting things will happen in the background of Zoom calls with parents, younger siblings, etc. Just try your best to keep the call going and, if things are getting really out of control, I will usually ask the student if they would like to do another time (but I don't make them.) (I did ask a student to get off a Zoom call once, as they were driving, yikes! So, if something really makes you uncomfortable, ending the call is okay.) -Katie

*Michelle: I had students meet with me twice over the course of the semester for Papers 1 and 2. I had three voluntary Zoom meetings per week, scheduled at a time that worked for the majority of students. *Also! I made sure to contact them at the start of every week with an email, outlining the deadlines/expectations for that week. Some students said it was easy to see it all at once at the start of the week in an email rather than on Emma/eLC.*

Katie: I have done appointment only too, but I've made them have a Zoom conference with me 2 times over the semester. I've also encouraged emailing questions that can be an email with success. Having reflected on how the summer went, I think that appointment only is still the best model. I agree with what Michelle wrote below that email contact on a regular schedule is ideal. I also want to underscore that encouraging students to ask questions over email as much as they can is important.

Helping Students in Need

- **Develop a clear but clear and flexible policy for extensions**

Michelle: When making my schedule initially, I also made an "Alternative Schedule," in which I mapped out for each assignment an acceptable extension deadline so I could more easily and quickly provide a new, extended date for a student in need. - Michelle

Philip: I tell students no late work is accepted unless they arrange for an extension before the due date. I ended up accepting late work anyway in some cases, but the policy made it so most students who saw something coming up would contact me and I knew what to expect and how long they would be MIA. I believe this worked better than the "X points off per day" policy many instructors use.

Katie: I had many students this summer, more than I expected and more, I think, than other people who needed pandemic-related accommodations. I have a feeling that the fall will be a little smoother in this regard (more kids living on campus), but I had multiple students who were working retail, in bad home situations, doing childcare, sick, etc.

I still believe in being as flexible as possible for these students with no questions asked extensions, but for my own sake, I want to be clearer about the latest I will accept assignments and have a better system in place for keeping track of students taking extensions. For example, I had students asking if they could turn in participation assignments from our first unit in during our third unit; by that point, those assignments aren't truly relevant anymore, and the student making them up isn't gaining much by doing them. I want to establish "all unit work due by X day" guidelines for the fall.

- **Make use of UGA Student Care and Outreach**

Katie: Student Care and Outreach is your best starting spot for things you can't handle on your own. Unfortunately, they're swamped right now, so if in a non-emergency situation, you might want to warn your student that it could be a day or so before they hear anything. You also may have to call, not email, to get an answer sooner (I had to.)

- **Students with COVID**

Katie: I had told some students about community COVID test providers this summer if they told me they thought they might have it, but since UGA has tests now, I think all requests of this nature should be referred to University Health Services, unless something changes. UHS has an afterhours phone number, if a student needs it: 855-622-1909.

Philip: Your students won't always let you know when they're sick. An advantage to using eLC for instruction is you can check the "Completion Summary" of your content as well as track the activity of individual students.

Sample Welcome Letter (before class begins)

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Dear ENGL 1102E:

Before I jump in: you can't reply to this email. Please send questions to pag25521@uga.edu

This is Philip Gilreath from the UGA English department. You are currently registered for ENGL 1102E. This course will be 100% delivered online. I'm looking forward to working with you this summer! For those of you who haven't taken an online class before, this course might seem a bit daunting. The good news is: I have had great experiences in the past teaching classes online. The (kind of) bad news is: taking classes online requires some adjustments to your standard study habits.

Please read the following email for a preview for how we'll conduct class. I hope this answers some questions you might have.

Our class will be conducted **asynchronously**. We will not meet in person, and we will not have specific meeting times. Daily class meetings will be replaced by a series of deadlines and scheduled assignments that you will complete on eLC, as well as on the English department's digital interface EMMA. As of now, just plan to log onto our eLC course page on the first day of class, June 5th.

Our only required purchase for the class will be: *Persepolis: Story of a Childhood, Marjane Satrapi* **(Graphic Novel) (ISBN-: 9780375714573)**

You may wish to go ahead and order it. You can probably find used copies online, but please make sure you are in possession of the book by around June 22. The English department FYC Guide is an optional purchase. Anything else listed on the bookstore website **does not apply** to our section.

It is important for the class that you have regular access to the internet and a word processor, as you will be required to meet deadlines throughout each week of the summer term.

This might be the first course you've taken that is completely online. That's totally fine, but be prepared to adjust. **Learning 100% online means that we rely even more than usual upon our assigned books and tools and upon students being self-directed, conscientious, and able to manage their time. Summer writing courses, whether online or not, move quickly and require daily involvement.**

If you're worried about using eLC:

- Use this link to see if your computer is ready for eLC and its tools: Complete System Check for using eLCNew

You will need the following skills in order to keep up with the course:

- Time management to complete 2 hours of work per day, *including weekends and holidays*
- Write between 50-100 words multiple times a week, *including weekends and holidays*

On DATE, you will be able to log into UGA's e-Learning Commons to view your course. You will want to explore the preliminary course information such as the syllabus, schedule, and assignments.

I look forward to seeing you in class online! Please send email me with any questions you might have before we begin.

✳✳✳