English & Humanities RSI Plan

*DRAFT 4/13/2021, effective Summer ’21, approved by Academic Senate on \_\_\_\_\_\_\_\_\_*

# ONLINE RSI

Contact with students As with onsite classes, online contact hours are tied to LHEs and are displayed on the class schedule in Banner. The following table quantifies the number of RSI assignments based on the number of LHEs for the course. These contact standards apply to contract ed courses, general fund courses, 8-week courses, 16-week courses, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **# LHEs** | **Minimum # RSI assignments** | **Minimum # instructor replies to each group RSI assignment (scored with rubric); may use written / audio / video replies** | **Instructor feedback on individual RSI assignments (essays, journals, quizzes, exams, etc.); may use rubric, Assignment Comments, and written / audio / video feedback** | **Frequency of RSI Announcements** |
| 1 | 6 | 5 | 100% | Weekly |
| 2 | 9 | 8 | 100% | Weekly |
| 3 | 12 | 10 | 100% | Weekly |
| 4 | 15 | 12 | 100% | Weekly |

* Group activities for low-enrollment sections (e.g., Contract Ed) use a sliding scale: instructors are not required to reply more times than there are students in the activity. For example, in a 3-unit course where only five students post, the instructor may reply five times rather than the otherwise required minimum of ten posts.
* Instructors may reply to group activities or provide feedback on individual activities through a variety of media and applications and may use written, audio, or video feedback. Instructors are encouraged to surpass the minimum number of replies above. All feedback should be captured in Canvas, regardless of delivery method.
* Instructors may devise whichever assessments or assignments they wish, in accordance with best practices, provided they fulfill the Course Outline of Record.
* The number of group activities or discussion topics is up to the instructor based on LHEs. As the [cognitive and social](https://files.eric.ed.gov/fulltext/EJ985399.pdf) standard for online classes, 8 group activities are recommended for 3 LHE courses, and so on. Participating in group activities establishes instructor presence.
* There may be group or individual activities that do not have instructor feedback, though those do not count as RSI assignments.
* Essays are recommended to be checked for originality using the Canvas Turnitin app.
* RSI is used to track positive attendance for non-credit courses.
* Online instruction fulfills the Academic Senate’s “Online Instruction Guidelines for Regular and Substantive Interaction & Regular and Effective Contact.”
* Office Hours, virtual or in person, are a separate duty and may not be counted as RSI.

Establishing instructor-student interaction expectations in the Canvas Orientation Module

* Your RSI activities and methods of feedback are listed on a “How I Provide RSI” Page.
	+ Ex: “1. In the Week 1 Student Introductions discussion I reply substantively to at least ten students and then score all students with a rubric in SpeedGrader.”
* Contact options (email, Inbox, phone, office hours, etc.) are listed.
* Response time to student inquiries is indicated (within 36 hours Mon-Fri).
* Turnaround time for assessing assignments is stated (within one week of the student’s submission).

# HYBRID RSI

Instructors teaching hybrid do all the above in ONLINE RSI. For example, there are still 12 RSI assignments minimum for 3 LHEs, etc. However, for the online group activities portion of the hybrid course an instructor may post only half as often as in a purely online delivery.

# ONSITE or LIVE ONLINE RSI

In these delivery modalities instructors hold synchronous classes, in person or via video, during the days and hours specified in the class schedule. Onsite or Live Online instructors do not adhere to the RSI Plan for Online or Hybrid modalities. However, instructors still regularly assess and provide feedback in accordance with best practices and the Course Outline of Record.

The Synchronous Taskforce provides this Live Online RSI guidance:

In online courses utilizing scheduled synchronous interactive streaming, this should be the primary method for faculty-to-student and student-to-student interactions and

instruction. Asynchronous methods (such as the use of discussion boards) may also be used but will be considered supplemental to the main method of synchronous instructional delivery.

* Live Online instructors ensure that their video-based class sessions are accessible. Thus, in compliance with ADA, Live Online instructors enable “Closed Captioning” in Zoom.
* When possible (not required), instructors record the class; auto-generate, add, and edit captions; then upload, embed, or provide a link to the captioned session in Canvas.
* Students’ class attendance for onsite, hybrid onsite, and Live Online must be saved in some form for Last Date of Attendance (LDA) reporting purposes.
* Live Online instruction should also fulfill the “Online Synchronous Learning Academic Quality Rubric” created by the Synchronous Taskforce.