

SOCIOLOGY 495: Topics in Sociology—Teaching Online Classes in Sociology
University of Hawai'i at Mānoa, Fall 2013

COURSE SYLLABUS

Lecture Posted: M 6:00 pm	Instructor: Quincy Edwards, PhD
Course Dates: 09/16-12/20/2013	Office hours: TBA
Course No.: 1036	Office location: TBA
Course Management System: Lulima	Email: quincy.edwards@hawaii.edu
https://lulima.hawaii.edu/	Web: http://www2.hawaii.edu/~qedwards/

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| 1. <i>Classmate contact information:</i> | 2. <i>Classmate contact information:</i> |
| Name: _____ | Name: _____ |
| email: _____ | email: _____ |
| Tel.: _____ | Tel.: _____ |
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UH CATALOG COURSE DESCRIPTION

SOC 495 Topics in Sociology — Teaching Online Classes in Sociology (3).
Methods for online course development and delivery. Foundations for matching technology to the course and for maximizing the potential of the virtual student.

INSTRUCTOR'S ADVICE TO PARTICIPANTS

This syllabus is different from many others. It is longer than some, more detailed than most. But most importantly, it is designed to help you succeed and may be accessed as an expedient reference throughout the course.

In the following pages, there are many suggestions to you but the most crucial one is this: Get help as soon as you think you need it. Do not create an insurmountable "catch-up" problem for yourself. If you are seriously in need of help, make an appointment to meet with me.

Because the course is somewhat concentrated and the learning process is a cumulative one, it is imperative that participants do not fall behind and, to this end, the following practices will be adopted:

1. Each assignment will be graded and individual feedback will be provided.
2. Participants are encouraged to contact me to discuss their progress.
3. Most importantly, take ownership of your education in this class by completing all reading and writing assignments on time and participating in all discussions, activities, and workshops.

INTRODUCTION

The virtual classroom is a potentially powerful teaching and learning environment that demands new practices and new relationships. Giving rise to significant contributions to learning, it will require instructors to use technology while shifting the ways in which they organize and deliver their material.

This course lays the foundation for online teaching in the social sciences and teaches the necessary skills for becoming an effective online educator. The emphasis is on what to do when directing an online course, and how to do it with ease and confidence.

Rather than diminishing a personal connection to the student, online educators will discover that their interactive presence will nurture new relationships and develop a sense of community within the class (in itself, a powerful tool) while, at the same time, encouraging students to assume responsibility for their own learning process.

While teaching online takes time, energy, and patience, the online educator faces the unique challenges of what, for some, is a foreign and intimidating arena. The importance of content is a critical issue. The shift from a face-to-face classroom to an online classroom requires more than merely placing content — or a simple conversion of methods and materials from a face-to-face class — on a website.

Apart from the technology in use, success rests on the degree to which the instructor can promote collaborative learning and help students to become reflective practitioners. Such best practices are the foundation for optimizing online pedagogy.

LEARNING OBJECTIVES

The overall goals for course participants are to:

1. Develop an understanding of the elements of online course design
2. Explore and integrate various online teaching and learning strategies.
3. Develop an online course that features clear and concise instructions, expectations, and format.
4. Specify learning objectives while designing activities and authentic assessments to measure mastery of the stated objectives.
5. Assess student progress by both formative and summative standards, and report student achievement and results.
6. Ensure that activities and assessments account for students' different learning styles.
7. Integrate good assessment techniques. Provide appropriate and timely feedback on students' work.
8. Differentiate between fair use and copyright infringement.
9. Facilitate online discussions.
10. Become familiar with the political and ethical considerations when conducting online courses.
11. Foster virtual community building and facilitate collaborative learning.
12. Learn to critique the elements in courses developed by others in addition to making appropriate suggestions for improvement.
13. Design courses in a manner consistent with the university's core beliefs and curriculum standards.
14. Maintain an ongoing teacher presence throughout the course.

To accomplish such goals, this course includes a combination of lectures, readings, discussions, activities, and workshops. Lectures and readings will focus on the introduction of new material; discussions will assist in comprehension of the material; activities and workshops will provide "hands-on" experience.

ATTENDANCE POLICY

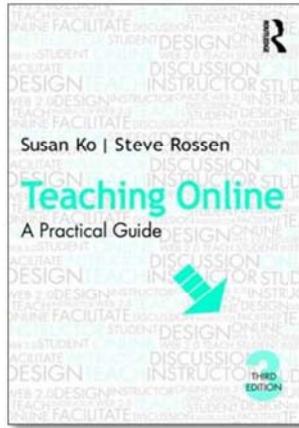
This is an online asynchronous course. Your active participation constitutes your attendance.

Please know that research has shown — and my experience confirms — that absenteeism correlates with lower grades. This is especially true of this course as the knowledge is cumulative with each step building on the previous step. Inconsistent attendance creates insurmountable "catch-up" problems for participants.

In other words, absenteeism is counter-productive to your academic objectives and strongly discouraged. However, this course will come easily to anyone who keeps up with the assignments and gets help when needed.

REQUIRED TEXTBOOK

Ko, Susan, and Steve Rossen. 2010. *Teaching Online: A Practical Guide*. 3rd ed. Routledge.



Edition: 3
Paperback: 472 pages
Publisher: Routledge (March 12, 2010)
Language: English
ISBN-10: 0415997263
ISBN-13: 978-0415997263
Product Dimensions: 5.6 x 8.0 x 0.9 inches
Shipping Weight: 1.2 pounds
List price: \$41.02

Amazon:	\$40.60 (Rent Kindle, from \$9.35)
Barnes & Noble:	\$40.60 (Rent 90 days, \$26.97)
Half.com:	\$35.00 (Rent 125 days \$29.69)
eCampus:	\$46.03 (Rent Semester, \$25.58)

OPTIONAL TEXTBOOK

Globokar, Julie L. 2010. *Introduction to Online Learning: A Guide for Students*. Sage Publications, Inc.

COLLABORATION AND LEARNING ENVIRONMENT (CLE)

Laulima is the University of Hawai'i's Collaboration and Learning Environment (CLE). Links to the discussion board and other salient features will be provided thereon

COURSE MATERIALS

1. An active UHM email account that is checked regularly as there will be times when I will contact you individually or as a class.
2. A reliable computer with internet access. (ITS labs are available throughout campus with generous hours of operation.)

COURSE DESIGN

1. Critical Readings and Discussions

Selected readings from journals and other publications will provide stimuli for weekly class discussions, and in some cases, critiques, and analyses. These will require some thought and possibly some research, so it is unwise to wait until the due date to post your comments.

Regular, timely, and meaningful participation is a key factor in your grade. Please note that late assignments will not be accepted by the Laulima system.

2. Activities, Workshops, and e-Learning

These are designed to teach the techniques and skills of online pedagogy. You will need these in order to develop the competency essential for your Final Project. The activities, workshops, and online resources are learning opportunities. Make full use of each and every one.

3. Course Project

The final exam consists of a course project that builds upon the previous assignments and activities.

WARNING: Do NOT miss any *due dates!* All requirements must be met as scheduled. This online course allows you the freedom to self-direct your work within extended timeframes.

For success in this course, adherence to all deadlines is imperative. Therefore, extensions will not be given.

METHOD OF EVALUATION: Assignments and the Course Grading Criteria

The overall grading structure of the course will consist of:

Critical readings and discussions	40%
Activities (5)	30%
Workshops (8).....	15%
Course project.....	15%

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event one or two students do exceptionally well. To assure a specific grade, consider the following scale:

94-100% = A	87-89% = B+	77-79% = C+	67-69% = D+
90-93% = A-	83-86% = B	73-76% = C	63-66% = D
	80-82% = B-	70-72% = C-	60-62% = D-

GENERAL INSTRUCTIONS FOR PREPARING ASSIGNMENTS

Quality and clarity of content presented are grading criteria. All written assignments are to be typed in 10-point Arial or 11-point Times New Roman fonts, double-spaced, with all margins set at one inch. The grade for a paper will be based on:

1. Presentation Style

- (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)
- (b) Spelling and punctuation.
- (c) Correct citation (use ASA style). Each citation must be the result of an in-text reference with page number.
- (d) Except for the title page, all pages are to be numbered consecutively at the top right-hand margin.
- (e) Margins, fonts, format, etc., according to specific assignment.

2. Organization

- (a) Structure and format
- (b) Logical sequencing and continuity of ideas
- (c) Clarity of expression
- (d) Conciseness.

3. Content

As indicated by specific paper assignment.

NOTE: The ASA Quick Style Guide is available at:

<http://www.asanet.org/students/Quick%20Style%20guide.pdf>

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SCHEDULE OF ASSIGNMENTS

✓		ASSIGNMENT	WEEK NO.	POSTED
<input type="checkbox"/>		Orientation	1	09/16/13
<input type="checkbox"/>	Chapter 1	Teaching Online: An Overview		
<input type="checkbox"/>	Chapter 3	Course Design & Development	2	09/23/13
<input type="checkbox"/>	Ancillary	VOCAL — The Effective Online Instructor		
<input type="checkbox"/>	Chapter 5	Creating an Effective Online Syllabus	3	09/30/13
<input type="checkbox"/>	Ancillary	<i>Elements of a Course</i>		
→	ACTIVITY #1 — RETHINKING THE SYLLABUS FOR ONLINE LEARNING			
<input type="checkbox"/>	Chapter 6	Building an Online Classroom	4	10/07/13
<input type="checkbox"/>	Workshop	Laulima/Sakai Proficiency		
<input type="checkbox"/>	Ancillary	Engaging Learners & Creating Community	5	10/14/13
<input type="checkbox"/>	Ancillary	Good Facilitation Online: What is Involved?		
<input type="checkbox"/>	Ancillary	Defining Excellence in Online Instruction		
<input type="checkbox"/>	Ancillary	Writing Style in Online Instruction		
<input type="checkbox"/>	Workshop	Laulima/Sakai Proficiency		
→	ACTIVITY #2 — INTEGRATING APPROPRIATE LEARNING ACTIVITIES			
<input type="checkbox"/>	Chapter 7	Student Activities in the Online Environment	6	10/21/13
<input type="checkbox"/>	Workshop	Laulima/Sakai Proficiency		
<input type="checkbox"/>	Chapter 8	Copyright, Intellectual Property . . .	7	10/28/13
<input type="checkbox"/>	Ancillary	Online Ethics		
<input type="checkbox"/>	Workshop	Laulima/Sakai Proficiency		
<input type="checkbox"/>	Chapter 9	Creating Courseware; Using Web 2.0 Tools	8	11/04/13
<input type="checkbox"/>	Ancillary	Matching the Technology to the Course		
<input type="checkbox"/>	Workshop	Laulima/Sakai Proficiency		
→	ACTIVITY #3 — ENCOURAGING STUDENT PARTICIPATION			
		<i>HOLIDAY — Veterans' Day 11/11/13</i>		
<input type="checkbox"/>	Chapter 10	Preparing Students for Online Learning	9	11/11/13
<input type="checkbox"/>	Workshop	Laulima/Sakai Proficiency		
<input type="checkbox"/>	Chapter 11	Classroom Management & Facilitation	10	11/18/13
<input type="checkbox"/>	Ancillary	Evaluating Weekly Discussions		
<input type="checkbox"/>	Workshop	Laulima/Sakai Proficiency		
→	ACTIVITY #4 — HELPING STUDENTS TO BECOME REFLECTIVE PRACTITIONERS			

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SCHEDULE OF ASSIGNMENTS *(Continued from previous page)*

✓		ASSIGNMENT	WEEK NO.	POSTED
<input type="checkbox"/>	Ancillary	Teaching Courses Developed by Others	11	11/25/13
<input type="checkbox"/>	Ancillary	Online Classroom Dynamics		
<i>HOLIDAY — Thanksgiving Day 11/28/13 and Non-instructional Day 11/29/13</i>				
<input type="checkbox"/>	Chapter 12	Classroom Management: Special Issues	12	12/02/13
<input type="checkbox"/>	Ancillary	Design/Delivery of a Successful Online Course		
<input type="checkbox"/>	Workshop	Laulima/Sakai Proficiency		
➔	ACTIVITY #5 — ASSESSING STUDENT PERFORMANCE			
<input type="checkbox"/>	Ancillary	Maximizing Potential of the Virtual Student	13	12/09/13
<input type="checkbox"/>	Ancillary	Plagiarism, Cheating, and Gamification		
<input type="checkbox"/>	Ancillary	Future Trends	14	12/16/13
<input type="checkbox"/>	➔	COURSE PROJECT DUE BEFORE 12 NOON ON 12/20/13		

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

- 09/24/2013 Last day to register/add courses. Last day to receive 100% tuition refund.
- 10/04/2013 Last day to receive 50% tuition refund.
- 10/04/2013 Last day to drop classes (No "W" on transcript).
- 11/12/2013 Last day to withdraw from class ("W" on transcript).

KOKUA FOR STUDENTS WITH DISABILITIES

Any students who feel they may need an accommodation based on the impact of a disability are invited to contact me privately. I will be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA may be reached at:

<i>Queen Lili'uokalani Center for Student Services 013</i>	<i>Tel.: (808) 956-7511 or (808) 956-7612 (Voice/Text)</i>
<i>2600 Campus Road,</i>	<i>Fax: (808) 956-8093</i>
<i>Honolulu, HI 96822</i>	<i>Email: kokua@hawaii.edu</i>
<i>Hours: Monday-Friday, 7:45am-4:30pm</i>	<i>Website: http://www.hawaii.edu/kokua/</i>

The KOKUA Program — *Kahi O Ka Ulu'Ana* ("The Place of Growing") — is the primary campus unit responsible for providing academic access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence, & Diversity within the Division of Student Affairs.

IMPORTANT NOTE CONCERNING STUDENT CONDUCT

Students are required to abide by the University of Hawai'i at Mānoa Student Conduct Code. Note that "the University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Moreover, members of the UH academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment which supports these activities. It is therefore the policy of the University that members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution (as provided in section 1-4, chapter 1 of the Board of Regents' Bylaws and Policies [Part D]). Students who are disruptive are, consequently, subject to a variety of academically related penalties which may include reprimand, probation, restitution, suspension or expulsion."
(<http://www.manoa.hawaii.edu/students/conduct/>).

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including cheating, plagiarism, and falsification or misrepresentation of experimental data. The code covers all written and oral examinations, term papers, creative works, assigned computer related work, and any other academic work done at the University of Hawai'i. Any violation of the student code will be reported.

Any further questions regarding the Conduct Code should be addressed to the Office of the Dean of Students, Bachman Annex 10, phone V/T (808) 956-3290.

Revised Student Conduct Code (July 2009)

There is a change in the Student Conduct Code that has been adopted by the Board of Regents. The new Student Conduct Code became effective in July 2009. It comes in two parts. The revised system-wide part is available at: <http://www.hawaii.edu/apis/ep/e7/e7208.pdf>. The Mānoa part is available at: http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf

"The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in, any of these behaviors subjects a student to the disciplinary process and sanctions on each campus:

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any UH official, faculty member, or office.
 - c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

The term "*cheating*" includes, but is not limited to:

- (i) The use of any unauthorized assistance in taking quizzes, tests, or examinations;
- (ii) The use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- (iii) The acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student
- (iv) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The term "*plagiarism*" includes, but is not limited to:

- (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- (ii) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

[E7.208 UNIVERSITY OF HAWAII SYSTEMWIDE STUDENT CONDUCT CODE, July 2009]

ELECTRONIC COURSE AND FACULTY EVALUATION (eCAFE) SYSTEM

The Department of Sociology is committed to attaining continual improvement in the quality of its course offerings. For this reason, your assistance is much-needed as you progress with your education. As students (and course consumers), only you are able to tell us about your educational experiences in your classes, and you are encouraged to do so through our evaluation process.

Toward the end of each semester, you will be informed of the time period during which the online eCAFE system will be available for submission of course evaluations by logging in to <http://www.hawaii.edu/ecafe/>.

To assure the openness of the evaluation process and the availability of submitted information to incoming students, current students, the Department, and other interested parties, the results of the evaluations will be accessible at <http://www.hawaii.edu/ecafe/>.

By participating in this process, you are assuring that UH will continue to improve its course offerings and available resources for students.

Disclaimer: If circumstances change, the instructor reserves the right to alter, modify, amend, or otherwise change the syllabus. No changes are anticipated at this time, but if changes do become necessary, students will be notified in writing.