

TRANSITIONING TO ON-LINE LEARNING: TWO PERSPECTIVES

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TOPP Philosophy



The Online Professor Program (TOPP) is a faculty-driven development program that provides pedagogical and technological support for instructors endeavoring to design, develop, teach, or revise online, partially online (hybrid) and web-enhanced courses.

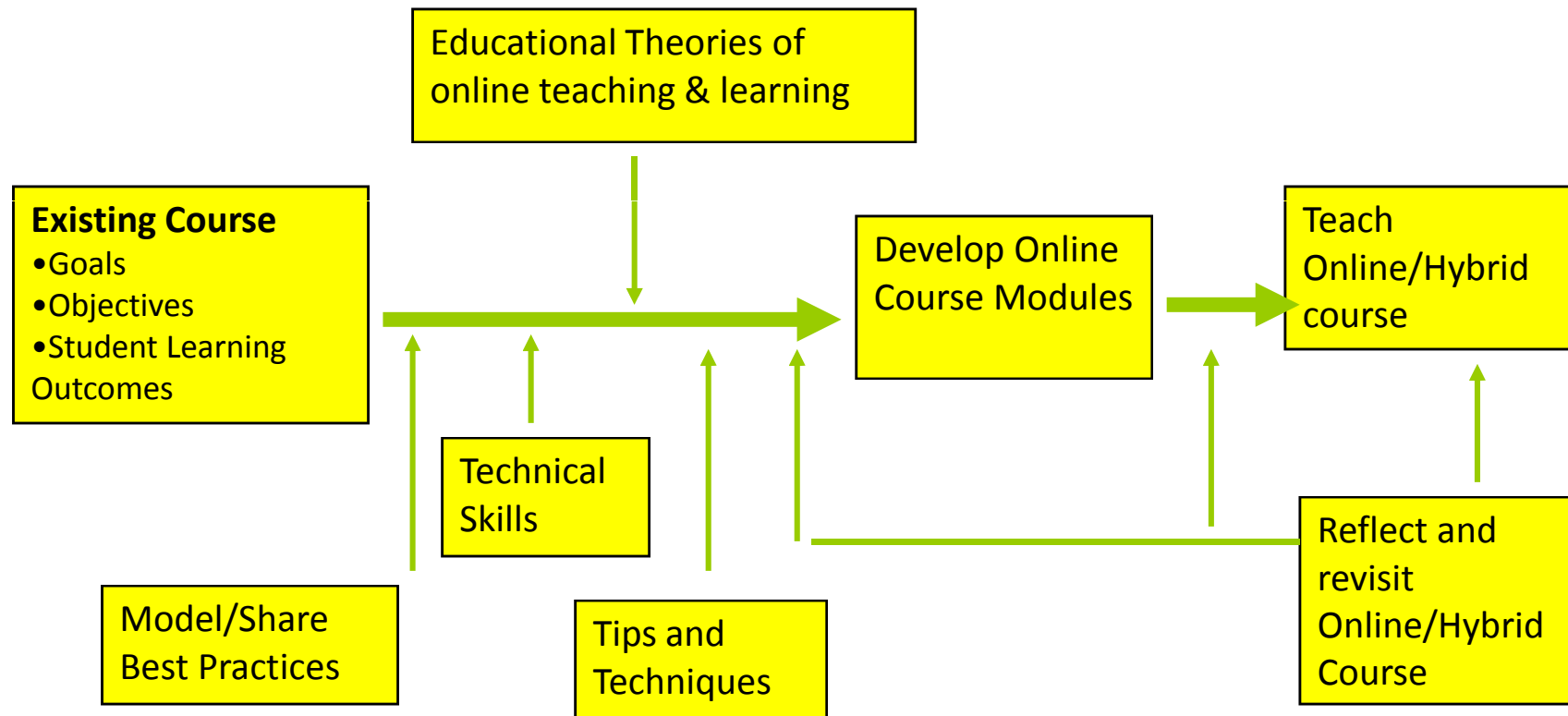
TOPP Curriculum



TOPP has 3 levels of training built in to the program:

- **Level 1** is for the professor who is developing an online or partially online (hybrid) course and has never taught online before. At the end of level 1, the newly developed courses are evaluated using a rubric and constructive input provided by the TOPP team.
- **Level 2** is for the professor who is teaching online for the first time and who wants to continue to enhance his/her skills. It is strongly advised that new online professors enroll in Level 2 in their first semester of teaching online.
- **Level 3** is for the experienced online faculty member. This series of six seminars will involve experienced online faculty in course revisions based on a review of exemplary Moodle courses and the criteria used to determine these courses. Exemplary course seminars will run for two hours.

Pedagogy of TOPP: Concept and Philosophy



Who Should Teach Online?



A teacher who is:

- Motivated
- Self-disciplined
- Creative

Who Should Take an Online Class?



A student who is:

- ▣ Motivated
- ▣ Self-disciplined
- ▣ Creative

A student who:

- ▣ *Enjoys working alone*

A student who can:

- ▣ Write e-mails
- ▣ Open attachments
- ▣ Browse the internet
- ▣ Use Microsoft Word

Welcome to ALP-063-002.

In this course you will read extensively, reflect on the readings, and respond to them in your own writing. You will write four to five paragraph essays of persuasion, narration, and comparison-contrast both in-class and outside of class. Grammar structures necessary for each type of rhetorical pattern will be covered as well.



[STUDENT COURSE GUIDE.FALL 2010](#)



navigation

[NAVIGATE YOUR COURSE- WHERE
WHAT WHEN](#)



[INTRODUCTORY LEARNING
MODULE.THE DIFFERENCE BETWEEN
A PARAGRAPH AND AN ESSAY](#)



[LEARNING MODULE I.NARRATIVE
ESSAY](#)



[LEARNING MODULE 2.
ARGUMENTATIVE ESSAY](#)



This unit will introduce argumentative essay, its structure, major organizational principles, and grammar points. Students will practice reading argumentative essays and responding to them in writing.



information

[BCC Resources](#)



F2F → On-Line

Lesson Plan

- A *lesson plan* is a set of integrated and subject related materials united by the same content.
- A lesson plan has learning objectives and activities.
- It is easy to adjust or change the order of learning objectives or activities.

Learning Module

- A *learning module* is a set of integrated and subject related materials online.
- A learning module has learning objectives and activities.
- Material within a learning module needs to be completed in a specific order within a certain period of time.
- It is hard to change or adjust the objectives or the order of material presented once it has been posted for students' viewing.

Delivery of lesson

- Flexible presentation plan
 - ▣ Can change the pace of the class by looking at the students.
 - ▣ Can modify how the material is presented.

Delivery of learning module

- Highly organized and structured
 - ▣ Each step must be explained clearly.
 - ▣ Lesson expectations must be easy to follow and understand.
- Focus around a learning module

Table of Contents for
**LEARNING MODULE 2.
ARGUMENTATIVE ESSAY**

1 INTRODUCTION

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ARGUMENTATION AND PERSUASION](#)

2 READINGS

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3 ACTIVITIES

[3.1 HOW TO WRITE A SUMMARY,EXAMPLES AND
PRACTICE](#)

[3.2 HOW TO WRITE A PARAPHRASE, EXAMPLES
AND PRACTICE](#)

[3.3 Activity 1: Taking a Stand in an
Argumentative Essay](#)

[3.4 Activity 2: Support Your Position](#)

4 ASSIGNMENTS

[4.1 WRITE AN ARGUMENTATIVE ESSAY ON ONE
OF THE 3 TOPICS BELOW:](#)

[4.2 WRITE A SUMMARY](#)

[4.3 WRITE A PARAPHRASE](#)

Your location: [Learning Modules](#) > [LEARNING MODULE 2, ARGUMENTATIVE ESSAY](#) >
INTRODUCTION > WR.III.Argumentation.Overview



Find

How to make a clear and effective claim
Who is your audience?
Reasonable Tone
Objective vs. Subjective Support
Using facts and expert's opinion as your evidence.
Analyze your opponent's point of view
Avoid personal attacks
Avoid false logic

Grammar Trouble Spots:

Adverbial Clauses of Result
Reduced Adverbial Clauses
Fragments
Pronoun and Pronoun Reference
Transitional signals with reasons and examples
Parallel Structure

Communication Tools

- More informal and natural.
- Communication options:
 - ▣ With students inside and outside the classroom.
 - ▣ Pair and Group Work
 - ▣ Email
 - ▣ Office Hours
- More formal and less spontaneous.
- Communication options:
 - *Online Discussions (asynchronous)*. These are not in real time. Students can participate in a discussion when it is **convenient for them** by responding to classmate comments or questions.
 - *Chat (synchronous)*. These take place in real time. The instructor and students agree to be online at a certain time on a certain date to have a chat.
 - Announcements. These are prerecorded and offer information about any course related changes.
 - E-mail
 - Online Office Hours



DISCUSSION 3: HOW THE WEB DESTROYS THE QUALITY OF STUDENTS' PAPERS



Description (click to collapse)

Choose one of the Discussion Topics below. Post your opinion on one of the two topics below in a few sentences; then respond thoughtfully to at least two other postings made by your classmates.

Topic 1. Do you agree or disagree with the following statement: "The Internet has diminished people's ability to think critically and creatively." Explain your answer clearly. Give an example if appropriate.

Topic 2. Do you agree or disagree with the following statement: "Use of the Internet has improved students' attention span and work habits and the quality of students' writing." Explain your answer clearly. Give an example if appropriate.

Topic Type: Threaded

Graded: Yes

Peer Review: No

Posting Restrictions: Allow post and reply

User Identification: User Name

Create Message


View Drafts

Expand All


Collapse All


Display:

 Threaded

 Unthreaded

 All

 Unread

<input type="checkbox"/>	<u>Subject</u>	 Messages	<u>Author</u>	<u>Date</u> 
<input type="checkbox"/>	Do you agree or disagree with the following statement  (New)		Daniel Gjorgjioski 	October 19, 2010 10:02 AM
<input type="checkbox"/>	intenet  (New)		Mahmood Mahmoud 	October 18, 2010 8:27 PM
<input type="checkbox"/>	The Internet has diminished people's ability to think critically and creatively  (New)		Mahmood Mahmoud 	October 18, 2010 8:11 PM
<input type="checkbox"/>	Discussion 3 Eduardo Trujillo level 3 Writing  	2	Eduardo Trujillo 	October 7, 2010 7:56 PM

Activities:

- Group work
 - Pair work
 - Whole class
- } oral interaction

Homework:

- Instructor can do a quick check to see whether students understand the lesson. She can then make adjustments.

Activities:

- Whole class:
 - ▣ discussion board
 - ▣ live chat
- Group work:
 - ▣ Wikis

Homework:

- Instructor needs to log on to Moodle and check each student's work individually.

The Struggle to be an All-American Girl

It's still there, the Chinese school on Yale Street where my brother and I used to go. Despite the new coat of paint and the high wire fence, the school I knew 10 years ago remains **remarkably**, **stoically** the same.


Every day at 5 P.M., in
out to the empty lot to
Chinese school. No an
mother, who was solid

Forcibly, she walked u
our **defiant** tearful fac
swayed on his heels lik
hands behind his back

(adverb)
surprisingly,
unusually

Word Family-
remark (n), remark
(v), remarkable
(adj)

Example -

 Remarkably, nobody
was killed.

The car is in remarkably good
condition for its age.

and fifth-grade friends or sneaking
my brother and I had to go to
r pleading could **dissuade** my
the language of our **heritage**.

m our home to school, **depositing**
y only memory of him is that he
asped his impatient **twitching**
essed maniacal child killer, and

Assessment

Assessment

□ Formal

- Quizzes & tests
- In-class writing
- Presentations
- Homework checks

□ Informal

- Questions during class time




□ Formal

- Quizzes & tests
- On-line presentations
- Homework checks

□ Informal

- Delayed or vague responses to an instructor posting indicates how much students comprehend.

Turnitin

AUTHOR	TITLE	REPORT	FILE	PAPER ID	DATE
Angelo, Brian	2nd draft animal research	42% 		144954192	08-11-10
Alvord, Matt	animals cruelty	27% 		144855881	08-11-10
Alvord, Brian	GLOBAL WARMING	25% 		144760880	08-09-10
Alvord, Matt	Underage drinking and social problems	23% 		144759659	08-10-10
Alvord, Matt	Hybrid Vehicles	16% 		144760848	08-09-10
Alvord, Matt	assited suicide	14% 		144800225	08-09-10
Alvord, Matt	Research Paper.Human papilloma Virus	8% 		144862285	08-10-10
Alvord, Brian	Research Paper Second Draft	4% 		144801713	08-09-10
Alvord, Matt	Second Draft Modified	3% 		144758638	08-09-10
Alvord, Matt	Does abortion cheapen the value of fetus...	1% 		144831060	08-10-10

Turnitin

2 has been said that a life is a precious gift that is to be received from the creator with gratitude which should be cherished, preserved, and enhanced in every way possible. However, when the potential for meaningful, joyful, desirable life has been thoroughly exhausted and every effort made to prevent the inevitable, individuals now have the option to legally take back this gift of life. The ideas of assisted suicide 2 are highly debated between those who believe that euthanasia and assisted suicide enable individuals to seek assistance from physicians in hopes of ending their own lives, and those who believe that euthanasia and assisted suicide are ethically wrong. 2 There lies a significant difference between euthanasia and assisted-suicide; but both are tied together with similar ideas, the idea being assistance in ending a life. The method to distinguish euthanasia and assisted suicide is by observing the last act, the act without which death would not occur. If a third party performs the last act that intentionally causes a patient's death, euthanasia has occurred. If the person who has died has performed the last act, then assisted suicide, which always requires the patient's active consent, has occurred (Ethics in Medicine 2). Assisted suicide has much shorter history than euthanasia and relatively new in our society. There are only three states, which are Oregon, Washington, and Montana, that have legalized physician-assisted suicide in the name of "Death with Dignity Act" as of year 2009 (Pawlick and DiLascio 2). Once "Washington v. Glucksberg"

Primary Source View

1	www.plu.edu Internet source	35%
2	www.goreport.co.kr Internet source	11%

Issues to consider



- As a faculty member are you skeptical about delivering quality courses on the web?
- Do the computer tests take away the ability to annotate and comment on student papers?
- How do you detect and prevent plagiarism in online courses?

More Issues to consider



- How do you train students not to use text messaging slang?
- How do you train students to write grammatically correct statements?
- How do you train students that copying and pasting from the Internet is not acceptable without acknowledging the source?