

OSCQR 3.1 Customized - English Composition I

	Standard	Status	Action Plan
A. COURSE OVERVIEW AND INFORMATION (Click each standard for practical examples!)			
A1	Course includes Welcome and Getting Started content. [1]	Minor Revision (1/2 hour or less)	1. Create a separate "Getting Started" page which provides an overview of the course's activities and assignments. 2. Make "Getting Started" page as the new Home page.
A2	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due. [2]	Sufficiently Present	1. Outcomes are clearly provided at the start of each Module. 2. Assignment summary found at bottom of syllabus. 3. Assignment due dates are listed chronologically in "Assignments" tab. Suggested Revisions: 1. "Course Format" section of syllabus is somewhat of a course orientation, but can be expanded - see A1.
A3	All required purchases for the course is clearly listed in syllabus (e.g., textbooks, streaming films, subscription fees, lab supplies, art tools, etc.).	Sufficiently Present	Present in syllabus.
A4	A printable syllabus is available to learners (PDF, HTML). [3]	Sufficiently Present	Syllabus is in HTML.
A5	Links provided to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc. [4]	Minor Revision (1/2 hour or less)	Add links/notes on how students can request accommodations for their disability and how to file grievances in syllabus.
A6	Learner success resources are provided (technical help, orientation, writing center, tutoring). [5]	Sufficiently Present	Present in syllabus.
A7	Course information states whether the course is online asynchronous, online synchronous, blended, or distance learning, and attendance requirements. Any live class attendance requirements must match the course's modality. [6]	Sufficiently Present	Present in syllabus.
A8	Appropriate methods and devices for accessing and participating in the course are communicated (mobile devices, external websites, microphone/webcam requirements, etc.). [7]	Minor Revision (1/2 hour or less)	Suggested Revision: 1. Add Android Canvas app link to "Navigate Canvas on your iOS device" page.
A9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments. Outcomes match faculty governance approved outcomes. [8]	Sufficiently Present	Course outcomes and module outcomes are clear, easily located, and measurable.
A10	Course provides contact information for instructor, department, and program. [9]	Not Applicable	Course is a self-paced course with no instructor.
A11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. [10]	Minor Revision (1/2 hour or less)	Technical requirements present in syllabus. Suggested: Add resources for the software required. E.g., Tutorials for Microsoft Word, Adobe Acrobat Reader, Flash Player.
A12	Frequently used areas and technology tools are easily accessed. Any items not being utilized are removed from the course menu (blank pages, tools, quizzes, etc.) [11]	Minor Revision (1/2 hour or less)	The tabs are clean! It evidences that course designer removed most unnecessary tabs, which helps learners navigate more easily. Revisions needed: Following pages are empty: Module 7: References, Module 8: References. If no citations needed, delete these pages.
A13	Credit hours align with course units and WSCUC ratio requirements.	Not Applicable	Not an accredited course.
B. INTERACTION (Click each standard for practical examples!)			
B1	How to access live class sessions (if applicable) and how to schedule meetings with the instructor are clearly communicated.	Not Applicable	Course not not have any live class sessions.
B2	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignment feedback). [12]	Not Applicable	Present in syllabus and Home page. Course is a self-paced course with no instructor.
B3	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions). [13]	Sufficiently Present	Guidelines for Discussion Posts and netiquette present in syllabus.

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	B4	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). [14]	Minor Revision (1/2 hour or less)	Syllabus > Discussion Forum link is broken. It was likely working during time of course, but this cannot be reviewed due to lack of access.
	B5	Course offers opportunities for learner to learner interaction and constructive collaboration. [15]	Minor Revision (1/2 hour or less)	1. Discussions allow for classmates to provide responses to their peers' writings. Suggested: 1. Fix Syllabus > Discussion Forum broken link. It was likely working during time of course, but this cannot be reviewed due to lack of access.
C. DESIGN AND ACCESSIBILITY (Click each standard for practical examples!)				
	C1	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles, large blocks of information divided into manageable sections). [16]	Sufficiently Present	1. Modules are very well designed! Nice use of indentations in Modules. 2. The current home page is helpful for learners, as it posts the most recent information at the top, where students will view.
	C2	There is enough contrast between text and background for the content to be easily viewed. [17]	Sufficiently Present	Color ratio between text and background is good.
	C3	Text is formatted with titles, headings, uniform spacing, and other styles to enhance readability and improve the structure of the document. [18]	Minor Revision (1/2 hour or less)	1. Nice use of headers, numbered lists. Suggested: 1. Certain pages contain large blocks of white space. Suggestion: Remove large blocks of white space if they do not serve a purpose, to enhance readability. Examples: Topic 2.1: What Makes a Narrative Narrative?, and "Navigate Canvas on your iOS device", and other pages in this Module.
	C4	Formatting is clean and avoids cluttered formatting. E.g., Flashing and blinking text, various color highlighted text, multiple bold, italic, or underlining in one area. [19]	Sufficiently Present	Text has clean formatting.
	C5	A sans-serif font with a standard size of at least 12 pt is used. If font size is smaller than 12 pt, size can be adjusted via browser. [20]	Sufficiently Present	Uses black sans-serif font, appears to be 12 pt. Browser is able to adjust font size.
	C6	Tables are accompanied by a title and summary description. Table header rows and columns are assigned. [21]	Minor Revision (1/2 hour or less)	Table rows and columns nicely titled in Topic 2.1: What Makes a Narrative Narrative? Suggestion: Add title and summary description before table.
	C7	Slideshows use a predefined slide layout and include unique slide titles. For all slideshows, there are simple, non-automatic transitions between slides. [22]	Not Applicable	
	C8	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image. Scanned text must be readable by a screen reader. [23]	Moderate Revision (1/2-2 hours)	Image of highlighted text cannot be read if no alt-text or text is provided for screenreader. Location: Topic 6.1 A Close, Personal Reading.
	C9	Non-text elements are provided with text equivalents ("alt" tags, captions, transcripts, etc.). [24]	Moderate Revision (1/2-2 hours)	Revisions needed: 1. Alt-text needed for image in Module 6: Introduction. 2. Any videos with auto-generated captions fail accessibility standards, and need accurate captions or an accompanying transcript. Example: Essay 1: Narrative Essay Draft Discussion > S.O.F.T. video
	C10	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information. [25]	Sufficiently Present	
	C11	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here"). [26]	Sufficiently Present	Great use of descriptive hyperlink texts!

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C12	Technology tools meet accessibility standards. [27]	Sufficiently Present	See C9 for video caption revisions needed.
D. CONTENT AND ACTIVITIES (Click each standard for practical examples!)			
D1	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement. [28]	Sufficiently Present	1. Nice variety of readings, videos, discussions, quizzes, and larger writing submissions. 2. Activities address various aspects of writing.
D2	Instructions are provided and well written. Course is free of grammar and spelling errors. [29]	Sufficiently Present	Instructions are well written, free of grammar and spelling errors.
D3	Course provides activities for learners to develop mastery of outcomes sequentially from lower-order to higher-order thinking, and employs: scaffolding, critical reflection, analysis, real-world applications of the discipline, experiential learning, case studies, problem-based activities, etc. [30]	Sufficiently Present	Assignments culminate towards a portfolio of learners' best writing pieces, which is a great aim. The grammar reports, freewriting, quizzes, critical readings, and reflection on writing allow the student to sequentially develop mastery of college level writing skills.
D4	Where available, Open Educational Resources, free, or low cost materials are used. [31]	Sufficiently Present	Syllabus offers free text resources, and course activities provide free readings and videos.
D5	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. Necessary citations included for quoted or paraphrased content. [32]	Minor Revision (1/2 hour or less)	Nicely cited images in "References" page at end of modules.
E. ASSESSMENT AND FEEDBACK (Click each standard for practical examples!)			
E1	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus. [33]	Sufficiently Present	Present in syllabus. Course is a self-paced course with no instructor.
E2	Course assessments are designed as career-oriented portfolio items, avoids busy work, and aims to add practical mastery of learners' competencies.	Not Applicable	Course's outcomes explicitly for preparing students to write, read, and think for college level success rather than career. Great idea for assignments to lead up to putting together a portfolio - very practical for students.
E3	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work). [34]	Major Revision (2+ hours)	Most assignments contain helpful and detailed grading rubrics. Certain assignments appear to be missing rubrics, including: Grammar Report 1, 2, 3, 4, Making Meaning Clear, Peer Review 3, Diagnostic Writing, FreeWriting, etc. 6+1 Writing Traits Rubric link is broken (Syllabus > Course Format)
E4	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. [35]	Sufficiently Present	Quizzes clearly note time limit and question count before learner starts each quiz.
E5	Learners have easy access to a well designed and up-to-date gradebook. [36]	Minor Revision (1/2 hour or less)	"Check your grades" assumes that a "Grades" tab is present in Canvas course, but it is not present. Must allow "Grades" tab to be visible in settings.
TOTAL ESTIMATED TIME TO FIX (rounded up):		11.5+ hours	
OVERALL NARRATIVE			

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	<p>The course exemplified greatest strengths in section D. Content and Activities and section A. Course Overview and Information. The course's activities aligned well with the outcomes, and the course included many of the essential items needed in providing the learners with an overview and introductory information. I especially appreciated how well the layout of the course was designed, as the course's assignments were easy to locate, and the due dates were arranged in chronological order. The modules were also well designed, in that they chunked activities and assignments within each relevant module, and used indentations for easier viewing.</p> <p>The weakest areas emerged as section E. Assessment and Feedback and C. Design and Accessibility. These sections resulted in the high amounts of Major, Moderate, and Minor Revisions needed.</p> <p>The major revisions needed for section E is that several assignments appear to be missing grading rubrics, including the Grammar Report 1, 2, 3, 4, Making Meaning Clear, Peer Review 3, Diagnostic Writing, FreeWriting, etc. As well, the 6+1 Writing Traits Rubric link is broken (located in the Syllabus > Course Format).</p> <p>The revisions needed in section C mainly related to accessibility requirements. Alt-text for an image was missing, and I noticed that the videos the course used included auto-generated captions, which fail accessibility standards, since certain words will not be accurate. All videos in the course would need accurate captions to be provided, or an accompanying accurate transcript.</p>		