
Tips and Tricks for Taking English Corequisite Courses Online

Jamie Dingman, Citrus College

“I am just apologizing in advance for my essay. I just got in from work and since Wednesday I have been exposed twice to COVID19 possible patients... I work at a cancer hospital and every patient is susceptible to this virus...the first person of exposure has to remain with the patient care the whole time...I am going to try my best to finish this right but all i have in my head is thoughts. The feeling of vulnerability, the waiting, you see the world differently. People storming to the stores are exposing themselves and their children...Please take care of your self, stay away from people with even sniffles wipe down containers. I would write you another paper about my experience for nothing just to say it quietly out loud. Thank you just needed too say it.”

Affective Domain Support

How do I get everything done without
overwhelming my students?

-
- Break everything down & show them how to do that
 - I make sample daily schedules for them:
“Monday do this, Tuesday do this...”
 - Frequent reminders to stick to schedule
 - You can set these up in advance



How to Break Down This Week's Assignments so They Don't Overwhelm You!

[Dingman, Jamie](#)

1 Section

My Dedicated and Gritty Scholars,

I decided I would break down the week's assignments so you can accomplish all the work and still take a day off.

Everything you have to do this week:

- Submit Essay 1 and Essay 1 Grammar Unit Assignment by **11:59 PM tonight, 3/23/2020**
- View Book Club Overview page by **11:59 PM on Wednesday, 3/25/2020.**
- Post Blog 6 to the Discussion Board by 11:59 PM Friday, **3/27/2020.**
- Post Journal 6 to your assigned group's Journal Discussion Board by 11:59 PM on **Friday, 3/27/2020.**
- Listen to episodes 1-6 of *Serial* Season 1 by 11:59 PM on Saturday, **3/28/2020.**
- Read the following articles and complete the corresponding reading activity for each:
 - "How Many of Your Memories Are Fake" by Erika Hayasaki
 - "Why Science Tells Us Not to Rely on Eyewitness Accounts" by Hal Arkowitz and Scott O. Lilienfeld
 - "Why Jay's Testimony Is Not Credible Evidence of Adnan's Guilt" by Susan Simpson

Note how the assignments are just listed with a due date

"Where do I start?"



Here's a how to break it down into smaller daily

Here is the work broken down into daily "chunks"

- **Today, Monday, 3/23/2020:** Finish your final 1 Grammar Unit Assignment and submit it.
- **Tuesday:** View Book Club Overview page, go to group page and choose your job. Listen to episode 1 and 2 of *Serial* and complete the study guide pages, and read "How Many of Your Memories Are Fake" by Erika Hayasaki and complete the reading activity.
- **Wednesday:** Read *OITNB* chapters 1-2 and work on your job and the daily question. Listen to episode 3 of *Serial* and complete the optional study guide page, and read "Why Science Tells Us Not to Rely on Eyewitness Accounts" by Hal Arkowitz and Scott O. Lilienfeld and complete the reading activity.
- **Thursday:** Listen to episode 4 of *Serial* and complete the study guide pages and read "Why Jay's Testimony Is Not Credible Evidence of Adnan's Guilt" by Susan Simpson and complete the response.
- **Friday:** Post Blog 6 to the Discussion Board. Post Journal 6 to your assigned group's Journal Discussion Board. Listen to episodes 5 and 6 of *Serial* and complete the study guide pages.

“Thank you so much for the breakdown. I will try my hardest to adhere to your due dates. However, as we sit through this pandemic, I'm not really sure exactly how this is going to turn out. Never in my wildest dreams would I have signed up to take a 5 unit online English class, AND homeschooling three kids, IN a pandemic, to say the least I'm a little overwhelmed. Wow, that sentence is hilarious! So I will try not to lose my sanity and I will try to turn in my assignments. I'm very disappointed how the semester has turned out, I guess this redefines grit. I will due the best I can. Thank you and stay safe.”

▼ Essay 1



 [Unit 1 Overview](#)



 [Essay 1 Overview](#)



Essay 1 Assignment Sheet and Grid



 [Essay 1 Assignment Sheet](#)



 [Essay 1 Assignment Grid](#)



Readings and Reading Activities



 [Reading Strategies Overview](#)



 ["The Significance of Grit" Reading and Reading Strategy 1](#)

Feb 24 | 1 pts



 ["Brainology" Reading and Reading Strategy 2](#)

Feb 24 | 1 pts



 ["Habits of Mind" Reading and Reading Strategy 3](#)

Feb 24 | 1 pts









































 [Drive Chapter 1 Reading and Reading Strategy 4](#)

Feb 24 | 1 pts



I use a module for each essay unit. Everything the students need for that unit is linked in that essay's module. Each essay module is laid out chronologically.

I divide the module into sections: explanation of unit, reading, and then drafting

| | | |
|---|---|---|
|  Drive Chapter 4 Summary (part of RS 5) Mar 2 4 pts |  |  |
|  Drive Chapter 5 Reading and Reading Strategy 6 Mar 2 1 pts |  |  |
|  Successful College Composition Chapters 1.1-1.3 Reading and Evidence Chart Mar 2 1 pts |  |  |
|  Drive Chapter 6 Reading and Reading Strategy 7 Mar 6 1 pts |  |  |
|  Reading Strategy 8 Mar 6 1 pts |  |  |
|  Reading Strategies Reflection Mar 6 4 pts |  |  |
|  Blog 3 Mar 8 1 pts |  |  |
|  Journal 3 Mar 8 1 pts |  |  |
|  Essay 1 Reading Quiz Mar 8 8 pts |  |  |
|  Successful College Composition Chapters 1.4-1.6 Reading and Evidence Chart Mar 9 1 pts |  |  |
|  Parts of an Essay |  |  |
|  Successful College Composition Chapter 2 Reading and Evidence Chart Mar 16 1 pts |  |  |
| Essay 1 Drafting Materials |  |  |

Include links to Discussion Board assignments in the module. It makes it easier for students to locate and complete, instead of having to leave the module and click on the Discussions tab.

Just-In-Time Support

How do I provide students with that same one-on-one support as I would in class when issues come up?

-
- Identify where the just-in-time support is needed
 - Provide models/samples and guide them through the sample like you would in a face-to-face format.
 - Video lectures along with an annotated sample are very helpful

Problem: Students were struggling with
essay structure

Solution: Provide a highlighted essay sample

Student Hops

Professor Dingman

English 101

13 September 2018

Metamorphosis

I was depressed. I never thought my intelligence could improve and the hatred for myself grew more everyday because of my lack of intelligence. I cried almost everyday, I thought my life was worthless. This mindset made me scared for my future. Over the summer from junior year to senior year of high school, I knew I wanted a change. Once I began believing in myself and understanding I can improve with hard work, my life changed for the better. I became happier and my self-esteem rose. I was satisfied and content with my life. Carol Dweck, the author of the article "Brainology", would tell me that my fixed mindset changed into a growth mindset. Instead of continuing to quit after I fail, I began to bear my teeth and push forward with an open mind for learning. After reading the article "Brainology" by Carol Dweck, I realized that my fixed mindset in junior year of high school in my math class transformed into a growth mindset in my senior year in AP literature and theatre.

Dweck had two categories of mindsets: fixed and growth. Whichever mindset someone had, showed if they would be happy and successful or depressed and unsatisfied. A fixed mindset is the belief that intelligence is fixed. Dweck explains students with "the belief that intelligence is fixed dampened students' motivation to learn, made them afraid of effort, and made them want to quit after a setback" (2) and consider cheating to get good grades. Students



Jamie Dingman

[Resolve](#)

Apr 18, 2019

Every page must have a header with the page number and the writer's last name.



Jamie Dingman

[Resolve](#)

Apr 18, 2019

Proper MLA formatting of the name block.



Jamie Dingman

[Resolve](#)

Apr 18, 2019

Original title



Jamie Dingman

[Resolve](#)

Mar 12, 2019

Hook



Jamie Dingman

[Resolve](#)

Mar 12, 2019

Elaboration



Jamie Dingman

[Resolve](#)

Mar 12, 2019

Bridge



Jamie Dingman

[Resolve](#)

Mar 12, 2019

Thesis



Jamie Dingman

[Resolve](#)

Apr 18, 2019

Clear topic sentence (TS)

—

Problem: Too complex for students

Solution: Explain it in a video

Student Ho

Profer

Engl

13 S

In my head, this was a great way to model a paper. They read the sample and my comments, and then they'll understand this sample's strengths and weaknesses and they'll be able to do their own assignment based on this model.

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It did not work! Many students wrote thesis statements that were off-topic.

Just-In-Time: after seeing those problems, I recorded a video lecture on this annotated sample. This worked!



Jamie Dingman

Apr 18, 2019

Resolve

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Apr 18, 2019

Resolve

Clear topic sentence (TS)



PROFESSOR
DING IS IN

—

How can I conference with students in an asynchronous class?

Confer

**Asynchronous conferences:
Students “drop off” their
draft and questions, and I
provide focused feedback
based on their questions.**

Due: 3/19/2020 by 9:00 AM

Part of the drafting process is the revision stage, which is often done from another person, so you know if a reader understands the message you're trying to convey. In addition to reviewing the section of your paper and provide specific feedback based on your questions for me.

Directions:

1. Upload the file that contains the section/paragraph of the paper you want me to review. Notice I said SECTION/PARAGRAPH. I cannot review your entire paper. I look at one section/paragraph only for our conferences, so that I may provide timely feedback for each student. Please note that there are no minimums here. I will look at whatever section/paragraph/piece you want me to look at, even if it's just 1 sentence.

2. Using the comments field under the file attachment, please write out 1-3 specific questions you have about that particular section/paragraph. For example, here are some common questions students ask:

- Is my thesis clear and addresses the prompt?
- Is my topic sentence clear?
- Do I give enough details to SHOW how my chosen trait impacted my motivation and performance?

Prof. Dingman
English 101
March 2020

Note: these markup tools don't work if student submits work as a text-box entry

ROUGH DRAFT PARAGRAPH 2

~~When you are gritty you aren't afraid of facing obstacles, as long as you achieve your goals.~~

According to Deborah Perkins, "The most successful people in life are both talented and gritty in whatever they've chosen to do" (Perkins-Gough 4). You have to be gritty in life, especially academically. During my sophomore year of high school, I was not gitty. I felt like I couldn't concentrate being in a classroom, going to school was such a drag for me. Knowing I had to be there 5 days a week for 8 hours a day made me want to drop out. I would not show up for any of my classes sometimes, I would just stay home and it didn't help with the fact that I was already failing my classes. There was no drive and I knew I had to change in order to graduate from high school. I ended up joining an independent study program which helped me so much. There was no need to be in a classroom 5 days a week and I felt more focused. Working independently and at my own pace was better for me and I had the "grit" to get my highschool diploma which I thankfully did.

You can leave more comments here

Dingman Jamie
(Perkins-Gough 4) She's the author and Duckworth is the subject of the interview. Correct this throughout your paper.

Dingman Jamie
What did you do when you were at school?

Dingman Jamie
What did you do at home?

Dingman Jamie
How? Why?

Dingman Jamie
How were you more focused?

Dingman Jamie
Why was it better?

Dingman Jamie
What kind of work did you do?

Dingman Jamie
How does this experience show grit?

Assessment

Students can ask you questions here

Assignment Comments

Hello Mrs Dingman :) I would like you to view paragraph 2 of my essay. The question I would like answered...Do I give enough details to SHOW how my chosen trait impacted my motivation and performance?

It's a good start but I need waaaaay more details, so that I can actually envision that lack of grit.

Dingman, Jamie, Mar 22 at 6:36pm

Add a Comment



Submit

Options for more interactive feedback

Alternatives to written comments:

- Voice recording feedback
- Video feedback

Group Work

—

How can I do group activities online?
Is that even possible?

—

Use the group feature: I create groups and these are the groups students work with for peer review, journals, and Book Club to create community in an asynchronous class.

[How to set up Groups in Canvas Link](#)

Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:

- [Essay 1 Rough Draft 1 Peer Review 1](#)
- [Essay 1 Rough Draft 1 Peer Review 2](#)
- [Essay 1 Rough Draft 1 Peer Review 3](#)
- [Essay 1 Rough Draft 1 Peer Review 4](#)
- [Essay 1 Rough Draft 1 Peer Review 5](#)

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Journal 1
[Dingman, Jamie](#)

These are the student groups. When students click on the link for this discussion, they will be writing for and responding to only the members of their group

Journal 1

Journal post due: 2/21/19 by 11:59 PM

Comments on 2 other students' journals due: 2/23/19 by 11:59 PM

Leave very clear instructions for what they should be doing and the deadlines

About Journal Posts:

We will complete journal entries weekly (unless otherwise noted) throughout the semester. Think of these journals like the Blogs, but with a smaller audience. The Blogs are for the whole class, but these journals will be with your small group, the same group you're working with for Book Club and peer reviews. For journals, I'm giving you the option to post a video instead of writing your journals and comments. [Click here for a link on how to use video](#) . Your journal responses should be about 200-300 words or 3-5 minutes if you choose to do a video.

Your two comments to other students' journals should be approximately 50 words each (one well-developed paragraph) or 1-3 minutes if you choose to do a video comment.

Journal #1 : How do you feel about writing? Why? What do you want to change about your writing? Why?

How I feel about writing is that I'm not a big fan of it, the reason why is because I feel like I'm not so great at writing. I feel like I can do better but I didn't know how to get there. All my life I've felt like I've struggled with writing, even if I have gotten good grades on essays and assignments I never feel like its enough. What I want to change about my writing is having it all flow together and sound great. The reason why is because I feel like my writing does not flow together and I feel like at times it's choppy. I would also like to use words that make my writing sound better like if a 19-year-old actually wrote it. That is why I'm excited that I took this class and that the instructor gives you feedback and doesn't just grade if you got work done but if you're actually learning the skills that are being taught. another reason why I'm excited too is that I will be getting feedback from my classmates as well. I think that's all I would want to change about my writing besides learning how to write proper essays.

[← Reply](#)

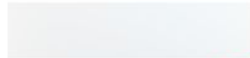
The prompts really matter. If you want meaningful discussions, you have to give them meaningful prompts.



Hi, I completely agree with what you wrote. I also feel like when I write I am all over the place. I read books and I think how and why did they use a semi colon there. I also have a hard time staying on subject. So I am on this road of 'learning how to write' with you. Good luck on your journey.

[← Reply](#)

My students have all chosen to complete their journals and comments in writing but I allow video or audio for journals. too



It seems like we both have some of the same feelings about writing. It seems like we both need help with our thoughts having the right flow and being able to extend our vocabulary. I feel like with the contract grading system we are on it will definitely help us learn the skills that we need to become better writers.

[← Reply](#)



Dingman, Jamie
Feb 18, 2020

Give them models of what you want.

Hello all,

It's your professor Jamie Dingman here. Since I'm asking you all to write about yourselves, it's only fair that I share some of myself. I earned all my degrees at Cal State Fullerton (B.A. in Spanish, B.A in English, a teaching credential, and M.A. in English). Clearly, I like school. A lot. I like it so much I decided to never leave and became a professor. I also like books quite a bit, too. In fact, I challenged myself to read 100 books in 2018 – and I DID IT ('cause I'm a BOSS). I have now decided to try to read 100 books every year. At the time I'm writing this, I have already read 7 books (I'm a bit behind this year) and I'm currently reading 3 different books (reading 3-4 books at a time is typical for me). I like pretty much all genres of literature, but I especially like creative nonfiction and memoirs (more specifically, I like stories about crazy families because I can totally relate, but I think most of us can relate to that). In addition to reading, I enjoy writing my own stories about my family (go figure) and poetry (my poetry is pretty terrible but I don't care). I also enjoy watching TV and movies on Netflix, Hulu, and HBO (Yay Internet! I totally ditched cable after all these streaming services became available) and I love listening to podcasts (I'm a Murderino) and all types of music. If you were to see me walking around campus, I have earbuds in; I'm almost always listening to a podcast or a book.

Here are some more of my favorite things:

Top 2 movies: *The Godfather* and *The Breakfast Club*

Top 2 songs: "D'yer M'aker" by Led Zeppelin and "Sweet Jane" by Lou Reed (the live version from his *Rock 'n Roll Animal* album)

Top 2 TV shows: *I Love Lucy* and *The Office* (I also really love *Gilmore Girls* and I don't care who judges me for that!)

Top 2 books: *Dress Your Family in Corduroy and Denim* by David Sedaris and *Harry Potter 1-7* (I'm gonna go ahead and count this as 1 story. No, it's not just a kid's story. It's awesome. Haters to the left please.)

I look forward to this semester with you all! It's going to be very fast-paced and a ton of work, but we can do this, everyone! JUST KEEP SWIMMING!

P.S. Here are my pictures. First, it's a jar of my own jalapeños. I make all kinds of different chiles and salsas, and it's hands down my favorite condiment. Next, it's my boss Rocky, napping under a blanket. Last, here is a self-portrait I did (I'm teaching myself how to draw using my iPad mini, Adobe Fresco, and YouTube tutorials).



What about peer review?

I'm having students use group Discussions for peer review

Pro: Students can have more of a discussion about their work, and they can ask for more feedback from other group members.

Con: Students don't have access to the editing tools in Discussions as they would with Assignments

Peer review in Groups allows for more communication among the group members than a peer review Assignment

raphs.

Instructions for the peer review assignment:

1. Upload your draft to the discussion thread by 11:59 PM, Saturday, 3/14/2020. At midnight, you will be assigned a group member to peer review.

- To upload your draft, click on reply just like you would for a blog.

2. Monday, 3/16/2020, by 11:59 PM leave them feedback:

- Open their paper from their post on the discussion thread
- Open the link to the peer review sheet.
- Fill out the peer review sheet.
- Go back to their post in the discussion thread
- Click on "reply" like you would for a blog comment, and upload the peer review.

Create simplified instructions for group peer reviews

These tools not are available in group discussion

Prof. Dingman
English 101
March 2020

Note: these tools don't work if students work as a text-box entry

students can ask you questions here

You can leave more comments here

Options for more interactive feedback

ROUGH DRAFT PARAGRAPH 2

~~When you are gritty you aren't afraid of facing obstacles, as long as you achieve your goals.~~

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Dingman Jamie
What did you do when you were at school?

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How does this experience show grit?

Assignment Comments

Hello Mrs Dingman :) I would like you to view paragraph 2 of my essay. The question I would like answered...Do I give enough details to SHOW how my chosen trait impacted my motivation and performance?

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Add a Comment

Submit

What Is Book Club?

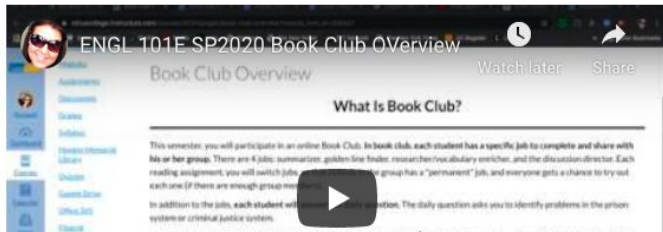
This semester, you will participate in an online Book Club. **In book club, each student has a specific job to complete and share with his or her group.** There are 4 jobs: summarizer, golden line finder, researcher/vocabulary enricher, and the discussion director. Each reading assignment, you will switch jobs, so that nobody in the group has a "permanent" job, and everyone gets a chance to try out each one (if there are enough group members).

In addition to the jobs, **each student will answer the daily question.** The daily question asks you to identify problems in the prison system or criminal justice system.

You will use these [Book Club Explanation and Job Sheets](#) to complete the job and daily questions. **One side is for the job, and the evidence chart on the back is for the daily question.**

***IMPORTANT NOTE:** Below is a video that covers the basics of Book Club. Please watch it so you understand how to participate in Book Club.

Yes, you can even do Book Club/Lit Circles, using Discussions in Groups, the same way I do journals and peer reviews.



—

Problem: Students aren't participating/posting for
Book Club (or another group assignment)

—

Solutions:

- Early intervention
- Join discussion yourself
- Quicker grading/feedback
- Reconfigure groups
- Redesign Book Club roles (or whatever the assignment is) for online environment

Corequisite Component

How do you use the corequisite time online?

"How Many of Your Memories Are Fake" Reading & Paraphrase Activity

Due: 3/28/2020 by 11:59 PM

Here's a co-req activity I use to introduce paraphrasing, a new skill

Paraphrasing becomes an important tool in writing to maintain your own voice while providing a key idea(s) from a text. In Essay 1 we used summarizing, which differs from paraphrasing in that summarizing isn't just a key idea from a text but giving the reader the all the key points of a text. In Essay 2, we will continue to summarize and quote, but we're also adding in paraphrasing so that you can help the reader see the connections you're making between *Serial* and the other texts, and how you're using those other texts to support your argument. Let's practice!

Directions: For this assignment, you will read the article "[How Many of Your Memories Are Fake](#)" and paraphrase 8 passages. Across the top of your paper, type down all of the bibliographic information about the source (author full name, title, where it was published, when it was published, etc.). Next, you will choose at least 8 passages from the reading and paraphrase those ideas in your own words. A paraphrase should be approximately the same length as the original passage, and will be the author's idea(s) explained in your own words. Make sure you write down the page number with the quote (MLA citation) so you know where to find it later.

Building on and continued practice of existing skills

- [How do I submit an online assignment?](#)
- [How do I submit an online assignment?](#)
- [How do I submit an online assignment?](#)

WISH 1011
Professor Dingman
Name block not in MLA format (incorrect order)
"How Many of your Memories are Fake"

Hayasaki, Erika. "How Many of Your Memories are Fake?" The Atlantic. November 18, 2013

Writers are grateful for memories shared in detail because they make their works more authentic and real. However, those are hard to come by as memories tend to be unreliable and no one is immune from distorted memories. "These...(PNAS)." (Hayasaki 2)

Professor Loftus has studied how people can remember things that have never happened and how memories that are not actually yours can actually be transplanted. This actually happened to my employer's son, whose therapist led him to believe that he had been molested as a child, which actually never happened. The therapist eventually had their license stripped due to a similar situation to what Loftus describes with Gary Ramona. "In...her." (Hayasaki 2)

If you say something with authority and intensity, with detail and emotion, people tend to believe that it is true, including yourself. The more you repeat the story with conviction, true or not, the more you believe it. "It's so...corroboration." (Hayasaki 4)

Our memories tend to be stronger when an emotion is attached. When it is just a routine day and nothing particularly out of the ordinary, we tend to lose the details. Those details are found when a strong emotion can be attached to the incident or the memory. "For all...emotion." (Hayasaki 5)

Studies have shown that even people with what is considered to be a superior memory have distorted memories or their memory is capable of being somewhat compromised. "That's what people with what is considered to be superior memories like to acknowledge...person's." (Hayasaki 6)

Memories triggered and details remembered attached to extremely emotional events can be referred to as flashbulb memories, but those can be inconsistent as well. "Even those...memory." (Hayasaki 7)

Recording and reporting incidents and occurrences in real time help to come as close to what actually happened as possible. "These...distorted..." (Hayasaki 8)

Dingman Jamie
You'll need this for works cited page in the essay.

Providing co-req support with feedback-based, low-stakes practice.

Dingman Jamie
Period after citation: (Hayasaki 4).

Help students see why this skill is necessary/useful

Dingman Jamie
What does this mean about Asia's memory?

Assessment

Grade (1 / 1)

Complete ▾

Assignment Comments

You did a great job overall! You really were able to put some of the writer's key points into your own words. This assignment will be helpful when you start drafting.

Work on MLA formatting. See the resources in the MLA Module.



Submit

[Download Submission Comments](#)

—

Consider a grading policy that focuses on learning goals over performance goals

Grading Contract Outline

In my class, I use what is called contract grading, which means if you meet the minimum terms of the specific grade, you receive that grade - guaranteed. What this grading system allows us to focus on is learning goals instead of performance goals because the true purpose of this class is to make you a better reader, writer, and critical thinker. In fact, the traditional A-F grades will only be issued at the time of final grades. Instead of those traditional letter grades and points, your learning will be graded as complete/incomplete or the following feedback categories: "above expectations," "meeting expectations," "developing the skill," and "not yet passing." Below are the specific requirements for each grade:

Passing Grades

Students can revise almost any assignment until it reaches passing

A

- 90% of all assignments from all categories are submitted complete
- All essays are "above expectations" or "meeting expectations"
- No more than 8 missed assignments
- No more than 8 late assignments

B

- 80% of all assignments from all categories are submitted complete
- All essays are at least "meeting expectations"
- No more than 12 missed assignments
- No more than 12 late assignments

C

- 70% of all assignments from all categories are submitted complete
- All essays are at least "developing the skill"
- No more than 16 missed assignments
- No more than 16 late assignments

No time limits on late work and no point penalties

Resources:

[My notes on online instruction](#)

[Online Instruction resources](#)

Thank you!

Reach out to me:
jdingman@citruscollege.edu
