

English & Humanities RSI Plan

8/10/2020, in effect Fall '20

I. ONLINE RSI

Each 3-LHE online class (54 contact hours) has a minimum of 12 assignments on which Regular and Substantive Interaction is provided.

1. Interaction with students

- a. Group activities: in discussions or other group-oriented interactive activities the instructor posts a minimum of 10 academic replies and, when the discussion topic or other group activity closes, scores each student with a SpeedGrader rubric.
 - i. As the cognitive and social standard for online classes, 8 group activities are recommended. Participating in group-oriented activities establishes instructor presence for students, reviewers, and federal auditors.
- b. Individual activities: on journals, exams, quizzes, and other individual / non-group activities and assignments the instructor provides personalized feedback to each student (100% RSI) in SpeedGrader and scores with a rubric.
 - i. There may be individual activities that do not have personalized instructor feedback, though those do not count as RSI assignments.
- c. Essays: students' essays are uploaded and checked with the Canvas-integrated Turnitin app for originality. In Canvas the instructor provides annotated feedback on each student's essay (100% RSI) and scores with a rubric.

2. Announcements

- a. Each week students receive at least one Announcement with academic (not just administrative) content.

3. Establishing instructor-student interaction expectations in the Canvas Orientation Module

- a. The RSI activities and methods of feedback are listed on a "How I Provide RSI" Page.
 - i. 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."
- b. Contact options (email, Inbox, phone, office hours, etc.) are listed.
- c. Response time to student inquiries is indicated. That is within 36 hours Mon-Fri.
- d. Turnaround time for assessing assignments is stated. That is within one week of the student's submission.

Each 4-LHE online class (72 contact hours) has all the above for a 3-LHE class but has a minimum of 15 RSI assignments instead of 12. In addition, there is a minimum of 15 instructor-student interactions in each group assignment, such as a discussion, in addition to 100% RSI on essays and all other individual assignments.

Each 1-LHE online class (18 contact hours) has all the above for a 3-LHE class but requires a minimum of 8 RSI assignments distributed throughout the course to ensure regular contact. Instructors post a minimum of 5 times to discussions or other group activities. Individual assignments require personalized feedback to each student (100% RSI).

Instructors may devise whichever assessments or assignments they wish, in accordance with best practices, provided they fulfill the Course Outline of Record for a course and that instructor feedback is captured in Canvas. Courses of varying session lengths (four-week, eight-week, sixteen-week, etc.) and populations (Contract Ed/military, etc.) have the same standards for volume and quality of online instructor-student contact. 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 interactions, whether virtual or in person, are a separate duty from RSI and may not be counted as such.

II. HYBRID RSI

Instructors teaching hybrid do all the above in ONLINE RSI. There are still 12 RSI assignments minimum for 3 LHEs, 15 assignments for 4 LHEs, etc. However, for the online portion of the hybrid course, an instructor may post only half as often to group activities as required in a purely online delivery: 5 discussion posts for 3 LHEs, 8 posts for 4 LHEs, etc.

III. 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 and retrievable. Thus, in compliance with ADA, Live Online instructors enable "Closed Captioning" in Zoom when possible; record the class; auto-generate, add, and edit captions in an application like Relay/Knowmia; 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.