

AN INTRODUCTION TO INTERACTIVE HYBRID & ONLINE CLASS

INNOVATIVE INSTRUCTOR-STUDENT INTERACTION

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**Department of
Writing and Rhetoric**



COURSE DESIGN

CONSISTENCY, CLARITY


PREPARE STUDENTS FOR THE SEMESTER



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Friday 27 April 2012

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Beginning of the Semester Checklist

- **Automatically use Mozilla Firefox to log into Moodle.** Moodle is not compatible with Internet Explorer, and you will not be able to complete your course work if you use this Internet browser.
- Upload a picture of yourself to your Moodle profile (see "Profile" in the Administration block on the left).
- Sign up for a Dropbox account (see link in the first block on Moodle).
- In your Dropbox folder on your computer, create a folder for "WRT 160" and keep all electronic documents for our class in this folder-class notes, assignment drafts, and projects.
- Review the class syllabus and email me if you have any concerns or questions (cmfontan@oakland.edu).
- If you do not have the Microsoft Office Suite, download OpenOffice (see link in the first block on Moodle).
- If you do not have a PDF reader, download Adobe Reader (see link in the first block on Moodle). Since we do not have a required textbook, all reading will be made available in an online format, so it is important that you have this program.

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COURSE DESIGN

Topic 4

Week 4

Rhetoric in Multiple Media: Medium, Context, and MLA Intro

Reading About Writing

 "Deconstructing Media" (read only; do not need to do book's exercises)


Resources

 Reading Pop Ads (in-class activity)

 MLA Resources

 Proofreading Checklist: Issues in Past Writing

Activities

 "Deconstructing Media" Reading Quiz (due Mon, 9/24 before class)

 MLA Quiz (due Wed, 9/26 before class)

 Visual Rhetoric: Art and Advertisements (Initial posts due Fri, 9/28 at midnight; responses, Mon, 10/1 at 7:45 a.m.)

 Narrative Essay, Final Draft (due Fri, 9/28 at midnight)

COURSE DESIGN

Topic 2


Week 2 - September 9-15 Harmony at Home

Videos

-  [Week 2 Lecture](#)
-  [Week 2 Questions Forum](#) 5 unread posts



Readings

-  [Keys for Writers Reading - Week 2](#)
 - Writing in today's world (pages 4-5)
 - What it means to read critically (pages 5-7)
 - Purpose, audience, voice, and media (pages 7-10)
 - Appealing to the audience and establishing common ground (pages 59-61)



Rereading America: Chapter 1: Harmony at Home:

- Fast Fasts (page 18)
- Looking for Work (pages 26-31)
- Aunt Ida Pieces a Quilt (pages 49-51)
- Visual Portfolio (pages 71-77)
- Proposition 8: The California Marriage Protection Act (page 79)
- 8 Is Not Hate: The Meaning of a Proposition (pages 81-83)
- Prop 8 Hurt My Family – Ask Me How (pages 84-88)

-  [The Rhetorical Triangle](#)
-  [Style, Sentences, and Mechanics](#)



Activities

-  [Week 2 Journal - Proposal 8 \(due Wednesday, September 12\)](#)
-  [Personal Narrative Writing Ch 1 \(due Wednesday, September 12 and Saturday, September 15\)](#) 120 unread posts

WEEKLY LECTURE VIDEOS



Instructor: Shaun Moore
E-mail: samoore@oakland.edu
Phone: (248) 289-3130
Office: 430G Kresge Library
Office Hours: Monday 4:00-5:00 (Elluminate)



COURSE DESIGN

CONSISTENCY, CLARITY

DISCUSSION FORUMS

VARIED DISCUSSION, CONSISTENT LAYOUT

ONLINE FORUMS PROVIDE FLEXIBILITY, CHOICE





[Wondrous Life of Oscar Wao](#), respond to one of the discussion threads I have created using the close reading strategies you employed in the exercise. Since these should be specific yet thorough responses, I will expect at least a 350-word response to the prompt (and will hope for more). Implement acts of critical thinking and evidence through all methods of quotation: direct and indirect. For this portion you will be graded out of a possible 70 points--50 points for your response and 20 points for attaching your Close Reading Exercise notes to your post.

Since this is a discussion module, you will be responsible for responding to at least one response posted by your classmates. While you may opt to remain in the same discussion thread for both the initial and secondary response, you are not restricted to only one. The response needs to be more than, "Good response! I totally agree!" If you respond to a post you agree with, make sure you add to it other parts of the reading that support that claim. You should also integrate quotation into your response. Responses should be at least 100 words long. You will be graded out of a possible 30 points.

Initial Response (70 points) + Secondary Response (30 points) = Total Assignment (100 points)

In order to be considered "present" for this week's class, you must turn in this initial response by Saturday at midnight and a response to one classmate's post by Monday at midnight.

Add a new discussion topic

Discussion		Started by	Replies	Unread <input checked="" type="checkbox"/>	Last post
"To _____, from _____": Understanding speaker and audience		Christina Fontana	3	0	Christina Fontana Tue, 24 Jan 2012, 03:43 PM
"For further discussion ... ": The function of footnotes and twisting genre		Christina Fontana	6	0	Christina Fontana Tue, 24 Jan 2012, 03:38 PM
Superstition in cultural logic and fiction		Christina Fontana	28	0	Christina Fontana Tue, 24 Jan 2012, 03:33 PM
A blend of voices: From the scholarly to "the shit"		Christina Fontana	9	0	Christina Fontana Tue, 24 Jan 2012, 03:19 PM

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THREAD REPLIES: BREAKOUTS; EASIER GRADING

be more than, "Good response! I totally agree!" If you respond to a post you agree with, make sure you add to it other parts of the reading that support that claim. You should also integrate quotation into your response. Responses should be at least 100 words long. You will be graded out of a possible 30 points.

Initial Responses (70 points) + Secondary Responses (30 points) = Total Assignment (100 points)

In order to be considered "present" for this week's class, you must turn in your initial responses by Saturday at midnight and a response to two classmates' posts by Monday at midnight.

Add a new discussion topic

Discussion	Started by	Replies	Unread <input checked="" type="checkbox"/>	Last post
What does it mean?: Thesis and purpose	 Christina Fontana	17	0	Michael Brown Thu, 26 Jan 2012, 12:40 PM
Distinguishing a discourse: Paying attention to word choice	 Christina Fontana	21	0	Michael Brown Thu, 26 Jan 2012, 12:26 PM
Let's get it started: Introductions	 Christina Fontana	17	0	Michael Brown Thu, 26 Jan 2012, 10:52 AM
Relationship to audience: From Diaz to Dennett	 Christina Fontana	22	0	Michael Brown Thu, 26 Jan 2012, 10:41 AM

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THREAD EXAMPLE (SUPERSTITION)

Sum of ratings: 07 / 100 07 / 100



Re: Superstition in cultural logic and fiction

by [Caleigh Bratton](#) - Thursday, 12 January 2012, 03:02 PM

[WRT160DiazCriticalThinkingExerciseForumQuestions.docx](#)

Everyone has a superstition. It may be a fear of black cats walking in front of them, a broken mirror, or fuku. Most cultures have a superstition; they need that supernatural identity to blame their misfortunes on. Cultures thrive on superstitions. Shared beliefs are what holds people together. I've learned that cultures have strong beliefs in superstitions, usually started by the worst event in their history. So these superstitions don't just pop up out of nowhere, there is a reason why these beliefs start. Not all people are going to have fear in the same superstition, some may laugh at other cultures beliefs. So who are we to judge other peoples superstitions?

Diaz list in his book cultures that have some sort of fuku, "The talkback blew the fuck up. You should see how many responses I've gotten. They just keep coming in. And not just from Doms. The Puerto rocks want to talk about fufus, and the Haitians have some shit just like it. There are a zillion of these fuku stories" (Diaz, p. 6). Cultures have a different superstition they try to avoid and just because you don't believe in them, doesn't mean that they aren't out there.

I do not believe that superstitions should be cut out of books or movies. Just because you might not believe in it, doesn't mean someone else doesn't. Our society today has a big problem with people being ethnocentric. You can't close your mind to other possibilities and beliefs other than your own. It's fascinating to learn about other cultures, you shouldn't be afraid to either.

Diaz is about to open his superstition to us and expects us to listen with an open mind. He provides us with background to fuku and examples of it, like the JFK shooting. Towards the end of this chapter we read, Diaz has his own fuku story that he states "It just happened to be one that got its fingers around my throat" (Diaz, p. 6). By that sentence you can tell that it is a tough memory to share and shows how much he believes in the powers of fuku.

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Sum of ratings: 70 / 100 70 / 100

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RESPONSES TO ONE ANOTHER



Re: Superstition in cultural logic and fiction

by [Stephen Wiechec](#) - Monday, 16 January 2012, 10:49 PM

I strongly agree with your first paragraph. In different cultures there are different superstitions. I really like the point you make when you said, "some may laugh at other cultures believes. So who are we to judge other peoples superstitions?" When I read that I thought of how many people fear fuku. Some people in the United States may find that funny, but it seems to me like it is the same fear of going to hell for many Christens. No one has the right to judge somebody else because of their differences in opinions, or differences in their superstitions. You made that point very well in this response to the article.

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Sum of ratings: [30 / 100](#)



Re: Superstition in cultural logic and fiction

by [Laura Plebanski](#) - Monday, 16 January 2012, 08:38 PM

You know I have never actually thought about why superstitions existed in the first place, but once I got done reading your first paragraph it was kind of like a slap on the forehead. The way you composed it was really detailed and explanatory, not only the first part but the whole thing. I look at the whole situation about people being so judgemental towards other cultures having their own beliefs the same way you do, in which it needs stop. Bottom line, we aren't all that different. If I remember correctly, Diaz mentioned how to keep the "fuku" away you would have to "zafa" it. Well, when we "jinx" ourselves, we "knock on wood" to get rid of the bad luck. There is little difference really, just different words.

You had a really good response

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Sum of ratings: [30 / 100](#)



Re: Superstition in cultural logic and fiction

by [Mary Carroll](#) - Monday, 16 January 2012, 06:57 PM

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CLASS LOUNGE



Moodle Troopers

by [Shaun Moore](#) - Saturday, September 8, 2012, 4:03 PM

I'm not sure if any of you were on campus on Thursday and also in the Oakland Center, but the Moodle Troopers made an appearance. It was good times, and we even got to hang out with the Grizz for a bit.



[Reply](#)



Re: Moodle Troopers

by [Jillian Hoffman](#) - Sunday, September 9, 2012, 5:27 PM

Ha... this is just great.

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SO, WHERE DO I FIT IN?

INSTRUCTOR'S ROLE IN FORUMS

WHAT IS YOUR ROLE IN A FORUM?

WHAT ISSUES COULD ARISE IN AN INSTRUCTOR'S ROLE IN DISCUSSION FORUMS?

- Since I respond to students' individual work each week, I didn't feel the need to respond to each student in a forum .
- I opted for the GROUP DISCUSSION response that synthesizes the thread as a whole.
- I would have to remind students to follow all directions, be more thorough.



YOUR INTERACTION: GROUP RESPONSE



Superstition in cultural logic and fiction

by Christina Fontana - Tuesday, 10 January 2012, 04:19 PM

Superstition makes an appearance in any fiction that portrays human realism. Among the educated and ignorance, higher and lower classes, young and old, none are immune from superstition. What function does superstition have in culture? Should we maintain superstition as a cultural artifact or starve it by leaving it out of our stories and discussions? Discuss these questions and superstition as a writing device through analysis/synthesis of the introduction to *The brief wondrous life of Oscar Wao*, supplying copious textual evidence.

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Group Discussion on "Superstition in cultural logic and fiction"

by Christina Fontana - Tuesday, 24 January 2012, 03:33 PM

What an excellent coincidence that we passed a Friday the 13th during this exercise. Perhaps it wasn't a coincidence...maybe there's something to Friday the 13th...or maybe that's just superstitious silliness...

Are though we normally keep the two on different levels, Nicole L., among many others, makes the observation that religion and superstition are similar in that they lay out rules and consequences for not obeying those rules. Joshua suggests, "Religion and other superstitions give people something to unite over, as well as something to both turn to and/or blame in times of hardship." The way you defined superstition made me curious as to how we would define the difference between religion and superstition.

While most pointed out that superstitions should not be taken too seriously, you showed your attachment to them and why we hold onto them. Josh says, "Superstitions provide the backbone for many stories and folklore that is passed down." Caleigh says, "Shared beliefs are what holds people together." She brings up that they usually arise from instances of tragedy, which nicely fits into Diaz's narrative of the atrocities suffered in the Dominican Republic. While Rob and James develop how silly superstitions are, they remind us that superstitions are often based on truth, as is true of the fuku-Trujillo dynamic duo. While Trujillo's cruelty seems over-exaggerated and unreal, it was real (could not have "made his ass up" as Diaz writes).

But some like Carolyn and Kristina made important points about how negative they can be when they have a lot of irrational influence on people's lives. While some of you pointed out that superstitions often defer responsibility away from the self, superstition arises when we are so overwhelmed by what

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VIDEO AS EXTENSION OF ONLINE DISCUSSION



FORUMS AS EXTERNAL APPLICATION

LARGER CONNECTIONS TO CLASS CONTENT

ONLINE CLASS: HISTORICAL CONTEXT

The text summarizes how the internet, in cohesion with the World Wide Web, helped to flatten the world and open up lines of communication and information sharing. It cites specific examples of advancements that lead to the current state of information sharing and how it is accessible to the masses. The overall point of the text is to exemplify two major points. The first is that the success of the Internet and the Web is predicated on a series of coincidental happenings. "The "event" that made that happen was actually a coincidence of events that took place in the space of just a few years in the 1990's - the emergence of the internet as a tool of low-cost global connectivity; the emergence, on top of the internet, of the World Wide Web as a seemingly magical virtual realm where individuals could post their digital content for everyone else to access; and finally, the spread of the commercial Web browser, which could retrieve documents or Web pages stored in Web sites and display them on any computer screen in such a simple manner that everyone would - and did - want to use it." (Freidman 59) The second point is that the success was also dependant on the ability of the Web and Internet to be marketed to the masses. "As hugely important as Berners-Lee's invention was, what really popularized the Internet and the Web as tools of both connectivity and commerce was the creation of easy-to-install and easy-to-use commercial browsers." (Freidman 61) These two quotes help to prove Freidman's point: Flattening the world is a result of not only advancements in technology, but advancements in technology that are universally effective. These points are the reason I chose this video as my supplementary text. It is a video of Bill Gates demonstrating Internet Explorer v2 upon its release in 1995. This browsing system was designed to help common people navigate the internet more effectively.

<http://www.youtube.com/watch?v=SsAyEEFJSzU>

References:

Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux.

CisconetworkUK (June 10, 2010) Microsoft Internet Strategy 1995. *Youtube.com*. January 28, 2012. From <http://www.youtube.com/watch?v=SsAyEEFJSzU>

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Sum of ratings: 58 / 100

 **Response to Josh**

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'95 NETSCAPE VS. '07 IPHONE

This story tells how the changing world of the 1990's was becoming more technologically advanced. People were making advancements that would make the life of using the internet and making a phone call so much easier and more energy efficient I liked when Friedman said "The "event" that made that happen was actually a coincidence of events that took place in the space of just a few years in the 1990's - the emergence of the internet as a tool of low-cost global connectivity; the emergence, on top of the internet, of the World Wide Web as a seemingly magical virtual realm where individuals could post their digital content for everyone else to access; and finally, the spread of the commercial Web browser, which could retrieve documents or Web pages stored in Web sites and display them on any computer screen in such a simple manner that everyone would - and did - want to use it" (2005,Pg. 59) The reason in which I like this statement is because it goes and shows the main idea that Friedman is trying to get across to his audience. At first when I began reading the article I wasn't sure exactly what Friedman's exact messages was but after reading this statement it helped me get a better idea. Another quote Friedman uses is "The concept of a World Wide Web - a system for creating, organizing, and linking documents so they could be easily browsed over the Internet." (2005, Pg.59) When I read this quote it made me think of when the first iPhone came out and how quickly technology has jumped back from when we were amazed of the information that could be displayed on a computer screen. This why I chose the YouTube video that shows when the first iphone came out and all of its capabilities and how it has changed technology in today's modern world.

<http://www.youtube.com/watch?v=6IZMr-ZfoE4>

References

Friedman, Thomas L. The World Is Flat: A Brief History of the Twenty-first Century. New York: Farrar, Straus and Giroux, 2005. Print.

"iPhone Commercials - YouTube." YouTube - Broadcast Yourself. Web. 28 Jan. 2012. <<http://www.youtube.com/watch?v=6IZMr-ZfoE4>>.

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Sum of ratings: [54 / 100](#) [54 / 100](#) ▼



Response to Austin

by [Christina Fontana](#) - Friday, 3 February 2012, 02:57 PM

This iPhone commercial series is great to look back on. It's only a few years ago, but captures that same voice of wonder and amazement with which Friedman writes, of how one emerging piece of technology is changing the way we thought of the technology before it (here, the comparison between

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DIVERSE WAYS TO USE THE FORUM

FORUMS FOR DIVERSE PEER REVIEW

PEER REVIEW OF REFERENCES



HPV knowledge in college-age adults

by Stephanie Carrick - Friday, 9 March 2012, 12:05 PM

Stephanie Carrick

References

Akyuz, A., Kilic, A., Yavan, T., Yenen, M., Yilmaz, C. (2011). Women's awareness of the human papilloma virus and related health problems. *Journal of Advanced Nursing*, 67 (12), pp. 2703-2712.

Bendik, M., Mayo, R., Parker, V. (2011). Knowledge, perceptions, and motivations related to HPV vaccination among college women. *Journal of Cancer Education*, 26, pp. 459-464.

Buhl, E., Chandler, R., Daley, E., Giuliano, A., Hernandez, N., Kolar, S., Marhefka, S., Papenfuss, M., Vamos, C., Wheldon, C. (2011). Ethnic and racial differences in HPV knowledge and vaccine intentions among men receiving HPV test results. *Vaccine*, 29 (23), pp. 4013-4018.

Center for Diseases Control and Prevention. (2011, Sep 21). HPV. Retrieved from <http://www.cdc.gov/hpv/index.html>.

Daley, E., McDermott, R., McFarlane, M., Packing-Ebuen, J., Perrin, K., Rayko, H., Vamos, C., Webb, C. (2010). The psychosocial burden of HPV: A mixed-method study of knowledge, attitudes and behaviors among HPV+ women. *Journal of Health Psychology*, 15, pp. 279-290.

Zimet, G. (2009). Potential barriers to HPV immunization: From public health to personal choice. *American Journal of Law and Medicine*, 35 (2/3), pp. 389-400.

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RESPONSE TO STUDENT'S REFERENCES

Medicine, 35 (2/3), pp. 389-400.

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Sum of ratings: 15 / 100



Popular/multimedia source for HPV

by [Christina Fontana](#) - Monday, 12 March 2012, 03:48 PM

To go off of Shelby's point, I would see if you can find the commercial that has been circulating about HPV.

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Re: HPV knowledge in college-age adults

by [Chelsea Houston](#) - Sunday, 11 March 2012, 11:13 PM

I will be reviewing your references list.

I like all of your sources. The fact that most of them come from books shows that the sources are scholarly. The website is also a scholarly source. All of your sources are very educational and adding a source that is from an article or a journal can also add more to your project. A blog or a popular magazine or website such as WebMD can help you.

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Sum of ratings: 50 / 100

REFERENCES THREAD CONTINUED



Response to Stephanie Carrick

by [Shelby Nardone](#) - Sunday, 11 March 2012, 11:08 PM

The perspectives from "Women's Awareness of the Human Papilloma Virus and Related Health Problems" is one that is greatly focused on women's health issues and how women are educated and how they are not educated on the HPV. This seems to compliment Zinet's article as well as Bendik's, Mayo's and Parker's article on why women choose whether or not to get vaccinated against HPV. Sounds like you have a lot of solid perspectives.

Most of these sources are scholarly sources. All but one are academic journals that can be located online at Kersge. Only one source is electronic non-scholarly source. There aren't any popular sources listed. I think that you should really try to find a popular source about this issue. This is a hot topic right now and I'm sure that there are some blogs out there about it. Maybe look at TIME magazine. I think that this would add to your paper. Maybe some misconceptions out there can be exposed and compared with the suggestions and arguments made by the scholarly articles you collected. I'm not exactly sure what the goal of your paper is because it was not listed in the forum post. Somehow try to find a popular source and make it fit snugly with your scholarly sources so to speak.

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Sum of ratings: **70 / 100**

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FORUMS IN F2F (FACE-TO-FACE) DISCUSSIONS

[Show/edit current subscribers](#)
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Review the terms given in groups and post your group's guide to this forum.

1. Compose a new thread, putting your group's title as the subject of your post and typing the prompt itself.
2. Copy-paste your collaborated response from a Word document to the post text box.
3. Write your names at the end of the post.

[Add a new discussion topic](#)

Discussion		Started by	Replies	Unread ✓	Last post
Why do people plagiarize?		Shelby Nardone	1	0	Christina Fontana Wed, 8 Feb 2012, 11:37 AM
Ambiguity in Plagiarism		Adam Weber	1	0	Christina Fontana Wed, 8 Feb 2012, 11:34 AM
Ideology of Plagiarism		Stephanie Carrick	1	0	Christina Fontana Wed, 8 Feb 2012, 11:29 AM
The Discourse Of Plagiarism		Reid Majewski	1	0	Christina Fontana Wed, 8 Feb 2012, 11:22 AM
A definition of Plagiarism		Sha'Courtney Thomas	1	0	Christina Fontana Wed, 8 Feb 2012, 11:12 AM

FORUMS IN F2F (FACE-TO-FACE) DISCUSSIONS



Why do people plagiarize?

by [Shelby Nardone](#) - Wednesday, 8 February 2012, 10:59 AM

- Unintentional plagiarism-most common type of plagiarism
 - Not citing things correctly
 - Not sure what, when, or where to cite something
 - They don't know what plagiarism is
- Student is lazy and doesn't want to think for themselves so they use another person's idea to finish a paper or assignment faster
- Student really wants to do well on a paper so they manipulate others' ideas into their own to make it seem like they came up with the idea
- People might plagiarize because they want to get farther in their academic careers faster by cheating in a way
- Appear smarter, more well read, and more intelligent

Shelby Nardone and Alex Schwalbe

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Re: Why do people plagiarize?

by [Christina Fontana](#) - Wednesday, 8 February 2012, 11:37 AM

lack of subject knowledge

add credibility to writing

DISCUSSION FORUMS


VARIED DISCUSSION, CONSISTENT LAYOUT



THE ACADEMIC JOURNAL



PRIVATE, REFLECTIVE, INFORMAL

BRAINSTORMING AND QUESTIONS JOURNAL



Sorry to hear about the issue. Traveling to the UP is no small errand. Turning in a journal late is better than never, and you'll still receive advice and feedback.

In short, you will definitely have to narrow your focus. Consider one of the discussion forums threads, patterns you noticed while you were reading this introduction, or consult the questions I offered in Path:

☒ Send notification emails

Stephanie Carrick

Sunday, 29 January 2012, 02:58 PM (1 day 14 hours late)

(212 words)

So sorry for the late submission, Professor. I understand that I will not receive full credit. Long story short, I made an unplanned trip home to the UP and was dealing w/ a minor family issue and completely forgot to submit this.

For the close reading paper, I would like to focus on the introduction to *The brief and wondrous life of Oscar Wao* by Juliott Diaz. I would like to look into his style of writing for this introduction and how his use of language and his footnotes impact the overall story being told. I think his style in this text tells the story in a very unique and intriguing way. I don't think I would have enjoyed this reading nearly as much, if at all, if it hadn't been written this way.

My question for you is, is this topic too broad for the assignment? Should I be a little more specific, such as the 4 questions that you posted for this reading? I chose this reading because I enjoyed reading it, wanted to read more, and I feel that I could write more than the required minimum on Diaz' style. Please let me know your thoughts on this. I hope you had a good weekend.

ONLINE CLASS: PROGRESS REPORT

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Friday 27 April 2012

[MyMoodle](#) ▶ [WRT160-13865.201210](#) ▶ [Assignments](#) ▶ [Progress report: The semester so far \(due Monday at midnight\)](#)

Update this Assignment

[View 18 submitted assignments](#)

We have been working online for the past four weeks, working hard on papers and discussion forums. Whenever I grade a forum or assignment, you can view your grade on Moodle by clicking on the "Grades" link on the left side of your Moodle page. So far we have only completed items in the "Weekly Assignments" category, so you should have a calculated total in this category.

Report this category total in order to confirm with me that you have seen your grades and understand how you are doing in the course so far. As explained in the class syllabus, a minimum 2.0 (70 percent) is required to pass this course.

Based on this course total, reflect on your performance in the class so far: Are you happy with your grade in the course? If not, what can you do to get the GPA you are shooting for? How can I help you get there? Any issues or concerns? If you are not sure how the grades were calculated, review assignment and forum directions. Also review my feedback for the group, for in it I provide feedback that should help you understand the strengths and shortcomings of forum posts along with good examples of successful posts.

What is your GPA goal for this course? Do you have any questions about grading specifically or the course in general?


This is a great point in the semester to look at your progress thus far. If you are not doing as well as you'd like, you have plenty of time to turn it around, but you want to make sure you do so right away. If you are happy with how the course is going, all the better!

In order to be considered present for this week's class, you must turn in this journal entry by Monday, February 6 at midnight.

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INFORMAL, PERSONAL RESPONSE



I think you're meeting the challenge of an online class, where this kind of thing is fairly normal. We have this journal this week because you still have plenty of time to make the necessary adjustments to your class schedule.

I'd advise that you treat this like a normal class as much as possible: Set up one three-hour or two two-hour "lab" times every week, dedicated just to doing this class's prep material (reading through directions, assigned class readings, and watching videos).

Path:


 

☒ Send notification emails

Caleigh Bratton


Tuesday, 7 February 2012, 09:54 AM (9 hours 54 mins late)

(178 words)


I know that I could be doing better in this class, and it is all my fault. I clearly have problems turning in the monday assignments on time or at all. I put them off until after my night class on Monday, but when I get back something always comes up like taking my roommate to the hospital or having emotional break downs. I really need to stay ontop of my work for the rest of the semester inorder to keep my scholarships, and just to keep my gpa where I want it. I'm pushing around a 3.0, but after this week I'm sure it will be lower. I don't know why I'm letting myself get this far behind, I've never done this. I know I have a lot on my plate right now, but I should be able to do my homework. I feel really bad about slacking off, but I know this week is a turning point, and I really hope that you'll see a difference in my work.

Online: 139



THE ABSENT STUDENT RESPONSE



I noticed that you were missing from the class for a couple of weeks, and I was concerned that you weren't going to stay with us in the course. That's why I'm glad you participated in this journal. You have done wonderful work in this class when you have been fully engaged. I try to make the schedule as consistent as possible, and I'm glad that the course layout is not only working for you but that it is enjoyable and beneficial.

So, if you find yourself in a habit of turning things late, figure out


Path: p

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Kathleen Hart
Monday, 6 February 2012, 10:02 PM (1 hour 57 mins early)


(181 words)



So far, I feel the semester has gone well. I thought that would struggle with having an online course, not being able to block in enough time to do assignments, but it has been nice to manage the assignments myself. I find it hard to sit in a classroom most of the time, so this course has been a nice change. My grade so far is acceptable, but not where I would like it. I realize that I have missed a few assignments and so it is reflected in my grade. I don't really have an excuse for the missing work, other than I was sick and let things overwhelm me. But now that I am feeling better, I intend to better manage my time and hopefully pass the course with at least a 3.0. I am thoroughly enjoying the layout of this course with the forums and posted assignments. It is easy to find what is need for the week and complete it. I also find the feedback that you have given has helped wonderfully with my work.

Online: 144

HONEST, INCOMPLETE RESPONSE



Christina Fontana
Friday, 10 February 2012, 04:47 PM

Grade No grade
Final grade: -


Font family Font size Format

B *I* U ABC x₂ x² [List icons] [Link icon] [Image icon] [Table icon] [Media icon] [Code icon] [HTML icon]

I do try to make our Moodle weeks not look overwhelming, but I know what you mean. When you look at the six or so links on Moodle, also look at my weekly emails or Moodle block summaries to see that there are only a couple of responsibilities per due date. With an online class, there has to be extra links on Moodle, such as videos and instructions.


You'll want to make a dramatic change to this course right away while you can still turn it around. Treat this like a normal class as

Path:

 ?

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Save changes Cancel Save and show next Next




Carolyn Smith
Tuesday, 7 February 2012, 02:38 PM (14 hours 38 mins late)

(39 words)

I am not satisfied with my grade. I often forget to do some of the assignments. I tend to feel overwhelmed because there are so many assignments. In order to fix this I have created a schedule.

Online: 136

FEEDBACK ABOUT THE SEMESTER



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B *I* U ABC x x² [List icons] [Link icon] [Image icon] [Table icon] [Quote icon] [Code icon] [HTML icon]


[Bulleted list icon] [Numbered list icon] [Decrease indent icon] [Increase indent icon] [Link icon] [Unlink icon] [Anchor icon] [Link icon] [Clock icon] [Smiley icon] [Globe icon] [VX icon] [Eraser icon] [Omega icon] [Image icon] [Table icon] [Quote icon] [Code icon]

Hi, Nicolas -

Thanks for the feedback. I appreciate the hard, thoughtful work you have done for this class. Every week I am not only pleased but further enlightened by your responses to the forums.

As far as due dates, I try to give students part of the weekend to work on assignments in case their weeks are full (as is the case with many online students). I structure the class as if it were an early

Path:



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Next

Nicholas Sajjakulnukit

Monday, 6 February 2012, 11:10 PM (49 mins 19 secs early)

(132 words)




At the moment, my grade is reported to be a 99%, though it will likely drop a bit due to the revision piece being mistakenly turned in a day late. I'm happy with this because I feel it accurately reflects the effort I've put into the course, with the coming exception of a slight brain fart in how assignments are submitted on moodle. The only comment I may have that is appropriate here would be to voice a desire for earlier assignment postings, though realistically, that's only because of the way my schedule's more crowded near the end of the week. And to be perfectly honest, even if the weekly assignments were posted on Monday or Tuesday, I probably wouldn't handle them until my usual time anyway.

Online: 135

EPORTFOLIO JOURNALS

The cumulative, gradual aspect of a portfolio

JOURNALS IN THE RESEARCH PROCESS

- Journal 1: Brainstorming project ideas
 - Journal 2: Beginning of research
 - Journal 3: Annotated bibliography, research commentary
 - Journal 4: Finalize research, report progress
 - Journal 5; Goals, purpose
 - Journal 6: Multimedia plan
- 

JOURNAL 5: GOALS AND PURPOSE

committed in the university.

You may be able to add to this project in future study as well. It's a solid choice: applicable, realistic, and not-yet implemented into our understanding of how to prevent these cases.

Path:



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Save changes

Cancel

Save and show next

Next

Shelby Nardone

Friday, 16 March 2012, 02:56 AM (21 hours 3 mins early)

(294 words)



I just have to say drafting was extremely overwhelming and very difficult. I'll admit I haven't had this much difficulty drafting a paper in a very long time. I want to have a greater sense of an aspect of society that people don't normally like to talk about. Rape and victim blaming isn't something that people have coffee over. I'm going to school for criminal profiling and working specifically with violent crimes against women and I felt like this topic would give me more indepth knowledge about the relationship between feminism and criminology. And it has. My goals are both topic related and writing related. I want to write a power and persuasive paper that people want to read and that people find credible. I also want to produce a paper that is going to educate the reader about rape and victim blaming. I want the reader to walk away with more knowledge about society, and make them think a little bit about how damanging sexim and rape myths are. I just want students to be interested in this topic and get angry about it. Most rapes are committed on university campuses so I know this is relevant to the audience in our class. I just don't understand how people can be so passive about rape and be so uneducated about it. Even if the don't learn everything about vicitm blaming and rape through my paper, I hope at the very least it will inspire someone to dig a little deeper, learn a little more, and pass on the knowledge to someone else. I guess the best thing that could possibly come out of a paper like this is to get other people passionate about rape prevention.



THE ACADEMIC JOURNAL

PRIVATE, REFLECTIVE, INFORMAL

VIRTUAL CLASSROOMS

WEB CONFERENCING WITH ELLUMINATE

ELUMINATE VIRTUAL OFFICE

The screenshot displays a virtual office environment with three main components:

- Participants Window (Left):** A table listing participants. The first row shows "Shaun Moore (Moderator, Me)" and "Ralph Emerson" with a count of "1". Below the table is a status bar indicating "1 of 2 Hands Raised".
- Whiteboard - Main Room (Scaled 125%) (Center):** A large whiteboard area with the following text:
 - Welcome to the WRT 150 Virtual Office!
 - When you arrive, click on the raise hand icon on the left under the Participants window to get my attention.
 - Prof. Moore
- Chat Window (Bottom Left):** A chat area with a "Show All" dropdown and a message history. The messages are:
 - Joined on September 18, 2012 at 8:34 PM
 - Moderator: Hello, Ralph
 - Moderator: What can I help you with?
 - Ralph Emerson: What's Transcendentalism?

A circular callout highlights the "raise hand" icon in the Participants window, which is a hand with a green arrow pointing up.

VIRTUAL CLASSROOMS

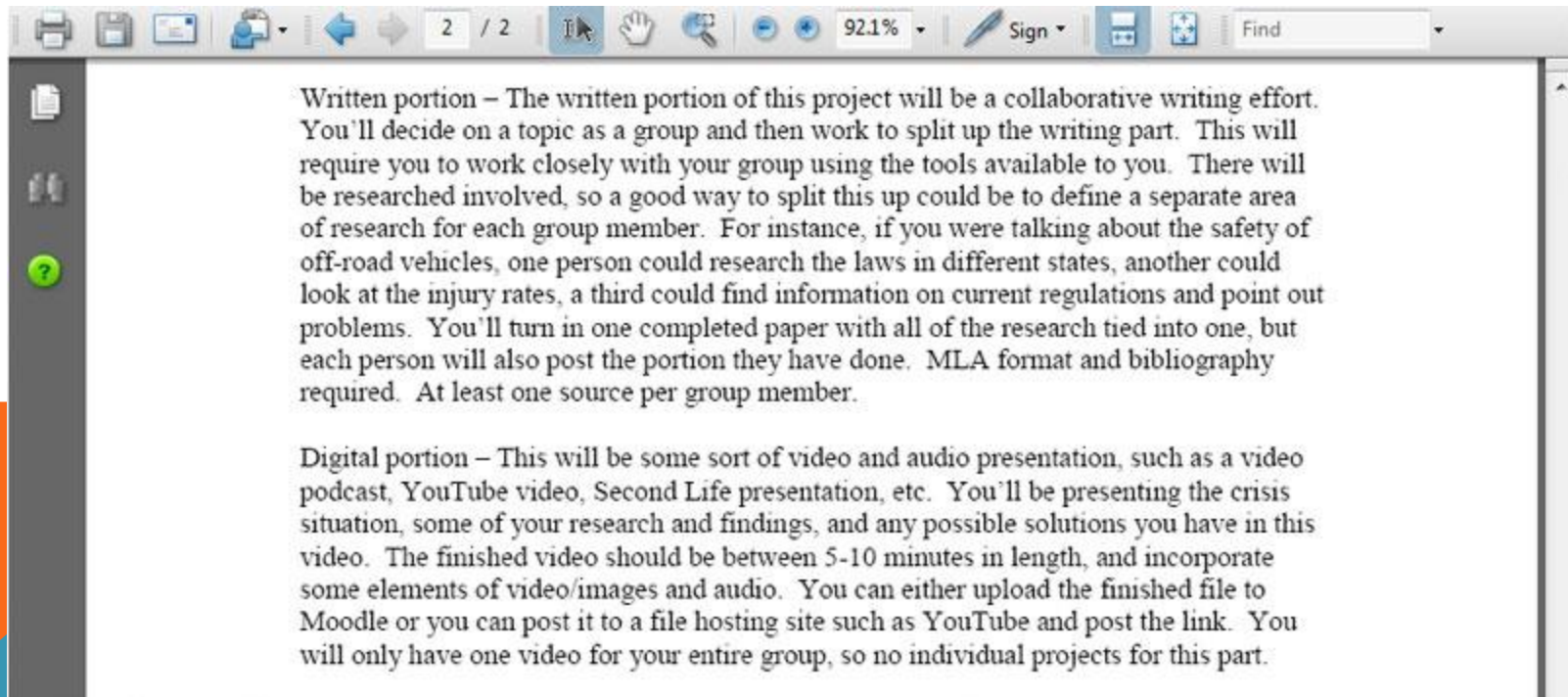
WEB CONFERENCING WITH ELLUMINATE

MULTIMODAL INSTRUCTION

TEXT, VIDEO, IMAGES, SOUND

GROUP MULTIMODAL PROJECT

- **Written Requirements:**
 - 4-6 pages, 12 font, double-spaced
 - 3-4 Sources; MLA format required
 - **Digital Requirements:**
 - Length: 5-10 minutes
 - Media: Some form of audio and video/images used
- Topics Due Date: 11/10/12
Thesis/Outline Due Date: 11/17/12
Technical Plan Due Date: 11/21/12
Written Rough Draft Due Date: 11/24/12
Final Draft Due Date: 12/3/12 (Written and Digital)
Presentation Dates: Week 14 - December 2-8



STUDENT EXAMPLES



MULTIMODAL INSTRUCTION

TEXT, VIDEO, IMAGES, SOUND

BUILDING ACTIVITIES IN CLASS, IN THE COMMUNITY, ONLINE

A HYBRID APPROACH

SURVEY CREATION STEP 1: FORUM



This forum allows everyone to choose whether to subscribe or not

[Force everyone to be subscribed](#)
[Show/edit current subscribers](#)
[Subscribe to this forum](#)
[Don't track unread posts](#)

For each post, create a subject title that reflects your paper topic and follow the directions. Each forum post is worth 50 points and will be evaluated based on how well they complement your paper topic, how well they follow Driscoll's guidelines, and the clarity in which they are written. **Posts are due by Friday at midnight.**

No peer responses are required for this forum. We will use these questions in class on Monday, February 27 to refine a class-wide survey and review interview questions. In the meantime, have a great break!

Add a new discussion topic

Discussion	Started by	Replies	Unread ✓	Last post
Class survey says ...	 Christina Fontana	9	0	Sha'Courtney Thomas Fri, 17 Feb 2012, 06:40 PM
Interview skills	 Christina Fontana	9	0	Sha'Courtney Thomas Fri, 17 Feb 2012, 06:22 PM

You are logged in as [Christina Fontana](#) (Logout)
[Get Help](#)

WRT160-11849.201210

STEP 2: GOOGLE SPREADSHEET

Mail Calendar Documents Sites Groups Contacts More »

cmfontan@oakland.edu | ⚙

WRT 160 surveys (13865) ☆

Share

File Edit View Insert Format Data Tools Help Last edit was made 45 days ago by cmfontan

	A	B	C	D	E
1	Survey 1: Audience demographic				
2	In order to practice writing your survey questions, write one survey question you would like to know about your survey demographic. Consider what you may want to know about our class population in order to evaluate your findings. Before writing your question, read through the questions already written so that you do not repeat questions.				
3					
4	Question/Statement	Answer Option 1	Answer Option 2	Answer Option 3	Answer Option 4
5	Do you commute to your university classes?	Yes	No		
6	Select your political party.	Democrat	Republican	Independent	Libertarian
7	Do you have a tanning memebership?	Yes	No		
8	Do you believe that video games create violence in children? Why?	Yes	No	Other	
9	In general, what position do you often hold in a group?	Leader	Follower	Autonomous (No groups)	
10	How many days a week do you eat fast food?	0--1	2--3	4--5	6--7
11	Why do you think college students are obese?	eating habits	sleep patterns	peers	stress
12	Does positive persuasion exist in teenagers?	yes	no	I don't know	
13	Do you know someone who has served in the military?	Yes	No		
14	What is more important in your career, money or personal satisfaction?	Money	Satisfaction	Other	
15					

</

+ ≡

Audience demographic ▾

Research topic survey

MY (LIMITED) INTERACTION IN STEP 2

Mail
Calendar
Documents
Sites
Groups
Contacts
More »
cmfontan@oakland.edu

WRT 160 surveys (13865) ☆
Share

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Help
Last edit was made 45 days ago by cmfontan

	E	F	G	H	I
3					
4	Answer Option 4	Answer Option 5	Writer	Research Topic	Notes from Prof. Fontana
5			Christina Fontana	Politics at commuter schools	
6	Libertarian	Other	Christina Fontana	Politics at commuter schools	
7			Morgan Muron	Tanning	
8			James Smith	Video Games	You don't want to include "Why?" here since they do not have an answer option to explain their opinion.
9			Nicholas Sajakulnukit	Paradigms regarding Social Order	
10	6--7		Austin Ramin	Obesity in America	
11	stress	other	Nicole Mumah	Obesity in College Students	Good question! I just might add "some" students since not all college students are obese.
12					Can you make this more specific? If you ask a question for what is possible, you may get all yeses, which probably isn't what you are looking for.
13			Mary Carroll	Positive Teenage Persuasion	
14			Nicole Louks	PTSD	
15			Ana Furlan	Power and Leadership	
16	Senior		Laura Plebanski	Prescription Drug Hazards	"post-grad" as another option? Also check spelling on these answers.
17	5--6		Nicole Schmitz	End of the World Predictions	
18		7	Robert Vanlerberghe	excercise	
19			Kristina Weiler	Juvenile Diabetes	
20					

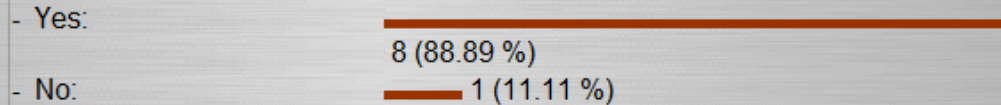
+
Audience demographic ▾
Research topic survey

STEP 3: MOODLE SURVEY

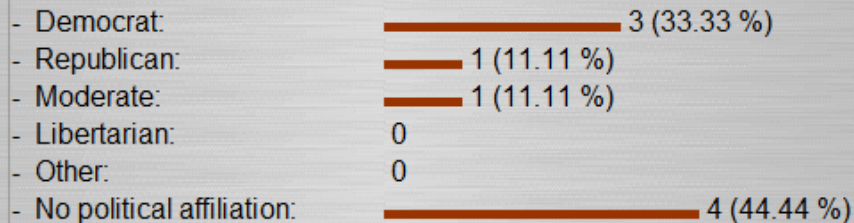
- 2.) What is the average amount of money you spend on a clothes shopping errand?
- ☒ Not selected
 - ☐ \$10-\$50
 - ☐ \$50-\$100
 - ☐ \$100-\$150
 - ☐ \$150-\$200
 - ☐ More than \$200
- (Position:2) ↑ ↓ ⚡ ⚡ ⚡ ×
- 3.) Do you personally know anyone who has used Adderal without a prescription?
- ☒ Not selected
 - ☐ Yes
 - ☐ No
- (Position:3) ↑ ↓ ⚡ ⚡ ⚡ ×
- 4.) Roughly how many people do you know use Adderal illegally?
- ☒ Not selected
 - ☐ 0
 - ☐ 1-2
 - ☐ 3-4
 - ☐ 5-6
 - ☐ 7+
- (Position:4) ↑ ↓ ⚡ ⚡ ⚡ ×
- 5.) Have you ever recieved any formal education about rape?
- ☒ Not selected
 - ☐ Yes
 - ☐ No
- (Position:5) ↑ ↓ ⚡ ⚡ ⚡ ×
- 6.) Do you know what rape myths are?
- ☒ Not selected
 - ☐ Yes
 - ☐ No
- (Position:6) ↑ ↓ ⚡ ⚡ ⚡ ×

STEP 4: ANALYZE RESULTS

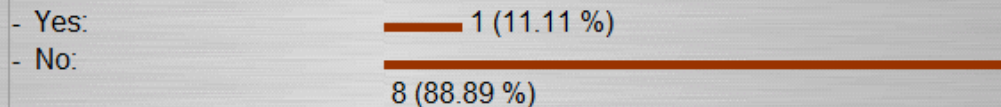
1.) Do you commute to your university classes?



2.) Select your political party.



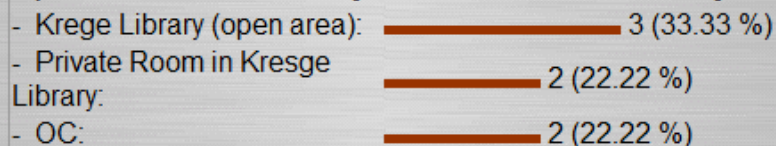
3.) Do you live on campus?



4.) The most I study for one class in a week is _____.



5.) Where is the best study area at Oakland University?



STEP 5: DISCUSS RESULTS (IN FORUM)



Evaluate the "Research topic" survey results

by [Christina Fontana](#) - Tuesday, 13 March 2012, 09:16 PM

This post will be a freer response to the questions and answers of the "Research topic" survey: How did you respond to the results of this survey? Answer this question by answering at least three of the items below:

- Which answers surprised you, and why?
- Were there any questions that needed to be revised? How so?
- Which questions did you find the most interesting? Why?
- (For the questions you wrote) How could you use these results to inform your research?
- If you could ask the class an open question (see Driscoll's article), what would you ask?

Refer to specific results within the survey. Your answer should be 150-200 words long.

[Edit](#) | [Delete](#) | [Reply](#)



Re: Evaluate the "Research topic" survey results

by [Anthony Delegato](#) - Wednesday, 21 March 2012, 06:14 AM

I thought several questions needed to be revised. Leadership traits cannot be qualitated, as even more than the 5 options (nobody voted book smarts? I think i'd rather have Stephen Hawking leading the project to transverse dimensions than Dane Cook) Question 6 is silly in my opinion. It's inconsistent. Leaders are always called to account for their decisions, but rarely are their rules followed "to the T". Anyone who has spent time in the military knows this.

Question 13 isn't descriptive enough in my opinion. To the rest of my subordinates and voters or whatever, honesty and good ethics would matter little to keep me in power. The shiny twinkle off my teeth and promise to withdraw the troops would. To me, honesty and ethics matter but not to those under my hypothetical thumb.

Kids need to be spanked and let known when wrong is wrong. Coddling and cooing and congratulating a child for not being worse then rewarding them with an upper or a downer not only distorts whatever moral tumor is already growing up in these kids but the fact that children who aren't finished developing mentally or physically are given altering chemicals is baffling. It's not like these pills are making them superhuman. Were they being dipped

Online: 150

You are logged in as [Christina](#)

STEP 5: DISCUSS RESULTS (IN FORUM)



Re: Evaluate the "Research topic" survey results

by Joshua Csapo - Monday, 19 March 2012, 03:54 PM

I was only surprised by a few answers, as most were congruous with my own. The first question about how many times you go shopping in a year was interesting because no one said 12-15, and 29.41% said more than 15, which seems like a lot. I was often surprised to see how few people tan. It seems that almost everyone tans and to find that 76.47% said they never tan seemed unlikely. Question 13 needs to be revised. Not only is it grammatically unsound, the question itself is slightly ambiguous. Is it asking if you find these qualities inherently important in a leader, or if you feel that people elect a leader simply based on these qualities. My research could be informed by the questions asked because they provide specific demographic s and information. Knowing what people already know helps avoid redundancies. If I could ask the class an open question, I would ask what sort of technological advancements they want to see in the next 50 years.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

Sum of ratings: 50 / 100



Re: Evaluate the "Research topic" survey results

by Mary Carroll - Monday, 19 March 2012, 03:49 PM

The question I found most interesting was the family therapy, 0% of us said no to attending family therapy if asked by a family member. If you think about the term therapy as a whole and then try to answer this question, do you think you would answer it the same? This surprises me because it shows that our class really supports our family and their decisions, along with the fact that they have to suffer through family therapy. An interesting question was the one that asked how many people in your family are obese. If you were to research the obesity rates then look at the class average of 53% said no one was obese in their family, you'll be surprised on how lucky that is. I want to ask the class how serious they were when they answered these questions?

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Online: 150

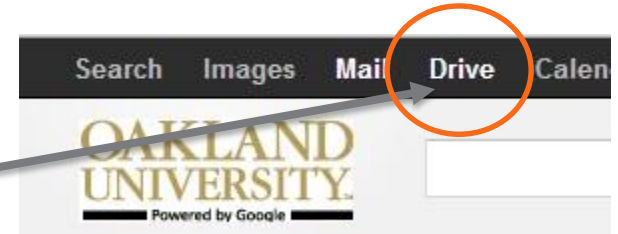
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COLLABORATIVE SURVEY WRITING

WE BUILT THIS SURVEY ... ON ROCK AND ROLL!!!

BUILDING A SURVEY


- Login to Webmail: <http://webmail.oakland.edu>
- Click on Drive in top left.
- Click on the document called Hybrid/Online Classes – Survey Activity
- Come up with sample survey questions based on this prompt:
 - What would you like to learn from your colleagues about their experience teaching online?
- Define both a question and the scale. For instance:
 - Question: How long do you spend preparing the online portion of your course per week?
 - Scale: Less than an hour, 1 hour, 2 hours, 3 hours, 4 hours, 5+ hours



REFLECTION

YOUR TURN, YOUR CLASSROOM

REFLECTION QUESTIONS

- What sort of online course activities or other tech tools do you use in your classes?
 - What are your favorite online activities you have done with your students? Why?
 - What ways can you translate your face-to-face activities to a hybrid or fully-online environment?
- 

THANK YOU FOR YOUR PARTICIPATION!

For access to this slide presentation, email us:

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