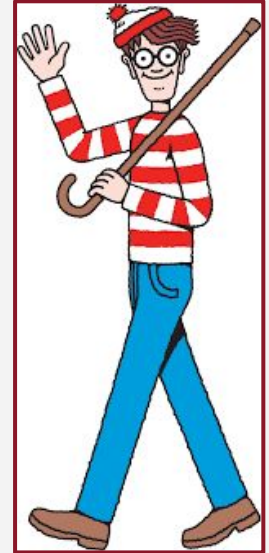


Regular & Substantive Interaction (RSI) in online courses

Norco College Spring FLEX
Presenters: Anya Marquis & Sara Nafzgar
February 7, 2025

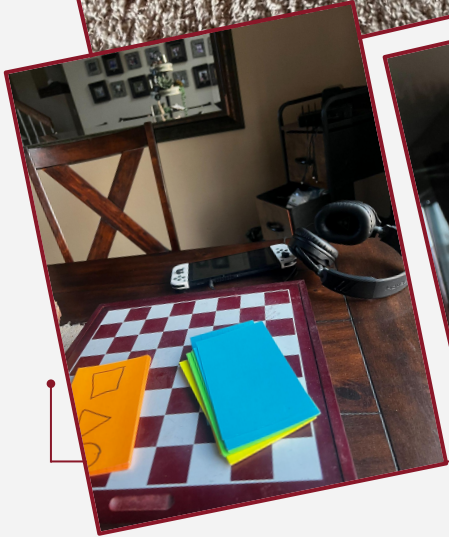


WHERE'S _____ (YOUR NAME)



Students and Peer Reviewers are seeking Evidence of the Educator

Evidence of Evan



Leave breadcrumbs that make it easy to find you.



Session Goals



- **Overview + feedback to inform future trainings**
- **Self assess checklist**
- **Tips to boost student success and retention through RSI**
- **Achieve regular substantive interaction (RSI) in online classes**
 - Peer Review of **Fall 2026** online courses
 - **3 possible outcomes**
 - No recommendation
 - Recommendation to improve quality
 - Recommendation to meet standard

Session Topics



00

**History of
RSI**

01

**Regular
Interactions**

02

**Direct
Instruction**

03

**Personalized
Feedback**

04

**Providing
Information**

05

**Facilitating
Discussions**



00 History

Slide Deck



PRE-2021 RSI

DEPT OF ED & ACCJC



“All Title IV eligible programs, except correspondence programs, must be designed to **ensure** that there is **regular and substantive interaction** between students and instructors.”

**RSI was described as a “fuzzy concept”
lacking “actionable guidance.”**

Impacts federal financial aid eligibility

2021 RSI UPDATE - REGULAR

DEPT OF ED & ACCJC



An institution **ensures** regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

1. Providing the opportunity for substantive interactions with the student on a **predictable and scheduled basis** commensurate with the length of time and the amount of content in the course or competency; and
2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for **promptly and proactively engaging** in substantive interaction with the student **when needed, on the basis of such monitoring, or upon request** by the student.

[ACCJC Distance Ed Policy Link](#)

2021 RSI UPDATE - REGULAR RCCD RSI GUIDELINES



**Students will come to expect the type and frequency of interactions established.
Interaction patterns will vary depending on the length of the course.**

Examples can include but are not limited to:

- The instructor establishes predictable publishing, unlocking, and availability window cycles (modules, assignments, or announcements) with due dates spread throughout the semester.
- The instructor provides a tentative schedule showing items such as the frequency of student contact, due dates, topics of instruction, etc.
- The instructor provides information regarding how they contact students and how students contact the instructor.
- The instructor provides information regarding the expectation of the type and frequency of interactions during the course.

[RCCD Guidelines Webpage Link](#)

2021 RSI UPDATE - REGULAR RCCD RSI GUIDELINES



Actions taken by the institution and instructor to monitor needs and extend support.

Examples can include but are not limited to:

- Reaching out to students using the Message Students Who tool, Inbox messages, and/or assignment comments to note changes in participation and/or course work
- Promoting and encouraging attendance to tutoring services, engagement centers or other campus resources
- Using Canvas analytical tools to track student progress and engagement
- Providing resources to equip students to monitor their success in the course
- Providing Canvas guides and video tutorials where needed
- Utilizing Early Alert and special program grade checks

[RCCD Guidelines Webpage Link](#)

2021 RSI UPDATE - SUBSTANTIVE DEPT OF ED & ACCJC



...teaching, learning, and assessment, consistent with the content under discussion

Includes **at least two** of the following:

1. **Providing direct instruction;**
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or,
5. **Other instructional activities approved by the institution's or program's accrediting agency.**



[ACCJC Distance Ed Policy Link](#)

ACCJC 2025 RSI Pilot Template

4 areas of Substantive Interaction

Substantive Interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also **includes at least two of the following:**

A - Providing direct instruction. (Note: this method only applies in synchronous courses.)

Initial	Emerging	Developed	Highly Developed
Synchronous engagement providing lectures or presentations that cover course content.	Synchronous engagement providing lectures or presentations to cover course content. Synchronous facilitation of class discussions, encouraging student participation.	Synchronously integrates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies.	Synchronously utilizes various media and technologies to facilitate learning and competencies, effective teaching methodologies, and incorporates culturally competent strategies that yield equitable student outcomes.

B - Assessing or providing feedback on a student's coursework.

Initial	Emerging	Developed	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Consistently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

C - Providing information or responding to questions about the content of a course or competency.

Initial	Emerging	Developed	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Frequently provides substantive information pertaining to the course content. Frequently encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Frequently provides substantive information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, levels of assignments, or that highlight key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

D - Facilitating a group discussion regarding the content of a course or competency.

Initial	Emerging	Developed	Highly Developed
Provides prompts, questions, or topics to engage students.	Provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Frequently provides comments or guidance in discussions to enhance course content/competency mastery.	Actively participates in discussions to pose questions, propose alternative viewpoints, correct ideas, and encourage struggling students.

E - Other instructional activities approved by the institution's or program's accrediting agency. NA (ACCJC has currently not approved any additional activities for substantive interaction)

2 areas of Regular Interaction

Regular Interaction

between a student and an instructor(s) is demonstrated by the **two following criteria:**

A - Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.

Initial	Emerging	Developed	Highly Developed
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g., syllabi and introductory statements) make clear to students the opportunities for interaction. Interaction expectations are clearly communicated to the students (e.g., in the syllabi), including response times, and explicit participation guidance (e.g., office hours, discussion boards).	Instructor engages with students throughout the term per the instructor's policies regarding frequency of posting, feedback, providing information pertaining to course content/competencies, and learning outcomes. Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g., office hours, discussion boards).	Instructor frequently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor engagement with students yields equitable student outcomes. Interactions are predictable and occur in accordance with the length and course content.

B - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Initial	Emerging	Developed	Highly Developed
There is minimal interaction (frequency of posting, feedback, instructor) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures outline expectations for monitoring student academic engagement and success.	Instructor occasionally engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates also and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

Initial
Emerging
Developed
Highly Developed



01

Regular Interactions Predictable & Proactive

Slide Deck



Predictable & Proactive Interaction Tips



Content Timing

- Consistent release days
- Consistent due dates
- Consistent feedback

Announcement Timing

- Consistent days
- Kick Off/Wrap Up
- Student comments

Canvas Tools

- Message Students Who
- Inbox
- People data

Resources

- Communication plan
- College support
- Canvas guides
- How to navigate YOUR course



Predictable & Proactive Interaction Examples



Communication
plan in the Intro
Module



Communication Plan

I am so glad you have enrolled in this course and decided to join me as we learn about the physical geography of our world! Communication is one of the keys to success, so below I have outlined various ways we can communicate with each other this semester.

How I Will Communicate With You:

- **Weekly Announcements:** Each Monday I will post an announcement with important information for the week. Usually the Monday announcement will include what is due that week, scheduled office hours for the week, and upcoming deadlines.
- **Weekly Announcement Reminders:** Mid-week I will post an announcement as a gentle reminder of the upcoming deadline for the week.
- **Gradebook Feedback:** As I grade discussion forum lead assignments, short answers, and other assignments, I often include written feedback in the gradebook. Please check for feedback after assignments are graded. I begin grading the previous week's assignments on Monday mornings and try to grade work within one week, often times it is sooner.
- **Discussion Forums:** During weeks when discussion forums are online, I will pop into each forum periodically to be a part of the conversation, share new resources and provide some general feedback.
- **Email:** Please check your RCCD emails during the week and select to have announcements and updates also emailed to your account daily. I may use email to communicate with you as deadlines approach or to reach out. The expectation is that you are checking your RCCD account daily during the week.

How You Can Communicate With Me:

- **Office Hours:** I hold office hours multiple times a week, both in person and via Zoom. Please feel free to schedule a session for us to meet, address questions or just chat about the content!
- **Email:** When you email me, you can expect a response within 1-2 weekdays, usually less. I check my email multiple times each work day, (Mon-Fri, excluding holidays). I do try to log off email and Canvas at the end of each work day, so that I can spend time with family in the evenings.
- **Discussion Forums:** During weeks when discussion forums are online, I will pop into each forum periodically. If you pose a question for me in the forum, I may respond to you directly within the forum or I may email you privately within the next week as I grade the forums and provide more feedback.
- **The Cafe: General Discussion Forum for Peer Collaboration and Questions:** This particular forum is more for student to student interaction so that you can informally ask questions of and interact with your classmates through the semester in an ungraded format. Having said that, I will pop into The Cafe at least once each week to see if there is anything I can help with.
- **Gradebook Feedback:** There is an option to comment on specific assignments in the gradebook. If you have a question or comment about your grade, you can post it here, but if you use this function in Canvas, I also encourage you to email me directly through Canvas with specific questions, since I will likely get email notifications prior to gradebook comment notifications and I can get back to you sooner.

How You Can Communicate with Classmates:

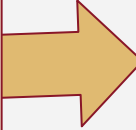
- **Discussion Forums:** Discussion forums are a great way for you to interact and communicate with your classmate. They are designed with this purpose in mind--as a forum for classmates to engage in an academic conversation about the topics we are learning about in the book and lectures! Instead of just posting in the forums, please use them as an opportunity to interact with each other!
- **The Cafe-General Discussion Forum for Peer Collaboration and Questions:** This forum is ungraded and meant to be a safe place for you and your classmates to interact and help each other. You can ask questions about course content, share current events that relate to our studies, reach out to form study groups, or even share upcoming ASVMC activities. I will pop into The Cafe at least once each week to see if there is anything I can help with, but this is really a space for you. Of course, let's keep the content appropriate or the forum will be removed.
- **Office Hours:** I am happy to provide the opportunity for you to meet together synchronously via Zoom with your classmates during Office Hours. We can use the Confer-Zoom link in our first module for this.



Predictable & Proactive Interaction Examples

**Consistently
timed weekly
announcements
and reminders.**

**What's in your
circle?**



Unit 5 Wrap Up & Wrap 6 Kick Off
All Sections
Week 5 was a busy week with the positivist theories exam, the introduction of the interpretive approach, content on Communicat...
Delayed until: Mar 21, 2025, 5:00 PM
[Reply](#)

Unit 4 Wrap Up & Unit 5 Kick Off
All Sections
We are wrapping up week 4, and do you know what that means? It means we are officially at the halfway point in the course! This...
Delayed until: Mar 14, 2025, 5:00 PM
[Reply](#)

Unit 3 Wrap Up & Unit 4 Kick Off
All Sections
Your Unit 4 Module is now published and ready for you to access. Good luck to those who will be the first to submit their theory ...
Delayed until: Mar 7, 2025, 5:00 PM
[Reply](#)

Unit 2 Wrap Up & Week 3 Kick Off
All Sections
Hello all!! By tonight, you should have completed all of the work for the first section of our text. If you haven't already completed t...
Delayed until: Feb 28, 2025, 5:00 PM
[Reply](#)

- Midterm Exam #... this Friday! You can find the midterm in the Week 5 folder along with the e-lectures and video clips. There is no discussion forum this ...

Sep 18, 2024, 8:11 AM

Welcome to Week 5 of GEG-1
All Sections
Welcome to Week 5 of Physical Geography. We are now more than 25% of the way through the semester. We still have most of our points left to earn for the se...

Posted on:
Sep 16, 2024, 8:07 AM

GEG-1 Week 4 Reminder: Discussions Due Friday
All Sections
I hope you are having a great week! This is a reminder that the Week 4 Folder will close at 11:55pm on Friday night. Please make sure you have viewed the cont...

Posted on:
Sep 11, 2024, 8:02 AM

Welcome to Week 4 of GEG-1
All Sections
Welcome to Week 4 of Physical Geography. This week we will be 25% of the way through the semester. Keep up your hard work! This week your assignments ar...

Posted on:
Sep 9, 2024, 8:15 AM



Predictable & Proactive Interaction Examples



Canvas Help: (951) 222-8388 & [General Online Assistance](#) ⇨ [Canvas Guides in Additional Languages](#) ⇨
[Learning Resource Center](#) ⇨ [Norco Library](#) ⇨

Important Dates: [RCCD 2023-2025 Academic Calendars](#) ⇨ [23-24 Admissions & Records Timeline](#) ⇨

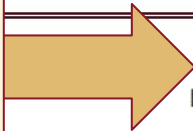
There are 3 tools that will help you tremendously in this course. All are located in the course navigation to the left.

Announcements: This is where updates and new information will be communicated, typically 1-2 times a week.

Modules: Every week has a module containing relevant resources and current assignments.

Grades: Be sure to [enable notifications](#) ⇨ so you are alerted immediately when an assignment has been graded, and be sure to click on the [comments and rubric icons](#) ⇨ on the Grades page to see all of my feedback.

**What is your
module posting
and assignment
due date
pattern?**



Every week a module will be published for you to access using the links below.
It is essential that you review all materials in the order that they appear in the module.

You can expect the following weekly pattern.

Friday: The weekly module is published and accessible to you. Dive in!

Monday: I hope you don't wait until Monday to see what is in store, but I set a "To Do" date reminder for the overview page.

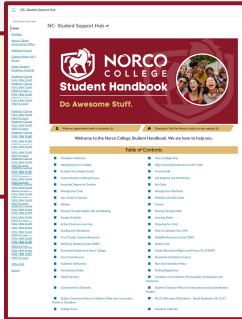
Wednesday and Friday: Assignments due. You can always work ahead and submit before the due dates.



Predictable & Proactive Interaction Examples



NC Student Hub Canvas Link Norco College Resources <https://shorturl.at/ONj8M>



Student Office Hours:

Tuesday and Thursday (11:15-12:45) via Zoom & in IT200 Q
Wednesday (9:00-11:00 am) via Zoom

Use this [Microsoft Bookings link](#) to schedule time with me.

Booking slots are 15 minutes. You can book multiple slots if you anticipate that more time is needed.
If these times don't work for you, send me an Inbox message so we can coordinate a different time.

Use this [Zoom link](#) to meet with me via Zoom.

Syllabus: [24 Fall COM 1 16 Week FTF.docx](#) **Interaction:** [Communication Plan](#)

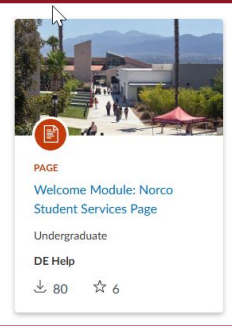
Email: Canvas Inbox preferred (In the Global navigation menu on the right side of the screen)

Canvas Help: (951) 222-8388 & [General Online Assistance](#) & [Canvas Student Guides](#)
Academic Support: [Learning Resource Center](#) & [Norco Library](#)

Important Dates: [RCCD Academic Calendars](#) & [Norco College Admissions & Records Timeline](#)

Important Resources: [NC Support Resources](#) & [Canvas & Technical Support](#) & [Laptop loan program](#)

Canvas Commons Import NC Student Services Page <https://shorturl.at/v6elf>



NC Student Resources

Disability Resource Center	Student Services	EOPS/CARE/NextUp	Learning Resource Center (Tutoring)	CaWORKS	
Student Health and Psychological Services	Financial Freedom	Honors Program	Puente Program	Umoja	Study Abroad Program
ALLY	Food Pantry	TriO SSS/RISE	Transfer Center	Library	Writing and Reading Center

The [Disability Resource Center](#) at Norco College is committed to providing an accessible and inclusive learning environment for students with disabilities to encourage and support their academic success. The DRG also provides disability-related information and strategies to Norco College faculty and staff to better serve students. Norco College students with disabilities may be eligible for priority registration, which can be accessed online upon meeting with the DRG counselor to complete the registration process. Students can utilize the High Tech Center with adaptive computer technology at Norco College if they do not have Internet access at home. (Please note: The High Tech Center is temporarily unavailable due to the campus closure.)



02

Substantive Direct Instruction

Slide Deck



RCCD 2021 AP2105 & RSI Guidelines (Substantive Instruction)

(i) Providing direct instruction via synchronous or asynchronous methods

Synchronous instruction is distance education classes with meeting(s) during scheduled days and times. Students will attend class online during the published course times. Additionally, students will log in to Canvas and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.

- Evidence of class meetings (Zoom recording, announcements with basic information about time, date, topic, link, etc.).

Asynchronous instruction is distance education classes with no scheduled meeting days. Students will log in to Canvas and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.

- Instructional videos (synchronous meeting recordings, self-made and/or curated instructional videos) with basic contextualization from the instructor about what to do with the materials



[RCCD Guidelines Webpage Link](#)

Direct Instruction Tips



Contextualize

- Guided introduction to content
- Assess and reward with embedded quizzes

Longevity

- Omit semester, occasion, weather references
- How old is it?

Timing

- Chunk into digestible units
- Indicate length of video

Accessibility

- Check and publish captions
- Check audio



Instruction Examples



Electure Notes: Insolation and Temperature

Topic: Insolation and Temperature

How this information will be used: In this module we will explore the impact of temperature on the landscape and evaluate basic warming and cooling processes that take place in Earth's atmosphere. We will also evaluate various impacts of location on temperature, which will help us understand climate distribution, biomes, soil development and the processes of weathering and erosion that will be explored later in the semester.


Things to think about:

- What is shortwave vs. long wave radiation and which do hot bodies like the sun radiate, vs. cold bodies like the Earth?
- What do the terms absorption and reflection refer to?
- What is the Greenhouse Effect, what impact does it have on Earth's temperatures and how have humans altered it?
- What is global warming vs. climate change?
- How does convection differ from conduction?
- What are 4 causes of variations in incoming solar radiation (insolation)?
- In general, how are continental climates different from maritime climates?

Please watch the 25 minute Narrated Overview/Highlights for the Introduction to the Insolation and Temperature powerpoint, in addition to viewing and saving the PowerPoint file Electure beneath the video highlight.

Basic Warming and Cooling Processes in the Atmosphere

- **Greenhouse Effect:** warming of Earth's troposphere due to shortwave and longwave radiation.
 - Atmosphere transmits insolation (shortwave) but not outgoing terrestrial radiation (longwave) as easily



Guided
intro to
content

Instruction Examples

Video Quiz

Assignment Title: Understanding Canvas Grades Video Quiz
Due Date: Friday
Points Possible: 4
Attempts: 2

Feedback Provided: The score and feedback will be available in the grades section within 24 hours of taking the quiz.
Make sure that you select "Done" at the end of the quiz.

Instructions:

Select the button below to open the Understanding Canvas Grades (7:39). This instructional video will explain how to determine your grade at any point in the semester and how to ensure that you are receiving all of my feedback. Additionally, there will be quiz questions in the video that you will answer as they appear.

The module is set up in the order that I want you to navigate the course. Going through the items in order will create the best experience. If you want to move around the module without leaving it, you can use the icon progress bar (built in browser, hidden in app).

Understanding Canvas Grades

Question 2 of 4

Assignment feedback can be in the form of

- Written feedback
- Video feedback
- Audio feedback
- All of the above

Re-watch Continue

Details Insights Captions Quiz Results

Understanding Canvas Grades

Edit details

Sara Nafzgar
January 19, 2021

Can assess, provide immediate feedback, and points for engaging

Does this instructor created video count as instruction or information giving?
Stay tuned.

- Start with Week 4 Overview (WATCH VIDEO before proceeding)
May 8, 2023
- Review the Researching Your Speech Gold Mine: Citation Generators, Searching Databases, Formatting, etc.
May 8, 2023
- Read Chapter 7: Researching Your Speech
May 8, 2023
- Complete Works Cited Video Quiz (7:09)
May 8, 2023 | 6 pts
- Complete Verbal Citations Video Quiz (9:50)
May 8, 2023 | 7 pts
- Complete Connect with a Classmate
May 8, 2023 | 3 pts

DUE WEDNESDAY

- Read Chapter 8: Supporting Ideas and Building Arguments
May 10, 2023
- Read Chapter 12: Outlining
May 10, 2023
- Complete Main Points Video Quiz (18:22)
May 10, 2023 | 7 pts
- Complete Outlining Video Quiz (19:42)
May 10, 2023 | 10 pts
- Complete Evaluation of Example Informative Outlines
May 10, 2023 | 20 pts

Video chunked content 10-20 minutes
What RSI opportunities do I have in this module?



03

Substantive Feedback

Slide Deck



RCCD 2021 AP2105 & RSI Guidelines (Substantive Feedback)

(ii) Assessing or providing feedback on a student's coursework

- Feedback on coursework can be given to individual students in a rubric, in submission comments (written, audio, or video), as quiz question comments, and/or as a written or video message as announcements, within discussion boards, or as emails (archived in Canvas) to the *entire class*.



[RCCD Guidelines Webpage Link](#)



Providing Feedback Tips



When and How

- Formative/Summative
- Your statement (when/where)
- Canvas settings - notifications
- Gradebook settings
- Strengths, improvements, point to resources and reasons

Know Your Options

- Video feedback
- Written feedback
 - Text Expander
- Audio feedback
 - Multiple devices
- Detailed rubrics
- Auto feedback in quizzes
- Announcement feedback



Feedback Examples



National Park Research Project Rubric

Criteria	Ratings			Pts
<p>Cover Slide Cover slide should name the national park, include the state where it is located and provide a photograph depicting a feature of the park.</p>	<p>2 pts Full Marks Includes the name of the national park ~Includes the state where the park is located ~Includes a photograph of a feature from within the park</p>	<p>1 pts Partial Marks Missing 1 of the 3 criteria.</p>	<p>0 pts No Marks Missing 2 of the 3 criteria.</p>	2 pts
<p>Location Identify the absolute and relative locations of the park; provide at least one supporting map.</p>	<p>5 pts Full Marks Includes the latitude/longitude of the park ~Addresses the relative location of the park ~Includes a map to illustrate location of the park</p>	<p>2.5 pts Partial Marks Missing 1 of the 3 criteria.</p>	<p>0 pts No Marks Missing 2 of the 3 criteria.</p>	5 pts
<p>Region Address the geographic region the park is a part of, elaborate on an additional region the park is a part of, such as climate region or biome(s), with details about the region and include a supporting visual such as a climograph, map or photo</p>	<p>10 pts Full Marks Addresses the geographic region the park is a part of ~Addresses and elaborates on an additional region the park is a part of, such as climate region or biome(s), with details about the region ~Includes a supporting visual such as a climograph, map or photo</p>	<p>5 pts Partial Marks Missing 1 of the 3 criteria.</p>	<p>0 pts No Marks Missing 2 of the 3 criteria.</p>	10 pts
<p>Physical Characteristics Share research and discuss specific physical characteristics of the park in detail. This may include landforms, waterways, biomes and/or climate features and an explanation of the processes that formed them, as well as their significance to the park. Include at least one supporting photograph.</p>	<p>20 pts Full Marks In complete sentences, demonstrates research regarding a variety of specific physical features of the park. This may include landforms, waterways, biomes and/or climate features and an explanation of the processes that formed them, as well as their significance to the park. Includes at least one supporting photograph.</p>	<p>10 pts Partial Marks Does not contain multiple examples of physical characteristics within the park or is missing a photograph of a feature or is missing an explanation of processes and/or significance of the features.</p>	<p>0 pts No Marks Is missing 2 of the 3 criteria.</p>	20 pts
<p>Geographic Processes Explains and details how geographic processes are represented in the national park.</p>	<p>20 pts Full Marks In complete sentences, demonstrates research regarding natural processes that take place or have taken place within the park. Explanation includes an understanding of what the processes are/were, how they work and how they have contributed to the features of the park.</p>	<p>10 pts Partial Marks Demonstrates research regarding natural processes that take place or have taken place within the park, but lacks thorough explanation. Does not demonstrate an understanding of how the processes work or how they have contributed to the features in the park.</p>	<p>0 pts No Marks Does not use complete sentences and lacks an explanation of geographic processes. Understanding of processes is not demonstrated, lacks critical thinking.</p>	20 pts



Detailed rubric



Feedback Examples



Great world!

Sara Nafzgar, Jan 29 at 9:58am

Sara Nafzgar
Mar 3, 2024 at 7:56pm

Way to work ahead of schedule! :) Your outline shows a strong understanding of how to purposefully begin and end a speech and organize ideas using proper subordination and credible research.

I have no recommendations regarding the organization of your ideas. It is solid! One thing I'd love to see you do in the persuasive speech is to add a bit more of a personal connection--either because you have experiences you can weave in, or because you include memorable stories, language, etc. or because you intentionally connect the content to listeners. You already do some of this, but I'd love to see you do even more. Those little creative nuggets are what make this informative content even more memorable.

SOLID outline! I'd love to save it as an example for future RCCD COM 1 students if you are open to that.

Improve source citations.

Sara Nafzgar, Jan 29 at 10:02am

Hi Jose

Your speech is packed with novel information that shares the pride associated with Mexican Independence Day. I learned quite a bit!

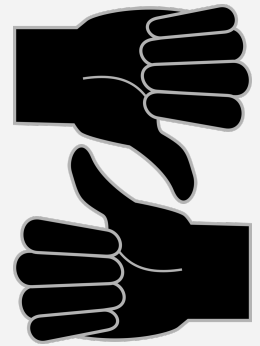
Assignment Highlights

- All 4 parts of the intro did exactly what they should do!
- Clear subordination of ideas. This will make it very easy for your listeners to track with you when you deliver the speech.
- Way to use descriptive imagery to bring MP 2 to life. Do you plan to show a visual aid here? I think that could make it even more memorable.

Suggestions for Improvement

- Be sure to cite the sources of the information you are sharing. Some of the subpoints might be written using your knowledge, but I imagine some of the information there also came from your research, so be sure to give credit. This can also enhance your credibility and ensure you earn max points on that criterion in the rubric.
- When citing sources, italicize the source info and include all who, what, when source info.
- Review the research toolbox page in the resources module for information about citing sources and searching the college databases. This will help you with the persuasive outline in terms of proper spacing, hanging indent, etc. It is also a skill that you will use in other college classes in the future.

Overall, this outline is well done and I look forward to hearing you deliver the speech. Please view the rubric to see where you earned/lost points.





Feedback Examples



Canvas Tools & Multi-Device Feedback

Text Expander

Submitted: Feb 6 at 10:30am by Sara Nafziger [View](#)

Days: 630:48

Due: Wed May 11, 2023 11:59pm

Student Viewed Document: Feb 6 at 10:40am

Word Count: 1,742 words

Submitted Files: [Click to load](#)

[Persuasive Outline Lacey Act.pdf](#)

Assessment

Grade out of 100

100

[Use this same grade for the resubmission](#)

[View Rubric](#)

Assignment Comments

Paragraph | B I U A | | | | |

P | | | | | 0 words

[Reassign Assignment](#)

[Download Submission Comments](#)

2023 Lacey Act Amendments: How Our Change Could Rain Lives

Specific Purpose Statement: To persuade my audience that the "Lacey Act Amendments of 2023" should not be passed in Congress.

Organizing Format: Monroe's Motivated Sequence (3.D.15)

Attention Step

Attention getter: Around six months ago, I bought a red-footed tortoise named Ross. In those six months, she has truly become a part of the family. From fining researching so that I could implement proper conditions like temperature and humidity, to tearing out part of the backyard to build her an outside home, she has become a staple of my life. Now, due to a proposed amendment in the Lacey Act, I may have to leave her behind if I ever move out of California.

Topic Revelation Statement: Today, I will persuade you why the Lacey Act Amendments of 2023 must be stopped so that we can keep our precious pets, no matter where we choose to travel or live.

Significance Statement: In 2022, the Associated Press published an article "Men who illegally imported/exported live scorpions sentenced" which states that the "Lacey Act makes it illegal to trade wildlife and plants that were illegally taken or sold." This means that people are already not allowed to sell, purchase, or have wildlife that has been illegally acquired, helping keep our natural ecosystems safe.

Preview of Main Points: First, I will discuss a new amendment being proposed to the Lacey Act that can separate pets from their families. Then, I will inform you of alternatives to protecting the natural environment while allowing for the transportation of pets across state lines. Finally, I'll tell you about the consequences that members of society will face if this amendment passes.

- Need Step:** While the current Lacey Act helps keep illegal animals out of the country, a new amendment is being proposed that aims to prevent animals from even being transported across state lines.
 - To prevent this transport, a few measures are being taken, such as the establishment of a whitelist.
 - There are two major types of lists used for protection, blacklists and whitelists. Blacklists are lists of things that are not allowed. Specific items must be named and only those on the list are banned, so if the Lacey Act was to use a blacklist and banned the reticulated python, only the reticulated python would be unable for transport. However, they are taking more extreme measures.
 - A post by CSARX called "Alert: Lacey Act Amendments" published in 2023 states that the 2023 amendment to the Lacey Act would, among other things, "create a whitelist of species that can be imported." A whitelist is a type of list that bans everything except what is specifically called out on the list, so the opposite of a blacklist. In our example from earlier, where the reticulated python was named, only the python would be allowed for transport if a whitelist was used.
 - The utilization of a whitelist is meant to help limit the movement of invasive species into an environment, however, it wouldn't just apply to invasive species.

100

[Use this same grade for the resubmission](#)

[View Rubric](#)

Assignment Comments

This is a test. Sometimes you'll see you need to add the punctuation, and other times it adds it on its own. You can go back and make corrections before submitting. Be careful if there's any background noise like a TV, it will pick it up and start to come

Sara Nafziger, Feb 6 at 10:30am

Paragraph | B I U A | | | | |

P | | | | | 0 words

[Reassign Assignment](#)

[Download Submission Comments](#)

[Submit](#)

[RCCD TextExpander Access and Training Link](#)



04

Substantive Information

Slide Deck



RCCD 2021 AP2105 & RSI Guidelines (Substantive Information)

(iii) Providing information or responding to questions about the content of a course or competency

- The instructor provides information and/or answers to student questions related to the content of a course or competency, with audio, video, or written explanation as to how students should engage with the course materials.



[RCCD Guidelines Webpage Link](#)



Information Giving Tips



What it is...

- Content module intros & outros
- Intros to lectures, videos, lessons focused on engagement
- Concept specific announcements
- Content specific instructor engagement in discussion forums
- Q&A discussion space

What it is not...

- General reminders
- Textbook reading
- Solely one-way communication



Information Examples



Welcome to Week 10 of Physical Geography. I hope you are keeping up with the readings and assignments. Please email me or come to office hours if you feel like you are falling behind or need help!

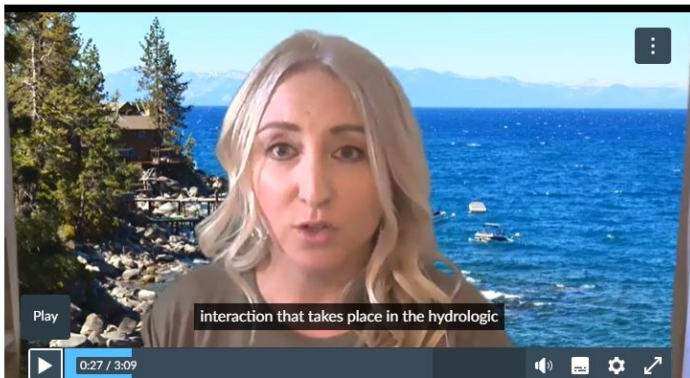
This week your assignments are to take Quiz 4, read chapter 12, view the lecture online and watch the short supplemental video clips found in the Week 10 folder. Have you started assembling your research into a slideshow for the National Park Project yet? This week is a great time to make some progress, as we do not have discussion forums this week. There is a page in the Introduction Module dedicated to the project, please review it this week and make some progress on your project. If you need help citing sources, please see the Introduction module and click on the links regarding plagiarism and citing sources. I am also available to help you find sources and organize your research during office hours.

HOW TO CHECK YOUR SIMILARITY REPORT for the National Park Project: When you turn in (upload) your assignment in the Week 14 Module, Turnitin.com will automatically check the project for plagiarism. After you submit your project via the Week 14 module folder, please go to the "grades" section of our class and check the assignment submission--here you will see a similarity score report; if the report indicates a similarity score of 25% or greater, OR plagiarism, please revise the project and resubmit before the deadline on Friday at 11:55pm. Plagiarized projects will earn a "0". If you procrastinate and then have an unacceptable similarity score, your assignment will not be graded--please submit early enough to learn from any plagiarism mistakes or missed citations and make revisions before the deadline!

HOW THE PROJECT WILL BE GRADED: If your similarity score is below 25%, I will grade your assignment according to the rubric. Before submitting the assignment, please reference the rubric to make sure you have all required components!

Have a great week!

To access the Week 10 Video Announcement, please view this announcement in Canvas and click on the video below.



A concept specific video in the Monday Announcement, introducing the Hydrologic Cycle



Information Examples



Questions about the presentation

Content Specific



Discussion Board

Instructor presence stated and student engagement encouraged

At this point, you should have all signed up for your Theory Presentation topic on the [Pick a Theory Sign Up](#) page. If you have not, please go to the sign-up page and select one now.

Please begin working on your presentation a bit at a time. Your due date will sneak up on you. As we begin preparing for the first round of presentations, I want to create a space where you can ask questions about this assignment. This format is helpful because we can all see the questions/answers. I will take a look multiple times this week to provide responses to the questions. If you see a question that you can answer, please do.

You are not required to post on this discussion board and there are no points associated with it. If you want to show you have seen it and get it off your "to-do" list, you can even simply write "no questions" or a brief message encouraging our first round of presenters.

Next week's presentations



05

Substantive Discussions

Slide Deck



RCCD 2021 AP2105 & RSI Guidelines (Substantive Discussions)

(iv) Facilitating a group discussion regarding the content of a course or competency

- Facilitating a *group* discussion regarding the content of a course or competency could occur in discussion boards or in other locations throughout the course.
- Instructor-presence as a facilitator in a group discussion serves the purpose of advancing the conversation.



[RCCD Guidelines Webpage Link](#)



Facilitating Discussions Tips



Who

- Student to student engagement
- Instructor to students engagement
- Students to instructor engagement

What

- Content-based prompts
- Instructor forum presence
- Addition of new resources, questions and alternative views
- Encourage student participation

How

- Posting policies (dates, revisions, see before posting)
- Provide examples to set expectations
- @names to send notifications
- Formats (student led, smaller groups, AI integration)



Discussion Examples



Submit Ice Breaker Speech Video [▲]



Discussion Board

Assignment Title: Ice Breaker Speech Video & Peer Feedback

Initial Post Due Date: Wednesday by 11:59 & Reply Post Due Date: Friday by 11:59 pm

Points Possible: 100 (Select the 3 vertical dots in the right corner and check "See Rubric")

Feedback Provided: I will post some comments in the discussion board this week in the rubric within two weeks of the due date.

Instructions:

Set engagement expectations with checklist and/or example post

State instructor facilitation practices (when/where you will engage)

Discussion Reply Post

- Watch some of your peers' videos and post an encouraging **reply (at least 100 words)** to **at least 4 of your peers**. In previous class surveys, peer feedback was listed as one of the most appreciated aspects of this course. Students really appreciated the kind words and specific suggestions that were given. Keep in mind that if we were in a face-to-face class, you would be present for all of the speeches, and you could provide verbal/written feedback for them. Four doesn't sound like so many now, right?
 - **Make sure to use the sandwich method that is explained in the video quiz.**
 - **Start with the speaker's name.** Hi, Lisa...
 - **What did they do well? Could you relate personally to anything that they said?**
 - **What specific suggestions do you have for them to focus on next time?**
 - **Bonus - can you provide a link to a resource that will help with that suggestion?**
- Finish with something specific that you enjoyed about their speech. Make sure that your feedback refers to the entire speech, not just the first minute.
- **Make sure that everyone gets some feedback. Look to reply to those who don't have any replies.**
- **Come back to this board and see what feedback others have provided to you. I think you will really enjoy this! Replies to replies are not required, but they are nice and considered good online course netiquette.**

Example Reply Post

Hi Chad! You did a fantastic job at presenting your three objects that represent your past, present, and future. I find it really inspiring that you are so focused on your fitness goals! Your voice and face made you appear genuinely interested in talking about them and that made me interested in hearing what you had to say. Something I noticed during your video is that you used filler words such as "and" and "so" quite a bit and that disrupted the rhythm of your speech. After watching my own video, I see that I struggle with this too. This [article about fillers](#) helped me, so you might want to check it out. I feel like pacing yourself and taking a deep breath instead of using filler words would really make your speech flow more smoothly. I also feel you did not give yourself enough time to explain your future object compared to your past and present objects. It made the ending seem a bit rushed and I really wanted to hear more. I know it's hard to get it all in the time requirement. Perhaps next time you can focus a little more on portioning the topics in order to give each a similar amount of time will allow the topics to feel evenly balanced. Overall, you had very interesting objects. I find it so cool that you were on a basketball team, I was never able to join any sports in high school but always wanted to!



Discussion Examples



Professor Anya Marquis Teacher

Sep 11, 2024 9:11am

Thank you to all who posted early in the week and got the conversation going! I like that although you couldn't see each other's first posts before you made yours, most of you chose different El Nino events to discuss. According to the textbook, El Nino usually occurs every 3-7 years, giving us plenty of events to choose from. If you aren't aware, NOAA tracks ocean and atmospheric conditions regularly and we are currently monitoring possible La Nina conditions in the Pacific. You may recall this past year we experienced an El Nino. You can read the latest update [here](#).

Another aspect of El Nino that someone may want to explore during the week is the impact of warmer ocean waters in the eastern Pacific on marine life. For example, how is the fishing industry impacted in South America during EL Nino? Or how are seal populations in California impacted by El Nino events? With so many options to discuss, including specific El Nino events, I am interested to see where the conversation goes this week!

"El Nino Diagnostic Discussion" *National Weather Service Climate Prediction*

Center, https://www.cpc.ncep.noaa.gov/products/analysis_monitoring/enso_advisory/ensodisc.html. Accessed 11 September, 2024.

Physical Geography: A Landscape Appreciation. Pearson Education, 2017.

[Go to Reply](#)

New source




As many of you noted, the spheres interact with each other. I'd like to provide several images that support the notion that the biosphere and lithosphere interact. Below is an image I took in Joshua Tree National Park of lichens (a living organism) on granite (the lithosphere). Lichens can grow on soil and rocks, among other surfaces. You can read more about the relationship between lichens and the lithosphere at this [NPS website](#).

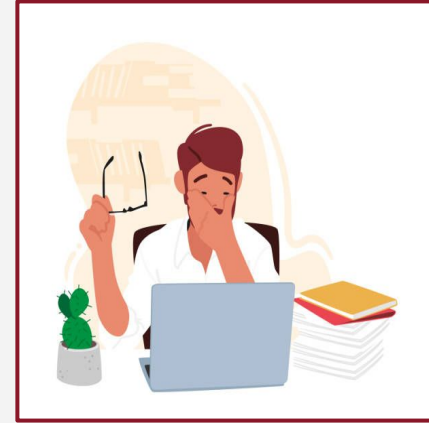



Instructor presence and interaction





Evidence of YOU GOT 2? I DO!



RSI is good for the student, the college, and YOU!!!

Now What?

**Please complete this 1-minute four question survey
to help us plan future RSI PD sessions.**



<https://forms.office.com/r/BazzhpjUnz>



Thanks!

Do you have any questions?

Anya-Kristina.Marquis@norcocollege.edu
Sara.Nafzgar@norcocollege.edu

[NC Distance Education Committee Link](#)
[RCCD DE Resources Link](#)

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