



# **Handbook for Online Instructors**

**Fall 2014 edition**

## TABLE OF CONTENTS

WELCOME.....	3
GETTING STARTED.....	3
<i>Requirements for Online Classes and Materials.....</i>	<i>3</i>
<i>Specific Requirements for Syllabi – Online Classes.....</i>	<i>4</i>
<i>Accessibility.....</i>	<i>5</i>
<i>Accessibility Recommendations.....</i>	<i>6</i>
<i>Best Practices in Online Teaching.....</i>	<i>7</i>
<i>Course Outline.....</i>	<i>9</i>
<i>Textbook.....</i>	<i>9</i>
<i>Student Workload.....</i>	<i>9</i>
<i>Syllabus.....</i>	<i>10</i>
<i>Timeline/Calendar.....</i>	<i>10</i>
MANAGING COURSE ROSTERS.....	10
<i>Rosters.....</i>	<i>10</i>
<i>First Census.....</i>	<i>10</i>
<i>Dropping a Student for Nonparticipation.....</i>	<i>10</i>
GRADING.....	11
<i>Incompletes.....</i>	<i>11</i>
ADDITIONAL INFORMATION.....	11
ATTACHMENT A: IMPORTANT CONTACT INFORMATION.....	12
ATTACHMENT B: COURSE SYLLABUS SAMPLE.....	13
ATTACHMENT C: ONLINE COURSE FEEDBACK FORM SAMPLE.....	18
ATTACHMENT D: CLASS TIMELINE SAMPLE.....	20
ATTACHMENT E: MOODLE INSTRUCTIONS SAMPLE.....	21
ATTACHMENT F: WEEKLY INSTRUCTION SHEET SAMPLE.....	22
ATTACHMENT G: MOODLE WEEKLY ASSIGNMENT BLOCK SAMPLE.....	24

## **WELCOME**

Lassen Community College currently provides students the opportunity to take classes online. You have received this handbook because you are scheduled to teach one or more sections of online courses or are using online delivery as part of a hybrid class. Welcome! As an instructor teaching online, you play a vital role in providing instruction to students throughout Lassen County, California, and the United States.

While you may not be teaching face-to-face in a classroom, you must work to ensure that your online class matches the rigor and academic standards of a traditional face-to-face course. Your online course must also meet local, state, and federal guidelines for online education.

By fall 2015, you must have completed an LCC-approved online teaching training program to teach online. Information on approved training programs will be provided to you during Fall 2014. In addition to future training, this handbook is designed to make you aware of online-specific issues and regulations, guide you through the process of developing your course, and make you aware of the resources available on campus to make the transition to online instruction as smoothly as possible. See Attachment A for important contact numbers.

## **GETTING STARTED**

Lassen Community College uses Moodle as its online learning management system (LMS) platform. IT can assist all first time online instructors with course setup and navigation, and your division chair can refer you to other faculty who teach online for online teaching strategy information or suggestions. Additionally, group trainings for Moodle are regularly offered in the Training, Education, and Collaboration Center (TECC) at Lassen College; efforts are also underway to provide a Moodle training via webinar at least once each semester. New instructors are encouraged to view other online courses. Seeing other courses, even in subject areas different than your own, may give you some ideas about how to structure your online course. Keep in mind, though, that you may not use any material from another instructor without permission.

As you get started creating an online learning environment for your students, you need to be aware of Lassen College's own online course requirements as well as state and Federal accessibility guidelines. Both the local course requirements and accessibility guidelines are based on state and federal regulations.

### **Requirements for Online Classes and Materials**

At Lassen College, all online courses must utilize a Moodle shell and include the following components or information as evidence of regular effective contact:

- Weekly student-to-student interaction via discussion forums  
You are expected to facilitate weekly interaction between students by creating opportunities for dialog and discussion. It is recommended that you make forum participation a requirement rather than a choice in your class and expect students to their own initial posts to each forum as well as posts responding to classmates. You might consider a minimum word count for initial and response posts.

- Weekly instructor-to-student (group) contact  
This may be demonstrated via regular news forum posts, announcements or lecture information that includes clarifying information in response to student questions or overall class performance (i.e. clarifying a concept that may have been unclear the week prior based on individual quiz scores). Regular faculty participation within weekly forums also is evidence of instructor-to-student (group) contact. Instructors don't need to respond to every student post, but there must be evidence of faculty interaction, and it must be regular and timely.
- Weekly instructor-to-student (individual) contact  
You must have contact with individual students each week – check-in assignments that promote student questions or assess perspectives towards the class or the material are two ways to offer students an opportunity for questions and to provide individual feedback similar to talking to a student and answering questions before or after a face-to-face class. Instructors should always be providing feedback on assignments. Another way to provide individual comments and feedback is with email for individual students generated within Moodle using the Moodle QuickMail function. While it is inevitable that students will email faculty members outside of Moodle, it is important that additional regular feedback and individual interaction occur within Moodle because the evidence of regular, effective interaction is easily accessible to outside evaluators. If external email is utilized regularly for weekly interaction with individual students, instructors must save all emails for submission to Academic Services at the end of the semester as evidence of regular and effective contact between instructors and students.
- Clear explanations of concepts covered and assignments due within each week, topic or unit (i.e. a weekly task or to do list that clarifies to students what is expected of them). Besides providing the link to Moodle activities or resources, best practices suggest you should provide a check list or similar item to help students understand exactly what is expected of them each week. Include all tasks for a week – readings, forums, videos, access to outside resources, assignments, quizzes or exams, and anything else a student needs to do during a given week. See attachment G for a sample of weekly student information.
- Weekly lectures utilizing instructor-generated documents or files (Word, PowerPoint, Prezi, video). External links and references may also be used but should not be the students' sole source of course- and content-related information. Lassen College expects that you will provide your own lectures, explanations, demonstrations, and information. This can be delivered a variety of ways, but keep in mind that Powerpoint slides alone are not sufficient because they often only highlight key words and phrases rather than providing complete explanations of a concept. Typed lectures are very common as are PowerPoint with notes, videos, Prezi with embedded audio and more.
- Materials that are accessible to all students regardless of disability.

### **Specific Requirements for Syllabi – Online Classes**

Additionally, syllabi for online class sections must include information specific to online students, expectations, and communication:

- Must include guidelines for appropriate student interaction in forums (netiquette) as well as potential consequences for inappropriate postings
- Must include expectations for student interaction in forums (ie. one original post and two responses to classmates)

- Must include information about methods for weekly student question and faculty feedback opportunities
- Must include information about when to expect feedback on assignments (ie. feedback on quizzes and assignments within 48 hours; feedback on essays and exams within 1 week).
- Must include information so students know when to expect return communication when questions are asked via email or within Moodle (ie. questions answered within 24 hours when received M-F, 48 hours when received Saturday or Sunday)

## Accessibility

Your online course must be accessible to all students regardless of whether or not they have a disability. The best way to design an accessible course is to make it accessible as you develop it; do not wait to find out whether you have disabled student since your course must be accessible regardless of whether a disabled student is enrolled. Utilize Universal Design Principles to help create an accessible class from the very beginning.

The California Community Colleges Chancellor's Office Distance Education Accessibility Guidelines (DEAG) for Students with Disabilities is available at <http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf>

Within the DEAG document, four principles are conveyed that provide the foundation for Web accessibility: *perceivable, operable, understandable, and robust*. According to the CCCCO 2011 DEAG, "The Guidelines and Success Criteria are organized around the following four principles, which lay the foundation necessary for anyone to access and use Web content. Anyone who wants to use the Web must have content that is:

1. **Perceivable:** Information and user interface components must be presentable to users in ways they have the ability to comprehend (it can't be invisible to all of their senses), e.g.:
  - Provide **text alternatives** for non-text content.
  - Provide **captions and alternatives** for audio and video content.
  - Make content **adaptable**; and make it **available** to assistive technologies.
  - Use **sufficient contrast** to make things easy to see and hear.
2. **Operable:** User interface components and navigation cannot require interaction that a user is unable to perform, e.g.:
  - Make all functionality **keyboard accessible**.
  - Give users **enough time** to read and use content.
  - Do not use content that may cause **seizures**.
  - Help users **navigate and find** content.
3. **Understandable:** Information and the operation of user interface cannot be beyond the users' comprehension, e.g.:
  - Make text **readable and understandable**.
  - Make content appear and operate in **predictable** ways.
  - Help users **avoid and correct mistakes**.
4. **Robust:** Content must be **robust enough** that it can be interpreted reliably by a wide variety of user agents, including assistive technologies, e.g.:
  - Maximize **compatibility** with current and future technologies.

**If any of the four principles are not met, users with disabilities will not be able to use the Web" (6).**

The Chancellor's Office also provides accessibility guidelines within the DEAG document. Below is a summary of key guidelines; complete text is available in The California Community Colleges Chancellor's Office Distance Education Accessibility Guidelines (DEAG) for Students with Disabilities, which is available at <http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf>

Guidelines for accessibility:

- Students must have an opportunity to learn “anytime, anywhere” (12). All courses should be designed to be accessible by disabled students anytime, anywhere without the need for outside assistance or equipment.
- Assistance must be built into a course (i.e. closed caption) and compatible with industry standard assistive technology like screen readers or magnifiers (12).
- Access to distance education courses includes access to audio, video, or text components of a course in addition to communications delivered within a course (13).
- Distance education courses and materials must be “designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities” (13).
- All materials, whether produced by the college or accessed via external resources, must be accessible.

### **Accessibility Recommendations**

Having an understanding of general philosophies and guidelines for accessibility in online classes is important, but not everyone is aware of how the guidelines translate to regular and effective practice within online classes. The following should be standard practices within your online class according to AccessComputing ([uw.edu/accesscomputing/tips](http://uw.edu/accesscomputing/tips)):

- **Caption all video**  
Captions benefit all users. You can transcribe your own captioning using youtube, Camtasia, or other free services.
- **Provide a transcript**  
Provide a transcript of all audio or video presentations so that users who are deaf-blind and those with low Internet bandwidth can access the media content. All users benefit by being able to access content quickly.
- **Add proper alt text to images**  
Alt text provides access to the content of an image for those who cannot see the image, including those using screen readers. It is supported within most document authoring tools (HTML, Word, PDF).
- **Use headings properly**  
Use headings and sub-headings to form an outline of the page to help non-visual users to understand how the page is organized and make it easy for screen reader users to navigate. Using templates or styles in Microsoft Word can help you to use headings properly
- **Create accessible PDFs**  
Tag content in PDFs, and take steps to ensure that the content will be read in the correct order

- Know when to use PDF  
PDF preserves a document's appearance across operating systems and devices. If this is not essential, consider using alternate formats such as html or text to convey the content.
- Respect white space  
Providing plenty of space between lines of text and blocks of texts (paragraphs) can help users who have difficulty tracking text horizontally. Adequate white space contributes to a cleaner, more aesthetically pleasing interface for everyone.
- 

If you'd like to watch a video that provides an overview of accessible practices in online education, visit <http://www.3cmediasolutions.org/node/873> to watch a video presentation titled "Accessibility and Course Design Considerations for Instructors".

In addition to meeting Lassen College standards for course content and syllabi and mandated accessibility guidelines, faculty are encouraged to incorporate best practices for online education into their courses. The following is a list of "Best Practices" Lassen Community College has adopted to help ensure its online sections provide an educational experience equivalent to face-to-face instruction and meet all online course regulations. Key components to a successful online course are communication, organization and management. Instructors are expected to adhere to the minimum online standards by utilizing appropriate teaching methods and the best practices noted below:

### **Best Practices in Online Teaching**

To teach an online course for Lassen College, the following teaching style and key elements need to be incorporated into your course:

1. Communication
  - a. Clear instructions are provided on how to get started and where to find various course components.
  - b. Instructor makes first contact with enrolled students by emailing students prior to the class starting and during the first week of school. Initial communications should include account creation info, log in info, and enrollment keys (see Attachment E). It is recommended that instructors mail students by accessing course rosters in WebAdvisor.
  - c. Ample evidence of regular, effective contact as noted in LCC minimum standards is present.
  - d. A weekly timeline/schedule is provided that lists due dates of readings and major assignments/exams (see Attachment D).
  - e. The instructor's plan for classroom response time and feedback for emails and assignments is clearly stated. *(include in syllabus; helpful if also included in first week's lecture notes)*
  - f. The requirements for interaction with instructor, content and other students are clearly explained. *(include in syllabus; helpful if also included in first week's lecture notes)*

- g. Etiquette expectations (“netiquette”) for online discussions, email, and other forms of communication are stated clearly. (*include in syllabus; may be helpful to also include with each forum*)
  - h. Instructor adopts a tone that can only seem positive by avoiding jokes and other postings that could be misinterpreted.
  - i. Instructor respects the difference between a private and public conversation. Respond to students privately if a question is asked privately and avoid revealing grades or other personal information to the class.
  - j. Instructor reads e-mail frequently – at least daily and generally several times a day.
  - k. Assignments are clearly explained each week (Attachment G).
  - l. An introduction forum is used at the start of the semester to help students begin interacting online together.
2. Organization
- a. An organized online class is crucial for a positive student experience.
  - b. Navigation throughout the online components of the course is logical, consistent, and efficient – directions are clear.
  - c. Organization of material is consistent from week to week. See Attachment F for a sample of weekly student information.
  - d. Ask for student feedback in this area. Student feedback can be very helpful in determining if your information is organized clearly enough (See Attachment C).
3. Managing your online course
- a. Be present at the course site. Make comments in response to student work (privately) and discussion posts (publicly as well as privately).
  - b. Communicate the criteria for how student work is graded, and be sure criteria are descriptive and specific, and the grading policy is clear. (*include in Syllabus*)
  - c. Create a supportive online course community – encourage dialog between faculty to student and student to student, and set clear expectations and boundaries.
  - d. Make the instructor’s self-introduction available online.
  - e. Encourage students to introduce themselves to the class (an introduction forum the first week can accomplish this).
  - f. Prepare discussion posts that invite questions, discussions, reflections and responses.
  - g. Ensure required technologies are readily available, provided or easily downloadable. Provide instructions as necessary.
  - h. Focus on content, resources and applications, and links to current events and examples that are easily accessed from learner’s computers.



- i. Manage learning assignments to ensure that students are completing assignments and achieving learning outcomes.
- j. Be aware of students who disappear from the conversation online. Contact them individually to be certain they are still engaged.
- k. Be alert for plagiarism and other academic integrity issues. Plagiarism issues and consequences should be referenced in your syllabus. Online instructors are encouraged to use turnitin.com with online submissions. *(include plagiarism info and consequences in syllabus)*

Now that you have received an online teaching assignment and you understand our expectations of “Best Practices,” it’s time to get started. These first few steps will help you get the course and textbook information you need to begin planning your instruction. All online courses must be taught on the college adopted online learning management system (LMS) platform, currently Moodle, and must meet all of the standards above even if publisher-provided modules or other external resources are utilized for course delivery.

### **Course Outline**

If it wasn’t already provided to you, request a copy of the course outline for your course. All courses must be taught according to the course outline. Although instructors may emphasize different parts of the course content for a course, all material included in the course content section of the outline must be covered. You may contact Academic Services to have a course outline emailed to you.

### **Textbook**

The textbooks for each course are selected by the full-time faculty teaching the subject. While the course outline includes representative texts, including the textbook being used for all sections of the course, it is best to contact your division chair or the bookstore to confirm that the listed text is being used for online sections of the course and to help you contact the publisher so you can request instructor copies. It is very important that you confirm the current textbook being used so that you can create a class that effectively utilizes the textbook. The bookstore can be reached at 530.251.8881.

### **Student Workload**

As you begin to plan for your online course, you need to keep in mind that the instruction offered online must be equivalent to a traditional classroom experience. Most of the courses taught online are three-unit lecture courses which, when taught in the classroom, must be taught for 51 hours. And, at the college and university level, for every hour students spend in class, they are expected to spend approximately 2 hours doing work outside of class (reading, homework assignments, and the like). Although your students may not be sitting in class with you, it is still your responsibility as an online instructor to replace the 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work. Plan approximately 150 hours of course-related work for your students for a 3 unit lecture course. The time requirements are consistent whether you are teaching a seventeen-week course or an eight-week course.

If you are teaching a course that has lab or activity hours included in the units computation, then your weekly hours requirement may be different. If you are unsure whether your course is lecture or lab or a combination of both, please see the course outline or ask your division chair. All lecture hours must include 2 hours additional out-of-class time while lab/activity hours do not have the additional outside hours requirement.

## **Syllabus**

All courses must have a syllabus, and this must be posted within your Moodle class in addition to being submitted to Academic Services. The syllabus is considered a contract between students and instructors, so be sure to relate specific expectations to students. It is expected that material in the syllabus is consistent with material in the approved course outline. See Attachment B for a sample online syllabus. If you have additional questions about your course syllabus, contact your division chair or Academic Services.

## **Timeline/Calendar**

In addition to a course syllabus, instructors need to include a timeline of all readings, assignments and due dates in your Moodle class. Some instructors include this as part of the syllabus; others use a separate document. See attachment D.

# **MANAGING COURSE ROSTERS**

Although you may never meet your students in person, you are obligated to maintain an active roster. This means that should a student cease participation in your class, they need to be dropped. Regular online participation is used to determine if a student is active or inactive.

## **Rosters**

For current day-to-day rosters, access WebAdvisor, Lassen Community College's online registration and enrollment system. WebAdvisor is available from the Lassen Community College website at [www.lassencollege.edu](http://www.lassencollege.edu). To set up access to WebAdvisor, or to change a password, contact the IT Office at 530.257.6181 x8703 or email [lccitdepartment@lassencollege.edu](mailto:lccitdepartment@lassencollege.edu).

## **First Census**

The first census date is the date that course rosters must be cleared of inactive students. For a 17-week course, first census is at the end of the third week of school. For a shorter course it is sooner. Online course instructors must rely on participation in the online classroom setting to determine if a student is active or not. Have regular weekly assignments and expectations for participation so you can determine if a student is still active in the course or not. Admissions and Records will email census rosters to you with specific instructions and due dates. It is very important that census rosters are submitted in a timely manner – five days after census date. Please contact Admissions and Records at [lccattendanceclerk@lassencollege.edu](mailto:lccattendanceclerk@lassencollege.edu) if you have any questions.

## **Dropping a Student for Nonparticipation**

You are encouraged to drop students throughout the semester if they miss multiple assignments and become inactive. The last opportunity to drop students from your roster is printed on the first census roster, listed as Withdraw (W) Date, upper right hand corner. For a

17-week course, it is the end of the 13th week of school. You may not drop students after this date. Email the LCC Attendance Clerks at [lccattendance@lassencollege.edu](mailto:lccattendance@lassencollege.edu) to request that students be dropped. When doing so, you need to include the course and section numbers, the student's name and student identification number, and the date the student became inactive in class.

## **GRADING**

Prior to the end of the semester, Admissions and Records will email you a Grade Report. This is the form you use to submit final grades for students. You may also submit grades using WebAdvisor (see Rosters above). If you submit grades using WebAdvisor you are still required to either submit the signed paper copy to Admissions and Records or email [lccattendanceclerk@lassencollege.edu](mailto:lccattendanceclerk@lassencollege.edu) to verify that you submitted grades online. Grades are due five (5) business days following the last day of the semester. Failure to submit your grades in a timely manner affects students and may limit future teaching opportunities for you. Make it clear in your syllabus and timeline that all work must be submitted prior to the end of the semester in order to be included in final grades.

### **Incompletes**

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The instructor, using the forms provided by Admissions and Records Office, shall state the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This form must then be sent to a student for a signature as confirmation of the student's knowledge of all conditions necessary for completion of the "I" grade. If the form is not received back from a student prior to the date grades are due, an "I" cannot be issued. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit, determined by the faculty but not to exceed one year, for completing the work has passed. The "I" may be made up not later than one year following the end of term in which it was assigned.

## **ADDITIONAL INFORMATION**

As you prepare and teach online, additional questions and problems are likely to arise. Please communicate with IT for technical issues, TECC for assistance with online issues or your division chair and/or faculty peers. Technical assistance can be provided by the TECC (Training, Education and Collaboration Center) staff either one-on-one or in small group trainings. Check the TECC schedule online or call 530.257.6181x8924. Additionally, for issues related to general faculty expectations, resources, and practices, please see the Faculty Handbook that is available online. Your division chair is also a resource for general faculty-related information. Additional materials are also being made available online; please browse the Lassen College website to explore the resources being made available.

## Attachment A: Important Contact Information

Academic Services .....	530.251.8819
Course assignments	
Part-time instructor contracts	
Email confirmation	
Syllabi and SLOs	
General instructor assistance	
Course outlines	
Contact information for the Moodle Mentor	
Contact information for Moodle tech support	
Human Resources.....	530.251.8811
Hiring paperwork	
Email confirmation	
Bookstore .....	530.251.8881
Textbook confirmation	
Admissions and Records.....	530.257.6181 x8942
Temporary rosters	
Census rosters	
Grades	
Information Technology (IT) Office .....	530.251.8844
Email problems	
Moodle technical problems	
WebAdvisor access	
WebAdvisor problems	

# Attachment B: Course Syllabus Sample

Sociology 1 – Introduction to Sociology  
Fall 2012

## Online Course

**Instructor:** Carie Camacho, MS Counseling  
**Contact Information:** 257-6181 ext. 8954  
ccamacho@lassencollege.edu – when emailing me, please specify that you are an **online Soc 1 student**  
**Office Location:** CA 126 (Creative Arts building – downstairs)  
**Office hours:** Monday 8:00am – 8:50am and 1:00pm - 1:50pm  
Wednesday 8:00am – 8:50am and 11:00pm –11:50pm  
Friday 8:00am – 8:50am  
*(Additional hours available - please contact me for an appointment time)*

---

### You will find the following skills and attitudes helpful when participating in an online class:

- A positive attitude towards technology and an open mind toward online education
  - Willingness to share your experiences with other students
  - Writing skills for expressing yourself in the discussion area
  - Analytical and critical thinking skills for when you “get stuck”
- 

**Description of the course:** The course covers the basic concepts of sociology with an emphasis on culture, socialization, social norms, roles, groups, community and ecology, social institutions, social classes, social changes and social policy.

### Student Learning Outcomes:

1. Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product
2. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.
3. Identify and explain basic concepts of sociology, research and theory.

### Online Extras (class guidelines):

1. Communication is key!!!! Please let me know if anything is unclear or if you have any questions at all.
2. I will respond to your emails within 24 - 48 hours. If you email me Monday through Thursday evening, you should receive a response by the end of Friday. If I receive your email Friday through the weekend I will respond on Monday. The only exception to this rule is if I'm out of town on business and do not have access to the internet. In this case, I will make sure you are notified.

3. In order to foster a positive learning environment, it's important that we conduct ourselves in a professional and scholarly manner and maintain a high level of respect for one another in the classroom.
4. Class work will be posted in weekly sections – Monday through Sunday. There is a semester timeline that will explain classroom assignments. There are strict deadlines for assignments in this class. I am obligated to instruct my online courses with the same level of rigor and expectations as my on campus courses.
5. I strive to make our online class as user friendly as possible – it is set up for the beginning online learner.
6. An online course is a definite **NO procrastination zone**. Procrastination in an online class can be deadly.

*Required Assignments: (There is no extra credit offered)*

1. Exam 1 = 50 points
2. Exam 2 = 50 points
3. Exam 3 = 50 points
4. Exam 4 = 50 points
5. Exam 5 = 50 points
6. Reading Quiz = 60
7. Weekly Forum questions = 80 (5pts. x 16 weeks)
8. Participation = 30 points possible

- **Exams:** Exams are multiple choice and timed. They can only be taken during the week they are assigned. You will have access to your score and missed questions once the Exam is closed.
- **Reading Quizzes:** These assignments will be essays.
- **Weekly Forum Questions:** Every week you will be required to answer a question and respond to forum posts made by other classmates.
- **Participation Points:** I will be monitoring your involvement in the class throughout the semester.

**Grading Scale:**

- 90% -100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- <60% = F

**Attendance:** Because this is an online course I cannot take roll but I will monitor how much you are online and your participation in the course. Moodle allows me to see how much time you spend online, what assignments you open and your progress. It should be understood that in order to do well in this course you will need to log on EVERY WEEK, at least once. Each Monday (late afternoon) I will post new information for the class. This course has very specific deadlines so regular visits to our Moodle classroom will ensure that you stay on top of assignments.

Students that do not participate will be considered *No Shows* and may be dropped from the course.

### **Cheating and Plagiarism:**

Lassen Community College students are expected to conduct themselves according to the Student Rules of Conduct and the LCC Honor Code. All students are expected to complete their own work. **Copying others, not doing your own work, giving insufficient credit for the ideas or words of others, or presenting another's words, ideas or language as your own is considered plagiarism.** In cases of suspected cheating or plagiarism, the student will receive a zero (0) grade for the assignment in question with no opportunity for makeup. If cheating or plagiarism persists or is suspected from the same student on multiple assignments, this instructor has the right to give a student a failing grade for failure to complete their own work as well as failure to adhere to the standards expected of students in the Rules of Conduct. Strive to be academically and intellectually honest. If you have any questions about using or citing someone else's material, please see me about it.

**Etiquette Issues:** True collegiate behavior is common and most students have no problem with the concept. However, due to the presence of a few students who may not have adult social skills yet, the following applies: If your online responses, discussions or behavior is disrespectful to anyone in the class and you do not respond to a single gentle reminder you may be removed from this course

**Problems:** Always let me know if you are having problems in my course or if you need something clarified. I want to help you do well and most problems can be resolved if tackled in time.

### **Incompletes:**

- By law, incomplete grades may only be given for verifiable emergencies at the instructor's discretion. I will only decide to issue an incomplete grade if a student has a significant emergency after the final drop date AND the student is on track to pass the class.
- If I do decide to assign an incomplete grade, it is your responsibility as a student to communicate with me and verify all conditions for completion of the coursework, including the amount of time allowed for completion. If I cannot confirm conditions with you, I will not assign an incomplete. I generally do not allow any more than a semester to finish an incomplete.
- If you are unable to complete a class for any reason prior to the drop date, then it is your responsibility to drop the class.

**Textbook:** Available at the bookstore online – *Society in Focus: An Introduction to Sociology*, 2010 Census Update, 7th Edition, ISBN# 978-0-205-18101-8. Textbook cost: \$73.50 (used) and \$98.00 (new).

### **How to order your book:**

1. Go to [lassencollege.edu](http://lassencollege.edu)
2. Scroll down home page until you see "click here to visit the bookstore" CLICK

- a. Select term and department and then click “continue to get course materials”
- b. Select the section that you are enrolled in, decide on new, used, rentals, etc. and add to cart. Once you’ve selected all of your books, click shopping cart and begin to check out.
3. Make the decision on how you will pay (FYI – if you pay with a credit card the following applies: if you requested a used book, the new book price will be charged to your credit card until it is determined that a used book is available. Once that occurs your credit card will be credited the difference).
4. You will be notified when your textbooks are ready to be picked up.

**Key Dates:**

August 20, 2012	Fall 2012 begins
August 27	Last day for students to add a full-term “open” course
August 31	Last day to drop a full-term course and receive a refund
September 3	Labor Day Holiday – <b>Campus Closed</b>
September 3	Last day for student to withdraw without a “W” showing on permanent records (full term classes only)
September 4	All Faculty/Staff convocation day – <b>No classes offices closed</b>
November 12	Veterans Day Holiday – <b>Campus closed</b>
November 21	Flex Days – <b>No classes</b>
November 20	Last Day for students to withdraw from class (full term classes only)
November 22-23	Thanksgiving Holiday – <b>Campus Closed</b>
December 18-21	Finals Week

\* \* \* \* \*

Dec. 24 – Jan.1	<b>Campus closed</b>
January 2, 2013	Campus Open
January 14	Spring 2013 classes begin





# Attachment C: Online Course Feedback Form Sample

## ONLINE COURSE FEEDBACK FORM

Online Course Title: \_\_\_\_\_

1. Syllabus clearly explained the expectations of the class.  Excellent  Good  Fair  Poor  
 NA

2. Syllabus clearly provides timelines for completion of course materials.  Excellent  Good  Fair  Poor  
 NA

3. Instructor kept me informed of my progress in the course on a regular basis.  Excellent  Good  Fair  Poor  
 NA

4. Instructor gave me adequate feedback on my assignments?  Excellent  Good  Fair  Poor  
 NA

5. Instructor gave me feedback in a in a timely manner.  Excellent  Good  Fair  Poor  
 NA

6. How would you rate the instructions for navigating the online course?  Excellent  Good  Fair  Poor  
 NA

7. How would you rate the textbook?  Excellent  Good  Fair  Poor  
 NA

8. How would you rate the overall quality of your experience with this online course?  Excellent  Good  Fair  Poor  
 NA

9. Do you plan to take another online course from Lassen Community College?  Yes  No

10. Provide any additional comments on the course:

Tell Us About Yourself:

1. Educational Goal: What is your educational objective at Lassen Community College?

- Obtain an associate online degree from Lassen College
- Obtain part of an associate degree online
- None of the above

2. Type of Student?

- Local Student
- Out of the Area Student

3. How many online courses have you completed from Lassen Community College before?

- First course
- Two - five courses
- More than six courses

## Attachment D: Class Timeline Sample

### Sociology 1 – Introduction to Sociology Class Timeline – Fall 2012

Week 1, 8/20/12 – 8/26/12 –	Print out and read all class information, <b>ORDER TEXTBOOK</b> Forum Question #1, Forum Question #2
Week 2, 8/27/12 – 9/2/12 –	Forum Question #3, study chapters 1, 2 & 3
Week 3, 9/3/12 – 9/9/12 -	Forum Question #4, study chapters 1, 2 & 3
Week 4, 9/10/12 – 9/16/12 –	<b>Exam #1 (Chapter 1, 2 &amp; 3)</b> , Forum Question #5
Week 5, 9/17/12 – 9/23/12 -	Forum Question #6, study chapters 4, 5 & 6
Week 6, 9/24/12 – 9/30/12 –	Forum Question #7, study chapters 4, 5 & 6
Week 7, 10/1/12 – 10/7/12 –	<b>Exam #2 (Chapters 4, 5 &amp; 6)</b> , Forum Question #8
Week 8, 10/8/12 – 10/14/12 –	Forum Question #9, study chapters 7, 8 & 9
Week 9, 10/15/12 – 10/21/12 -	Forum Question #10, study chapters 7, 8 & 9
Week 10, 10/22/12 – 10/28/12 –	<b>Exam #3 (Chapters 7, 8 &amp; 9)</b> , Forum Question #11
Week 11, 10/29/12 – 11/4/12 -	Forum Question #12 study chapters 10, 11 & 12
Week 12, 11/5/12 – 11/11/12 –	Forum Question #13 study chapters 10, 11 & 12
Week 13, 11/12/12 – 11/18/12 –	<b>Exam #4 (Chapters 10, 11 &amp; 12)</b> , Forum Question #14
Week 14, 11/19/12 – 11/25/12 –	Thanksgiving Week, study chapters 13, 14 & 16
Week 15, 11/26/12 – 12/2/12 –	Study chapters 13, 14 & 16
Week 16, 12/3/12 – 12/9/12 –	<b>Exam #5 (Chapters 13, 14, &amp; 16)</b> , Forum Question #15
Week 17, 12/10/12 – 12/16/12 –	Forum Question #16, work on Final Exam Reading Quiz chapters 17 & 19
Week 18, 12/17/12 – 12/21/12 –	<b>Final Exam Reading Quiz Due (Chapters 17 &amp; 19)</b>

# Attachment E: Moodle Instructions Sample

## Moodle Instructions

### How to Create a Moodle Account and Log On for the First Time

1. Go to <http://lassen.mrooms.org>
2. Click on “Create new account” – small blue print, upper left side of screen
3. Fill out the “New account” form and click “Create my new account”
4. A message will be sent to your email account. The subject will be “Lassen Community College: account confirmation”
5. Go to your email account, open the confirmation message and click on the web address as directed to confirm your registration.
6. Click “Courses” to be taken back to the Lassen Moodle Room
7. You should now be on our “Moodle” main school site – scroll down to Fall 2012 History/Humanities section and then “click” on Sociology 1. At this point it will ask for an enrollment key – type in, ***Camacho-Soc1***
9. It will say “You are about to enroll yourself as a member of this course. Are you sure you wish to do this?” click “Yes”
10. You should now be in your “Moodle” classroom.
11. Make sure to immediately begin your assignments in Week 1.
12. If you have any questions, please contact me at [ccamacho@lassencollege.edu](mailto:ccamacho@lassencollege.edu)

# Attachment F: Weekly Instruction Sheet Sample

## Sociology 1 – Introduction to Sociology

### Weekly Instruction Sheet #5

Week 5 – 2/13/12 - 2/19/12

#### Announcements

Exam #1 will be ready to take Monday, February 13<sup>th</sup> (starting at 4:00am) through midnight Sunday, February 19<sup>th</sup>!!!! You can take it anytime during the week – whenever you can squeeze it in your schedule. Instructions are easy: click on Exam #1 in Week 5 and begin. **You only have 60 minutes to complete the entire exam** (from beginning to end – you can't pause it) so make sure you are able to sit down for that amount of time with as little distractions as possible (for you parents out there I know this can be a challenge). This means that once you click on the exam the clock starts. Once you've answered all 50 questions, click "submit all and finish." You will then click the okay button to close the attempt. Please let me know if you have any questions.

To make it easier, the class is set-up in weekly sections:

~~Week 1, 1/17/12 – 1/22/12 – Print out class information and study Lecture Material Exam #1~~  
~~Week 2, 1/23/12 – 1/29/12 – Forum Question #1, study Lecture Material Exam #1~~  
~~Week 3, 1/30/12 – 2/5/12 – Forum Question #2, study Lecture Material Exam #1~~  
~~Week 4, 2/6/12 – 2/12/12 – Reading Quiz #1, Forum Question #3~~  
Week 5, 2/13/12 – 2/19/12 - Exam #1, Forum Question #4  
Week 6, 2/21/12 – 2/26/12 – Reading Quiz #2, Forum Question #5  
Week 7, 2/27/12 – 3/4/12 – Forum Question #6, study Lecture Material Exam #2  
Week 8, 3/5/12 – 3/11/12 - Forum Question #7, study Lecture Material Exam #2  
Week 9, 3/12/12 – 3/18/12 – Reading Quiz #3, Forum Question #8  
Week 10, 3/19/12 – 3/25/12 – Forum Question #9, study Lecture Material Ex #2  
Week 11, 3/26/12 – 4/1/12 - Exam #2, Forum Question #10  
Week 12, 4/2/12 – 4/8/12 – Spring Break ☺ No class work!!!  
Week 13, 4/9/12 – 4/15/12 – Reading Quiz #4, Forum Question #11  
Week 14, 4/16/12 – 4/22/12 - Forum Question #12, study Lecture Final Exam  
Week 15, 4/23/12 – 4/29/12 – Forum Question #13, study Lecture Final Exam  
Week 16, 4/30/12 – 5/6/12 – Reading Quiz #5  
Week 17, 5/7/12 – 5/13/12 - Forum Question #14, study Lecture Final Exam  
Week 18, 5/14/12 – 5/20/12 - Forum Question #15, study Lecture Final Exam  
Week 19, Sunday 5/20/12 or Monday 5/21/12 – Final Exam

**All assignments will have a due date and time of midnight on the Sunday of the week the classwork is assigned.**

## This Week's Assignments

Listed below is what I would like you to accomplish this week:

- Complete Exam #1 – (there is a link in Week #5)
- Answer Forum Question #4 – just click on it and then click on *add a new discussion topic*

## Contacting Me

Of course the best way to contact me is through email but feel free to call, 530-257-6181 ext. 8954. Please use my on campus email account, [ccamacho@lassencollege.edu](mailto:ccamacho@lassencollege.edu). Make sure to list that you're a Soc 1 online student. **Do not** email me through our Moodle classroom.

**Enjoy your week!!!**

# Attachment G: Moodle Weekly Assignment Block Sample

## Week #1 - 8/20/12 - 8/26/12

Welcome to online Sociology 1 - Introduction to Sociology!!!! Below you will find links to your class Syllabus, textbook information, class timeline, and your first Weekly Instruction Sheet. You will want to ORDER YOUR TEXTBOOK right away. Begin by reading your Syllabus and Weekly Instruction Sheet. Every Monday you will find a Weekly Instruction Sheet that will guide you through your assignments of the week (Monday - Sunday). My suggestion is to print out everything. Make sure you log on at least every Monday, if not more. My goal is to make this class as user friendly as possible, perfect for the beginning online student. Please let me know if anything is confusing. I really look forward to working with all of you. 😊


**Very Important** - please contact me through my campus email [ccamacho@lassencollege.edu](mailto:ccamacho@lassencollege.edu) not through Moodle.

1

 [What is Sociology? file](#)


 [Weekly Instruction Sheet #1 Word document](#)

 [Syllabus - Sociology 1 Word document](#)

 [Textbook information - Fall 2012 Word document](#)

 [Semester Timeline Word document](#)

 [Sample Forum Post Word document](#)

 [Forum Question #1 \(Once you've posted yours, please read about your classmates\)](#)

 [Forum Question #2](#)