EN 101 Fall 2020 Lesson Plans

## Dr. Natalie Loper

## TR syllabus (class meets 9:30-10:45 a.m.); ePortfolio Visual Track

This class will be divided into three groups: A, B, and C. Each group will be tasked with coming up with a name, and members will work together all semester. They will attend in-class meetings in these small groups, peer review each other’s essays and ePortfolios, and serve as resources for each other. I will encourage group members to connect with each other via Groupme, Slack, or some other means of quick communication to build community. I may try to build in some group challenges during the semester, with the winning group earning bonus points.

# Prior to the start of classes, I will

* Set up my Blackboard page with the following:
  + Course information (course/section, classroom info, my name, email address, and office hour info)
  + Announcements (Allows communication with the whole class; creates an easy-to-access archive and will forward to students’ email if you check the box “Send announcement immediately.”)
  + Syllabus link to OIRA
  + Content areas on the left-hand menu
    - Syllabus—printable pdf
    - Discussion Board
    - ePortfolio
    - Unit 1: About Me
    - Unit 2: Memoir
    - Unit 3: Profile
    - Unit 4: Remix and Reflection
* Send an announcement that
  + Directs them to read the syllabus on Blackboard/OIRA
  + Provides the Zoom information for our first synchronous online class meeting
  + Tells students when they are expected to meet face-to-face in our classroom for the first time (this will be determined by enrollment and number of students allowed in the classroom)
* Set up my Blackboard grade book, with a column for each week. Students will earn daily/participation points each week by completing assigned activities. Discussion posts, essay drafts, and ePortfolio process work will be factored into the “Daily Grade” percentage of the syllabus. (An average column allows you to group individual columns.) Revised essays and final ePortfolio will have their own columns.
* Customize the assignment sheets for the ePortfolio semester-long assignment and Introduction Letter & “About Me” webpage
* Load Unit 1 content area with the following
  + Syllabus quiz
  + My intro letter to the class
  + Introduction Letter and About Me assignment
* Load ePortfolio content area
  + ePortfolio S­­emester-long assignment
  + Link to Weebly
  + Resources from the Web toolkit and Visual Toolkit
  + ePortfolio link googledoc (I’ll create a table with all students’ names and ask them to copy/paste their links next to their names. Make sure to allow anyone with the link to edit the document.)­­

# Week 1

## Thursday, Aug. 20

* Synchronous Zoom meeting during our class time
* Introduce myself and ask them to briefly introduce themselves.
* Share my screen: Show them Blackboard and explain where to find everything, as well as the level of engagement I expect.
* Briefly go over the syllabus and ask them to read it in more detail online. Stress classroom environment/netiquette policy, attendance policy, and ODS accommodation.
* Homework (due by Tuesday at 9 a.m.):
  + Read the following:
    - Syllabus
    - ePortfolio semester-long assignment
    - Introduction and About Me webpage assignment
    - My Introduction Letter
  + Post to the Introduction discussion and reply to at least one classmate
  + Complete the Syllabus Quiz

### Introduction Discussion Prompt

Note to teachers: Once you have added the Discussion Board to your course, create a new forum called Introduction Discussion Due [date/time]. Under options, do not allow students to create a new thread. (This prevents you from having to open 22 different threads.) Then, create a new thread and include the instructions as your post. Students will submit their answers as a reply to your post, and you will have a single thread to scroll through. This [discussion rubric](https://ualearn.blackboard.com/bbcswebdav/pid-5497923-dt-message-rid-50509267_1/courses/NI_EN102_Preview/course_files/course_files/rubrics/Discussion_Rubric.pdf) can help students understand your expectations.

Instructions for students:

* In a 300-500 word post, introduce yourself to your classmates. Include the following:
  + Where you’re from, or where you call home right now
  + Why you chose The University of Alabama
  + Your major/minor and year in school (If you’re undecided, what classes are you excited about?)
  + Your hobbies, interests, favorite things, least favorite things, accomplishments, activities, etc. (In other words, what helps make you YOU?)
  + What you are looking forward to or hope to get out of this class
  + What you are anxious or nervous about, either in this class or this semester as a whole
  + Anything else you would like to share
  + If you would like, add a picture or video of yourself to your post. To do this, follow the instructions in [Uploading a File to UA Box and Submitting a Link to it in Blackboard [PDF]](https://ualearn.blackboard.com/bbcswebdav/pid-5497882-dt-message-rid-50508928_1/courses/NI_EN101_Preview/course_files/Introduction%20Module/Uploading%20a%20File%20to%20UA%20Box%20and%20Submitting%20a%20Link%20to%20It%20in%20a%20Document.pdf).
* Submit your paragraph as a reply to this post.
* Read your classmates’ posts.
* Respond to at least one classmate.
  + In 150-300 words, explain what you have in common with your classmate and/or what you would like to learn more about from your classmate.
  + When choosing a post to reply to, make sure that everyone has at least one reply.

### Syllabus Quiz Questions

1. Which of the following are included in the student learning outcomes for EN 101? (Select all that apply.) (Answer: all of these)
   * Develop a repertoire of diverse rhetorical strategies that will enable you to assess and appropriately respond to each assignment’s audience and purpose
   * Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation
   * Compose essays by working through multiple drafts; by participating in opportunities for peer and instructor feedback; by applying that feedback in revisions; and, in general, you will treat the composition of any written text as a deliberate and recursive process
   * Employ grammar, punctuation, mechanics, usage, and basic citation and paper formatting in a manner appropriate to the genre and assignment being composed
   * Reflect, in writing, on your own development as a writer
2. Where will you submit work in this class? (Select all that apply.) (Answer: Blackboard and Weebly)
   * Blackboard
   * Weebly
   * Paper copies in class
   * We don’t have to do work in this class
3. What should you include in emails to your instructors? (Select all that apply.) (Answer: the first three)
   * Greeting (e.g. Dear Dr. X, Hello Professor Y)
   * Complete sentences
   * Your full name (Your professors have a lot of students and cannot always identify them based on email address alone.)
   * Nothing but a long line of hashtags
4. What should you do if you have missed four classes, the maximum allowed for this class, and become ill or are unable to make an in-person or online class meeting? (Answer: the first one)
   * Email your instructor asap to discuss your circumstances
   * Drop the course
   * Pretend everything is fine and keep your personal problems to yourself
5. What should you do if you are approaching the deadline for your first essay and do not think you will be able to complete the paper in time? (Answer: the second one)
   * Plagiarize
   * Email your instructor by midnight the night before the deadline and request an extension
   * Turn the paper in when you can and accept the late paper penalty
   * Lock yourself in your room with a case of Mountain Dew, a bunch of junk food, and your computer and hope for the best
6. What happens if you earn a mark of No Credit (NC) in this course? (Select all that apply.) (Answer: the last one)
   * Your GPA will go down.
   * You will be asked to withdraw from the course.
   * There is no such thing as a grade of NC.
   * You will have to take the course again until you can pass with a grade of C- or above.
7. What does the [Office of Disability Services](https://catalog.ua.edu/undergraduate/about/support-programs/disability-services/) do for students? (Select all that apply.) (Answer: all of these)
   * Work with faculty and other members of the University community to provide individualized academic accommodations for student with academic disabilities.
   * Provide a diagnosis for students with disabilities.
   * Promote student responsibility and self-advocacy.
   * Provide an application process for students to present their documentation of a disability and discuss accommodations with an ODS specialist.
   * Notify faculty of a student’s need for academic accommodations.
8. Which of the following are considered Academic Misconduct according to the [The UA Academic Misconduct Policy](https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/" \t "_blank)? (Select all that apply.) (Answer: all of these)
   * Cheating
   * Plagiarism (includes self-plagiarism)
   * Fabrication
   * Misrepresentation
9. The [UAct website](https://www.ua.edu/campuslife/uact/) will help you find resources to report or obtain assistance with which of the following? (Select all that apply.) (Answer: all of these)
   * Dating violence
   * Domestic violence
   * Stalking
   * Sexual assault
   * Sexual violence or other Title IX violations
   * Illegal discrimination
   * Harassment
   * Hate or bias incidents
   * Child abuse or neglect
   * Hazing
   * Threat assessment
   * Retaliation
   * Ethical violations or fraud
10. Which of the following will the Writing Center do for you? (Select all that apply.)
    * Tell you what grade you should get on the essay.
    * Write your paper for you.
    * Fix all of your grammatical errors and typos.
    * Help you with overall structure, organization, development, and mechanics.

# Week 2: 8/24-8/28

* Prior to this week:
  + See above for what to post in Unit 1 folder in Blackboard.
  + Read through Digital Tracks “Start Here” and “Step 1”
  + On the discussion board, create a new thread for the Knolling Assignment
  + Create a place for students to upload their Introduction Letter (Blackboard assignment or Turnitin assignment, in Unit 1 folder)
  + Send an announcement to students about what to expect for this week: when they will come to class, what’s due, and when/where to submit work (this includes homework assigned during week 1, plus Knolling assignment discussed below)
* Meet with group A on Tuesday from 9:30-10:00, Group B on Tuesday from 10:15-10:45, and Group C on Thursday from 9:30-10:00. I will hold in-person office hours in my classroom from 10-10:45 on Thursday. (Students can also meet with me by appointment via Zoom.)
* Make any changes to groups on Thursday, after add/drop. Send announcement with group members’ names and include group letters/names on course documents for the next few weeks. Continue to monitor group numbers and student activity, making changes at the beginning of Unit 2, if necessary.

## In class

* + 5-minute writing prompt (Bellringer): Describe your experiences with visual media—Instagram, photography, visual arts, design, marketing, etc. If you don’t think you have experiences with these things, describe your social media presence. What apps do you use, and what type of things do you tend to post? Be as specific as possible. [Note to teachers: In-class writing can be typed and emailed to you, uploaded in the Blackboard Journal, or posted to Weebly blog once those have been created. If students prefer to hand-write, have them take a picture and send it to you.]
  + Ask students to share their responses and take notes on the board. Ideally, there will be a list of apps/programs, types of visual media, and any other experiences students have.
  + Use this conversation to move into a discussion about the work they will do in this class, particularly the first unit. Briefly go over intro letter, about me assignment, and ePortfolio and answer any questions students have.
  + Talk about knolling assignment and how it ties into the About Me (students are using visuals to describe themselves) and ePortfolio (creating digital content). They may choose to including their photograph on their website as part of their about me page.

## Homework/outside of class

* + By Tuesday 8/25 at 9 a.m.
    - Syllabus quiz
    - Introduction discussion
    - Read my intro letter and assignments that have been posted to Blackboard.
  + By Thursday 8/27 at 9 a.m. to the discussion board: Knolling assignment—students take picture and write analysis
    - Resources include [What is Knolling?](https://creativemarket.com/blog/what-is-knolling-the-overhead-photography-trend-explained), [The History of Knolling—Our Favorite Instagram Trend](https://medium.com/@Lyst/your-favorite-insta-aesthetic-has-an-unexpected-history-a929e078d4ea), and [30 Inspiring Examples of Knolling Photography](https://inspirationfeed.com/knolling-photography/)

### Discussion board: Knolling Assignment prompt

For teachers: Create a new thread on the discussion board. Call it Knolling Assignment due [date/time]. Under options, do not allow students to create a new thread. (This prevents you from having to open 22 different threads.) Then, create a new thread and include the instructions as your post. Students will submit their answers as a reply to your post, and you will have a single thread to scroll through. This [discussion rubric](https://ualearn.blackboard.com/bbcswebdav/pid-5497923-dt-message-rid-50509267_1/courses/NI_EN102_Preview/course_files/course_files/rubrics/Discussion_Rubric.pdf) can help students understand your expectations.

Prompt for students:

Do you love music? Running? Painting? Cooking? Photography? Now is your chance to share your story with the class. For this exercise, spend some time considering your interests and hobbies. Once you’ve thought of a few, consider some objects that represent them. Then, with those objects, knoll them, that is, arrange them in parallel or at a 90 degree angle. Refer to the following resources and pictures before you get started: [What is Knolling?](https://creativemarket.com/blog/what-is-knolling-the-overhead-photography-trend-explained), [The History of Knolling—Our Favorite Instagram Trend](https://medium.com/@Lyst/your-favorite-insta-aesthetic-has-an-unexpected-history-a929e078d4ea), and [30 Inspiring Examples of Knolling Photography](https://inspirationfeed.com/knolling-photography/).

Your composition should reflect you and allow your classmates and me to get to know you better. This assignment has two parts: 1) your Knolling photograph and 2) an analysis.

**Your Knolling photo must include:**

●      A solid background—You may use a pattern if used thoughtfully.

●      A theme (i.e. adventure, technology, nature, etc.)—What story are you telling about yourself?

●      Categorization—How might you group similar objects? By color? Shape? Size? Texture?

●      Objects—Use a variety of objects to say something about yourself. Try to include at least 10 objects in your photograph.

Take a picture of your composition and upload to your computer. Insert your knolling photograph into your discussion board post. After you’ve completed these steps, write a 300-word analysis of your knolling photograph. (Because Blackboard can be finicky, you might want to complete this assignment in a Word or Googledoc, make sure to save it on your computer, and then copy/paste or upload your document into your discussion post response.)

**What to include in the 250-450 word analysis:**

●      What this knolling photograph says about you. What story are you trying to tell? What objects and theme did you use? What do these things tell about who you are?

●      Identify the rhetorical situation. What have you learned about the genre of knolling photography? Who is your audience? What constraints did you have in creating your image? What purpose are you trying to achieve?

# Week 3: 8/31-9/4

* Prior to this week:
  + Read through Digital Tracks “Step 2” and do the prep work recommended there
  + Set up Discussion board: About Me analysis due [date/time]
  + Check your Unit 1 folder in Blackboard and add/open links to Weebly tutorials and other links from the Web Toolkit you want students to read
  + Create your free Weebly account/page to use for in-class demonstrations and practice
  + Send an announcement with group assignments and reminders about what students will do this week (and what’s due when and where)
* Meet with assigned groups (B and C on Tuesday, A on Thursday)

## Homework

* By Tuesday 9/1 at 9 am
  + Read sample About Me pages and complete Discussion Board post (see prompt below)
  + Watch Weebly tutorial (and other sites found in web toolkit)
* By Thursday 9/3 at 9 am
  + Set up free Weebly account. (Your domain name should end with .weebly.com to be free.) Your page should have an About Me page and a blog page (be sure to set it up as a blog page, not standard page). Publish your site and copy the link onto the googledoc on Blackboard.
* By Monday 9/7 at 11:59 pm [Note: Major assignments are typically due on Sunday night, but I pushed this back to Monday because of the Labor Day holiday.]
  + Complete About Me page and post link on ePortfolio googledoc in Blackboard (10% of course grade)

## In class 9/1 and 9/3

* Bellringer (5-minute write): What have you done in this class so far? How have you done those things? What do you think about your work thus far? What have you learned? What would you like to continue learning? What questions do you hope I will answer?
* Recap last week and discuss what’s next: About Me posted to ePortfolio by Monday at midnight (for grade); will start Memoir next week.
* Introductions—students can share content from their introduction discussion or show their knolling assignment (their choice).
* Groups come up with their name, exchange contact info, and determine how they wish to communicate with each other, if they haven’t already.
* Start setting up Weebly or troubleshoot if they’ve already done it.
* Answer any questions students have.

### Discussion board About Me analysis prompt:

About Me page analysis [due date/time]

* Read the following articles and click on at least ten of the links to read the About Me pages in full:
* [Eight Best “About Me” Pages That Are Crushing It](https://roborr.net/marketing-strategy/eight-best-about-me-pages-are-crushing-it)
* [30 Inspiring “About Me” Pages](https://www.webfx.com/blog/web-design/30-inspiring-about-me-pages/)
* [50 of the Best Personal Website and Portfolio Examples in 2020](https://collegeinfogeek.com/personal-website-examples/)
* Write a 300-350 word analysis that answers the following:
  + What are at least three features of a good “About Me” page? Be specific.
  + What features did you see that you want to incorporate in your “About Me” page on your website? Because this is a website you are creating for your first-year writing course, which features will you not need to include?
  + Which details from your Introduction Discussion post and/or Knolling Assignment do you plan to include on your About Me page? What do you not want to include?
  + Optional: After reading through the About Me assignment for this class, and after doing this assignment, what questions do you have about this assignment?