

It's in the Syllabus

Part Two

by Madara Mason

“What Test?”

How many times do you find yourself answering questions whose answers are outlined clearly in your syllabus? Probably more than you'd like. So how do you get students to read the darn syllabus? Here are two ideas:

Visual Cues

The infographic syllabus on the right is an example of using visual cues to chunk syllabus information and create an engaging reading experience. Icons, color blocks, font changes, and high contrast are all used to control how quickly the reader is able to search for information and even how well they may remember it.

This syllabus was posted online so that students could scroll through a single image to find information, but it can be used in print versions as well.

Try using some of the following free infographic tools to create your own:

<http://piktochart.com/>

<http://infogr.am/>

<http://www.easel.ly/>

<http://create.visual.ly/>

Your Syllabus: The Infographic Version
(see the "Syllabus" page under "About" at the menu above for the old school version)

About this Course
Welcome to English 350, Literature of Alaska and the Yukon Territories. This course will expose you to various literature from and about Alaska. Calling a group of stories, essays, and poems on "Alaskan" is to say that the writing in question is rooted in a specific place, grounded in a particular landscape. Alaskan Literature is often seen as a subset of "American Literary Regionalism." Traditionally, critics have seen this genre as a mode of writing from the latter half of the 19th and first part of the 20th centuries written primarily by European-Americans. I hope to extend the boundaries of this definition by including work that doesn't fit into these categories, but is clearly Alaskan nonetheless.

ABOUT THIS COURSE
This course is taught by Prof. Madara Mason. Email: emason@alaska.edu or 907.474.4792

TEXTBOOK
The Last New Land: Stories of Alaska Past and Present Ed. Wayne Niegler Anchorage: Alaska Northwest Books: 1996

PREREQUISITES
You will need viable internet access for this course. Texts or those are recommended to be used. You should also use your @alaska.edu email address and set up your Google+ profile within that account.

EMAIL INSTRUCTIONS
1. Read the syllabus and then email me: emason@alaska.edu. Let me know if you have any questions.

COURSE WEBSITE
3. Look around the course website. Go to the "Week 1" page under "Assignments" to get started. Let me know if you have any questions.

COURSE GOALS & STUDENT OUTCOMES
By the end of this course, you will have a greater understanding of Alaskan literature across time and across cultures. You will have participated in and formed connections with a community of other readers and writers. You will have contributed to the growing body of student writing about Alaskan and Yukon Territory literature.

PLAGIARISM & ACADEMIC INTEGRITY
To one like a cheater. If you're caught cheating, plagiarizing, or otherwise using the work of others without citation, you will receive an automatic grade of "F" in this course.

INSTITUTIONAL METHODS & TECH SKILLS
This is an online course through UAF eLearning. It combines readings in the text, online essays, historical photographs, videos, and online assignments. There are no lectures, but there is plenty of online instruction and I'm open to your opinions about what I can do to improve the quality of the course. Because of the online nature of the course, you're required to have easy access to a computer and regular access to the internet. I don't expect for you to automatically know how to use all of the technologies (such as Wordpress or Google+) but you should be willing and able to learn. You will have a number of assignments that may benefit from photo editing software. Ideally, you will have the ability to record and edit video using a smart phone, camera, or other recording device; however, this isn't required.

NEED HELP?
Google it first, email me second, and go here if all else fails.
distances.uaf.edu/students/gettinghelp/

POLICIES, PARTICIPATION, & LATE WORK
Although this is an online course, there are maximum deadlines you must meet. You may complete the course ahead of time, but the minimum deadlines must be met in order to pass this course. You are required to participate publicly in all required discussion forums. Our Google Community will be provided, but your work on this blog is public, and if you choose to participate using it, you should expect that with one email. Late work is generally not accepted unless you communicate clearly with me.

UAF Disability Support Services
The Student Support Services (SSS) program located in 512 Geary, provides opportunities for academic development, assists students with college requirements, and assists in reaching students toward the successful completion of their degree program. Contact them at 907.474.8444.

UAF has a Disability Services office
UAF has a Disability Services office that operates in conjunction with the UAF Community and Technical College. Disability services located in room 208 of the Edithson Building, provides academic accommodations to enrolled students who are identified as being eligible for these services.

FOUR THINGS YOU'LL DO THIS SEMESTER
DISCUSS We will use Google+ Communities to discuss and share.
READ You will read approximately 80-100 pages each week.
WRITE You will write several blog posts for the Teachers' ed.
TEST There is a readers and a final test one to be taken at Blackboard.

DUE DATES!
You are responsible for 1000 pages for the course through your blog posts, discussion posts, and essays. If you do not contribute to the class community frequently and respectfully, you can lose up to a full letter grade (100 points).

GRADING POLICIES
There are 10 discussion topics within our Google+ Community roughly one per week. Each high-quality contribution is worth 20 points. Total = 200 pts.
You are responsible for 10 well-crafted blog posts over the semester, roughly one per week. You can earn a possible 20 points for each. Total = 200 pts.
There is a midterm worth 200 points, and a final worth 300. These essays are open book and will be taken within Blackboard. Total = 500 points.

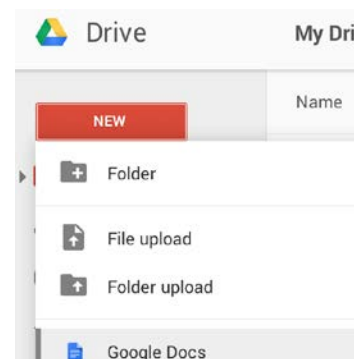
* If you begin this course and subsequently realize that you cannot keep up with the work, you should voluntarily withdraw from the course.
* If you have not contacted me by the end of the first week, or submitted the minimum number of assignments due in the first three weeks you will be withdrawn from the course.
* Accommodations are given only in cases of medical or familial emergencies.
* You should receive a grade and feedback within 7 days of submission for each assignment.

pp 1-45	pp 53-124	pp 135-187	pp 188-248
9/8	9/15	9/22	9/29
pp 254-224	pp 225-304	pp 305-451	web reading
10/4	10/13	10/20	10/27
web reading	web reading	web reading	pp 421-484
11/2	11/10	11/17	11/24
web reading	web reading	web reading	
12/1	12/8	12/15	12/22

A Living, Growing Document

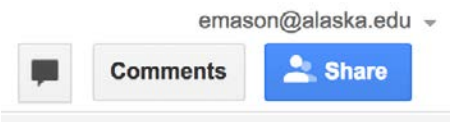
Creating and sharing your syllabus using Google Docs is a great way to avoid excuses from students who are either absent from class or simply absent minded.

1. Create your syllabus in Google Docs and save it to a folder with the title "Handouts" inside your Google Drive.



2. Create an email group with all of your students' emails and name the group.

3. Go into the Syllabus document and in the upper right hand corner, click "Share".



4. Tell your students they must access the document and put their name at the very bottom to show they've read it. You can update it at any time and students will always have the latest version.

To get more in-depth instruction on this and more, apply to iTeach:

<http://iteach.uaf.edu/apply>
Deadline is Sept. 12!

