



Summative Course Review

Part I. Faculty Self-Reflection

Please complete this section and share with your Instructional Designer.

Name: [Faculty Name]

Course Number: ENC 3314

Department: Writing and Rhetoric

Course Title: Writing and Rhetoric

College: Arts and Humanities

Foundations

Department Chair: [Chair Name]

Semester to be Taught in New Format: Fall
2019

New Course Modality:

Additional Attributes:

☒ Reduced Seat Active (RA)

☐ Personal Adaptive Learning (PAL)

☐ Mixed Mode (M)

☒ Active Learning

☐ Fully Online (W)

☒ Open Educational Resources (OER)

☐ Face-to-Face (P)

☐ e-Textbook

Please reflect on how your course redesign will impact student success in 250 words or less. In your explanation please address the following two questions:

1. How did you implement online, blended, adaptive, and/or active learning strategies?
2. Which of the following goals of the initiative does your new course design address?
 - ☐ Increasing successful completion rates in benchmark courses
 - ☒ Improving student success, retention, and satisfaction
 - ☐ Targeting key courses such as success marker, foundation, and STEM
 - ☒ Increasing classroom utilization

This course redesign focused on shifting a face-to-face course to the RA modality. My efforts have centered on three areas:

- *Moving in-person instruction and scaffolding online:* ENC 3314 revolves around complicating ideas students bring into the class to prepare them for later coursework. I wanted to retain that complexity in moving the course mostly online.

- *Developing spaces for active collaboration online:* Given the relatively low class size (25), much of the learning happens through discussion and collaboration. I wanted online activities to give students opportunities to meaningfully reflect on their learning and synthesize ideas, not just repeat points about a reading.
- *Focusing six in-person meetings around active learning:* As an entry point into the Writing and Rhetoric upper-division programs, ENC 3314 serves an important socialization function, so retaining some contact time will give students opportunities to collaborate around their learning. These sessions will be activity-centered rather than lecture-centered.

Consequently, this redesign addresses the goals of “Improving student success, retention, and satisfaction” and “increasing classroom utilization” by reducing three hours of weekly contact time to 1.25 hours biweekly (six meetings total), while retaining opportunities and support for student learning. ENC 3314 is a required core course for Writing and Rhetoric minors and certificate students, many of whom are expected to move downtown with their major programs. It is also specifically targeted at transfer students, many of whom work. Therefore, this new modality should both increase classroom utilization by freeing up space and expand access to a foundational course.

*Please describe how your course has changed as a result of the redesign process. If you are redesigning a new M or RA modality, please describe the integration of the online and face-to-face components of your new course design. If you also applied any of the additional attributes (PAL, Active Learning, OER, or e-Textbook), please site those as part of your artifacts. **When explaining your design modifications, please include screenshots and/or direct links to your Webcourse to help illustrate and provide evidence of completion.***

Some technical resources that may help with sharing your artifacts:

- [Link directly to a specific page in your webcourse](#)
- [Taking a screenshot](#)

Above, I outlined three areas of focus for my redesign efforts, and I will organize my description of changes to the course around these areas:

- *Moving in-person instruction and scaffolding online*
 - Ideas into Action Journals – In my experience, very little of the learning in this course happens through students simply reading and taking notes on lectures. Instead, students learn through active, in-class collaboration that invites them to synthesize course concepts with their own experiences as well as prepare for more intensive out-of-class research. In shifting to a blended model, I wanted to retain these activities and more carefully scaffold them to create opportunities for students to test out their thinking about course concepts in low-stakes assignments that allow—and encourage—the learning to be messy, provisional, and iterative.

This led to the creation of what I call weekly “Ideas into Action” journals that ask students to reflect on, synthesize, apply, and essentially take the ideas of the

course outside of the classroom. Examples of these assignments can be found at the following links:

- “Ideas into Action Journal 2: Locating Code Meshing in the World”:
https://webcourses.ucf.edu/courses/1327501/assignments/6145613?module_item_id=12429720
- “Ideas into Action Journal 6: Locate Your Artifacts and Perform an Initial Analysis”:
https://webcourses.ucf.edu/courses/1327501/assignments/6145616?module_item_id=12429742

- Expanding written discussion of introductions to course materials, research methods, etc. – While I tend not to lecture much even in the fully face-to-face versions of this course, when I do it tends to focus on introducing/framing material and sharing best practices for research and analytical methods. To ensure the six remaining class meetings in the RA section can be organized around active collaboration, I have moved much of this sort of material to Webcourses and provided students links to additional, supplementary supporting material.

Examples can be found at the following pages:

- “Introduction to Unit 2”:
https://webcourses.ucf.edu/courses/1327501/pages/introduction-to-unit-2?module_item_id=12429730
- “Ideas into Action Journal 8: Conduct Research for MA3, Part I”:
https://webcourses.ucf.edu/courses/1327501/assignments/6145618?module_item_id=12429760

- *Developing spaces for active collaboration online*

- Semiweekly Highlights Threads – In shifting learning and collaboration into the Webcourses environment, I wanted to ensure students were still provided opportunities for meaningful engagement with their classmates. In past courses, I’ve tried to move reading discussions and peer review activities online with limited success; these activities too often become rote to-dos students complete rather than spaces for the sort of vibrant, sustained discussion that supports learning. Where I’ve had more success is with regular, “highlight” threads where students reflect on their learning in the past week and select which content they want to reference, whether that’s a reading, an activity, their own writing, or perhaps their own questions and challenges. This sort of selective work invites students to process their learning and tends to lead to more authentic—and therefore useful—class discussion.

Since this course still includes some contact time, I’ve opted to schedule these highlight threads on a semiweekly basis to give students a chance to collaborate during the weeks we are not meeting in person. An example of one of these threads can be found at the following link:

https://webcourses.ucf.edu/courses/1327501/discussion_topics/5473447?module_item_id=12452524

- Collaborative Brainstorming Discussions – Other examples of collaborative spaces built into this RA course include project brainstorming discussion threads. These threads ask students to develop, share, and offer feedback on their ideas for major projects as well as ask questions. This is another example of an authentic task that can be facilitated effectively via online discussions. An example of one of these threads can be found at the following link:
https://webcourses.ucf.edu/courses/1327501/discussion_topics/5456102?module_item_id=12429773
- *Focusing six in-person meetings around active learning*
 In redesigning this course from a face-to-face section to the RA modality, I went from 28 class meetings down to 6. I wanted to ensure these remaining meetings were (a) tightly focused around giving students opportunities to meaningfully and actively collaborate with their classmates, (b) embedded in the structure of the course in such a way so that students could see how their activities during in-person meetings resonated with and supported their more self-directed learning online, and (c) scheduled to address typical areas of student struggle in order to provide immediate feedback and support. Participating in FCTL's Fall Active-Learning Classroom CIP was of great help in this portion of the redesign.

In the appendices to this document, I have included lessons and supplemental materials for two of these class sessions to demonstrate my plans:

- Class Meeting 1 – Our first class meeting comes at the end of the second week of the course and gives students a chance to engage with one of the thornier questions taken up during the semester: Who gets to define what constitutes effective language use? See Appendix A for the lesson plan for that meeting and Appendix B for the PowerPoint slides I'll use to facilitate the meeting's activities.
- Class Meeting 2 – The second class meeting takes place at the end of week 4. The focus during this meeting is on students' drafts of the first major course project and, specifically, structured peer review activities. See Appendix C for the peer review activity, Appendix D for the PowerPoint slides I'll use to facilitate the meeting's activities, and Appendix E for the full assignment for students' first projects.

Additionally, during the past year, I have redesigned the course to ensure all required readings are open educational resources (OER). Specifically, I have incorporated a blend of articles accessible to students via the UCF Libraries as well as some open-access journals. These reading selections take the place of PDFs/scans used during the first semester. As a result, course materials are now fully aligned with copyright best practices. Moreover, using OER in this class instead of a textbook increases student access to a foundational course.

Please describe any outstanding tasks that must be completed before teaching this course in the new format.

None

Please describe any future tasks that may need to be done after teaching this course in the new format.

While I have achieved all of my goals for the CRI and completed all of the course redesign work outlined in the original plan, my opportunities to collaborate with CDL over the past two semesters have inspired three ongoing projects/revisions to this course (and ultimately all of my courses) that I plan to continue working to implement in the future in order to hopefully further enhance students' experience:

- *Image-based home page:* To streamline student access to course content in Webcourses, I will be implementing in the future an image-based home page that takes students to designed landing pages instead of course modules. This is something I plan to pilot first in ENC 3314 before moving to my other web-based courses.
- *Obojobo Next active learning reading support:* In IDL 7000 during the Fall, I experimented with using Obojobo Next to create active learning frames around course readings. These would prompt students to respond to a combination of survey questions, practice quizzes, and free response sections while reading as well as embed instructor commentary around key passages; it is my goal that, in effect, such frames could take the place of and/or supplement classroom-based discussions of a difficult text. I plan to continue this work in ENC 3314 and other web-based courses, and would like to stay actively involved in learning more about the progress of Obojobo Next. Some of my design ideas will not be able to be implemented until additional features are added to the platform, and others will likely require programming and design expertise that goes beyond my own. Still, I am excited about the possibilities of this platform and eager to see what the future holds for it.
- *Splitting up text-heavy pages:* In addition to the image-based home page, I plan to increase accessibility and navigability through my courses by finding ways to condense and/or break up text-heavy pages (e.g., descriptions of major assignments). This will include some combination of using more bulleted lists, hyperlinking to sub-pages, and centralizing repeated instruction/contextualization.

Additional Comments:

Upon completion of this section, please contact your instructional designer to schedule a consultation for Part II. Please provide a copy of your new syllabus that reflects your redesign changes with this form when you meet with your instructional designer.

Part II. ID Review and Consultation

To be completed by instructional designer prior to submission to the review committee.

Instructional Designer: [Name]

Date of final ID consultation: [Date]

In our consultation we:

- ☒ Reviewed Part 1 of this form for completeness and accuracy:
- ☒ Course Items Reviewed:
 - ✓ Course content is in alignment with the learning objectives
 - ✓ Course assessments align with the learning objectives
 - ✓ Course has clear interaction and engagement strategies
 - ✓ Course has a clear structure & directions
 - ✓ A UDolt report was run and accessibility issues were addressed
 - ✓ Copyright best practices implemented
- ☒ Provided feedback on course content changes or suggestions
- ☒ Confirmed plan for addressing any outstanding tasks
- ☒ Discussed potential for Quality Review (for W courses)
- ☒ Reviewed course for emphasis on student success
- ☒ Discussed research opportunities
- ☒ Discussed ongoing support and resources for course development
- ☒ Confirmed course redesign aligns with goals of the DL CRI
- ☒ **Confirmed course is ready to be taught in the semester identified in Part 1**

Comments (optional):

[Instructor Name] has done a great job with the redesign of this course, taking it from face-to-face, to blended. He also paid great detail to effectively integrate strategies with the student at the forefront. Overall, he not only met his initial goals for the project of integrating active learning strategies and incorporating OER, but in my opinion he exceeded his goals. His commitment towards continuous improvement is also commendable.

Instructional designer, please notify the iLab that Part II is complete and forward this form and new syllabus to iLab@ucf.edu for the committee to approve.

Part III. Review Committee Approval

The Review Committee met on _____ and ☐ Approved ☐ Conditionally Approved ☐ Did Not Approve the disbursement of funds at this time.

Comments: