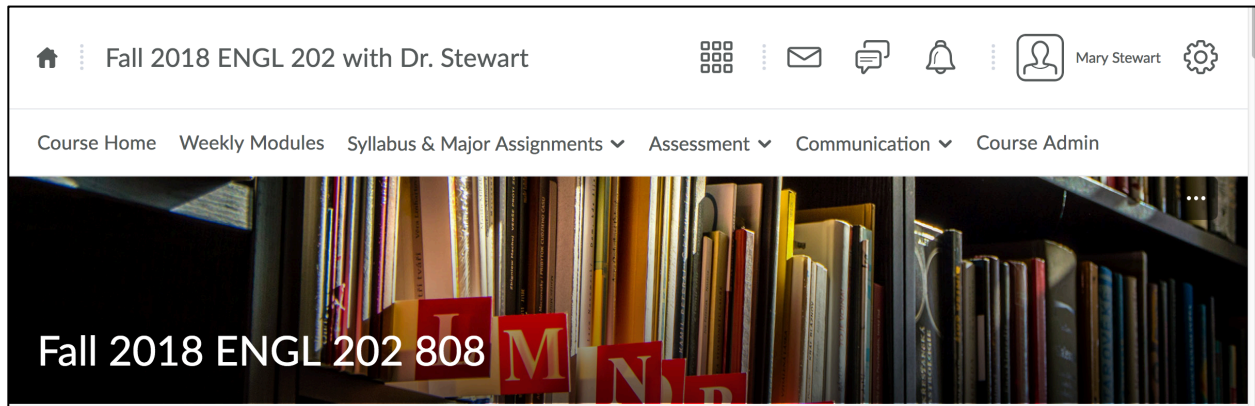


## Appendix A: D2L Course Site

Below, I include screenshots of particularly relevant aspects of the course site. This appendix supports my argument that I employ instructional design strategies to enhance student learning.

**Screenshot 1: Homepage with custom navigation menu.** The custom navigation menu includes a “Course Home” tab that takes students to the Announcements page. Next is a link to D2L’s Content tab, renamed “Weekly Modules.” Each module includes three elements: a full group discussion, a research team discussion, and an individual assignment. I also created a called “Syllabus & Major Assignments” that includes links to Google Documents with assignment instructions. The “Assessment” tab includes links to the Gradebook, Assignments, and Discussion, and the “Communication” tab includes the class list and a how-to document for accessing Zoom.



**Screenshot 2: Weekly Video Announcements.** Instead of responding to every single student in the discussion forums, I created weekly videos with a 5-12 minute full group response, referencing specific students who performed well in the forums and offering guidance for how students can build on their forum work for the week’s individual assignment.



## Appendix B: Video Chats

This appendix includes screen shots and video captures of the video chats from the course, supporting my argument that I integrated synchronous elements to foster a sense of community and highlight the ways that research writing is a social activity.

**Screenshot 1: Online course with synchronous session.** I requested that the registrar reserve one hour in my students' schedules for a synchronous session. In the weeks in which we did not have a full class video chat I was always available to meet with students during this time if they had questions.

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12417	ENGL 202	808	<b>OPEN</b>	3.00	English Composition II	Mary K Stewart	<b>08/27/18- Other 12/14/18</b>	ONLINE F WWW	02:30pm- 03:20pm
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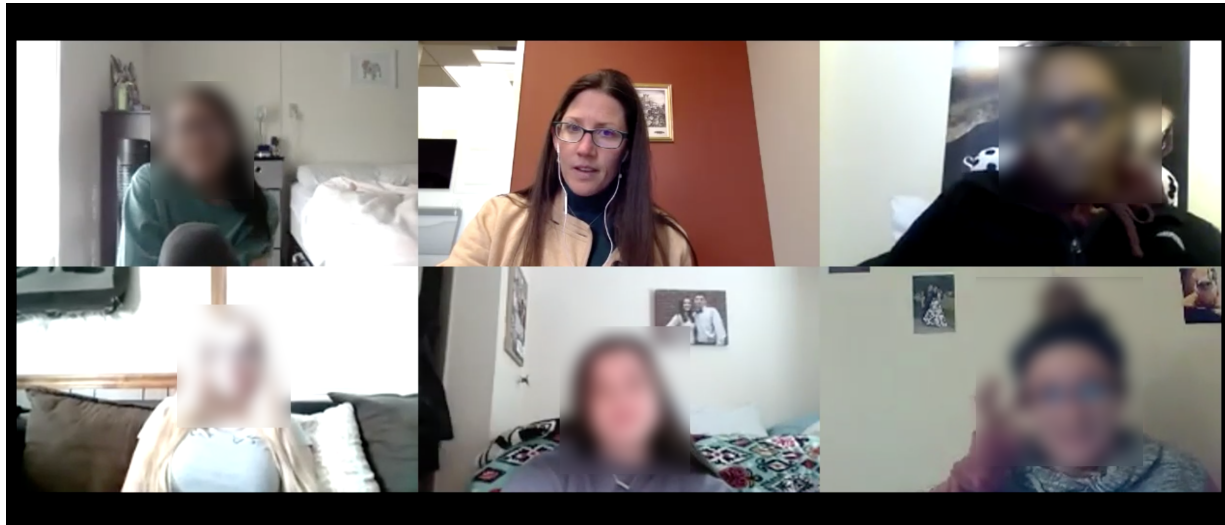
This course is online; however, synchronous meetings will occasionally take place during the scheduled time. Information on how to access video conferencing will be available on the course D2L site.

**Screenshot 2: Full Group Video Chat.** During these full group Zoom sessions, I would discuss the current assignments, take questions, and demonstrate technical or formatting skills by sharing my screen.



Faces blurred to protect student privacy.

**Screenshot 3: Small Group Discussions of Peer Review Feedback.** I used Zoom’s breakout room feature to put students into video chats with their research team members. They had already completed peer review of each other’s drafts and used this time to ask questions and talk about their plans for revision. Throughout the 40-minute small group session, I would visit each team’s breakout room for 5-10 minutes, taking questions and checking in on their progress.



Faces blurred to protect student privacy.

**Screenshot 4: Student Conference via Video Chat.** In this conference, the student shared her screen, projecting her paper. We discussed the paper as she scrolled through it, asking questions about particular elements and making notes to herself or drafting new sentences as we talked. You can see our video feeds in the top right corner.

education. Within those responses of no's there were 6 participants that have immediate family in the medical field, while the other three did not. The portion of maybe's and other included speech pathology, nursing, biochemistry, regional planning, theater, and respiratory therapy. Within those responses there was three participants who have immediate family in the medical field, while the other six does not. These responses were shocking in the terms of some of the majors being in the medical field. Due ]

The second question that presented many different views was if states should determine the vaccine requirements for entering school. During this time of a child's life, they are required to get vaccinated, but that is determined by the states. The responses that were obtained from this question are shown in the pie chart below.

Do you think that states should determine the vaccination requirements for entering school?  
10 responses

Response	Percentage
Yes	72.2%
No	11.1%
Maybe	11.1%
Federal	6.6%
If majority of the state was decidedly one more than the other then the state should side with the majority	7.7%

Faces blurred to protect student privacy.