

Fall 2020 Teaching Expectations

Course and assignment design. Use learning outcomes to drive course and assignment design (i.e., use backward design). Make sure everything students are asked to do contributes directly to learning outcomes.

Hybrid or f2f design. Design a fully online class and think of the in-person part of it as an enhancement to the core of your coursework.

Interaction. Create opportunities for students to interact meaningfully both with you *and* with each other. Use materials that are not bandwidth-heavy whenever possible.

Predictability. Create a pattern of activities so that students know what to expect, e.g. Zoom session Tuesday, discussion board Thursday. Provide students with a weekly to-do list.

Blackboard design. Design Blackboard sites deliberately and be consistent in organization to help students find items easily.

Blackboard use. Post these documents to Blackboard: syllabus, including semester schedule; assignment prompts; anything previously distributed as a physical handout. To minimize students' uncertainty and anxiety, you should post grades in the Grade Center in a timely fashion.

Assignment cycle. Communicate clearly how each of the course components (e.g., discussions, assignments, projects, exercises) will be assigned, collected, and evaluated.

In-person technology. Be generous in accommodating use of technology in any f2f environment. For example, a student may need to use a laptop, tablet, or phone to view electronic materials during f2f instruction.

Attendance/participation expectations. Use participation in place of any attendance requirements because some students may have reservations about f2f meetings or may be hyper-alert to unwell feelings. If you assess participation, create options that allow for accessibility limitations.

Foundations courses. Design Foundations courses to address the programmatic goals of the courses, including the requirements outlined in the *Instructor's Guide* (pp. 19–23, 15) for number of papers, word counts, and other expectations.

Communication. Create a communication protocol that you can live with and share it with students.

Office hours. Be available to students for synchronous conversations for three hours a week (the equivalent of office hours) and share the information about how to schedule those conversations with the English Office staff as well as with students.

Post-Thanksgiving. Provide intentional and strategic online instruction during the final week of the semester (remote learning).

Final exams. Respect the posted final exam schedule for final exams. However, provide a window of 24-48 hours for completion and include your scheduled exam time within that window.