Overview of the Online Lab

The 25% lab unit for English 101A consists of the online Research Skills lab in Canvas and a research paper, which is to be assigned and graded by the instructor. The research paper should be the bulk of the 25% lab grade (approximately 20%), and the online lab activities should count for only a small portion of the lab grade (approximately 5%, or less). (Instructors may assign additional research activities to count as part of the lab grade.)

Getting Started

Instructors and students can access Canvas at: https://ohlone.instructure.com
Use your Web Advisor Username and Password to login (for students and instructors).

Click on the English 101A shell on your Canvas Dashboard to access the lab shell. All content is in the Modules link. Students read the pages in each module and then take a quiz or complete an assignment at the end of each one. (There is also a separate Assignments link, which provides direct access to the Lab Quizzes/Assignments for each module.)

Lab Quizzes

Lab quizzes 1, 2, 4, and 7 are True/False or Multiple Choice self-scoring quizzes. (Scores automatically appear in the Grades link once students complete each quiz.) Quiz questions are randomized, so students will receive their questions in a different order from each other, but they all get the same set of ten questions. Each quiz is worth ten points.

Lab quizzes 3, 5, and 6 require instructor scoring and feedback (either online within Canvas, or on hard copy that students print out and turn in to the instructor).

Submitting the Research Paper

Student research papers may be submitted either as hard copy, in class, or online within the lab shell, as determined by the instructor. (There is a link for submitting the research paper in the Assignments link.)

Due dates and Late Policy

Instructors determine their own due dates and late policy for labs, which should be clearly communicated to students, either on the Syllabus, or through other means (i.e. handouts, etc.)

Uploading Your Syllabus

Instructors are required to upload their English 101A class Syllabus into their Canvas lab shell. This can be added as a file in the Modules link. (Contact Rachel Sherman if you need help with this.)

Other links in Canvas
The **Discussions link** includes a list of pre-loaded discussion links corresponding to each of the Research Skills Lab Modules. Instructors should let their students know whether or not they will be using the Discussions area of the lab program in their class.

Instructors should also let students know whether or not they will be using the Calendar or Inbox areas in Canvas in their class.

**Customizing Your Canvas Shell**

Instructors may use the Canvas lab shell as is or may customize it as they see fit to web-enhance their course, as long as the basic lab Modules are assigned to students, along with a research paper.

**Submitting Lab Grades to the ELC**

*Instructors will need to submit lab grades to David Wood in the English Learning Center (ELC) at the end of the semester via excel spreadsheet. This should include grades for all aspects of the lab program, including the Lab Quizzes, the research paper, and any other related research assignments you assign (all of which total the 25% lab grade for the course).*

Other research activities that can count as part of the lab grade may include an annotated bibliography, lists of tentative sources, research notes/note cards, an outline for their research, etc. *(Fine to just include the Lab Quizzes and the Research Paper as the lab grade.)*

Grades should be itemized for each student and should include a final lab grade. Lab grades should also indicate the 54 hours of lab work for the semester, which can be divided up amongst the module activities and the research paper and should be indicated on the spreadsheet.

Excel file names should be formatted as follows before sending to David Wood in the ELC: 101A-two digit section number, instructor first initial and last name, Semester and year. **File name example: 101A-05 R. Sherman Fall 2016**

**Student Instructions**

It is recommended that instructors provide a brief overview of the lab program to students towards the beginning of the semester. Students will need to know how to log in to Canvas and navigate the lab shell. **Instructors are the main point of contact for student questions regarding the lab.**

Student lab instructions will be available on the ELC web site: [http://www.ohlone.edu/instr/english/elc/engl101a/](http://www.ohlone.edu/instr/english/elc/engl101a/)

Students may get additional help with Canvas via the Online Classes page: [http://www2.ohlone.edu/instr/onlineeducation/students.html](http://www2.ohlone.edu/instr/onlineeducation/students.html)

**Instructor Training**

A **Lab Orientation** is provided at the beginning of each semester during **Flex Week**. Instructors will be informed of Orientation dates in advance. (Flex pay is available for part-timers for Lab Orientation attendance.) **One-on-one sessions** are available by appointment at any time during the semester with **Rachel Sherman or Perri Gallagher** in the English department.
Additional Instructor Support

For general lab questions, or questions about other ELC services (i.e. tutoring, ELC hours, etc.), contact:

**English Learning Center (ELC):**
http://www.ohlone.edu/instr/english/elc/

ELC lab staff: (510) 659-6087; Rakesh Swamy: rswamy@ohlone.edu

For additional technical assistance, or for more help with Canvas, contact:

**Online Classes Faculty Help Page:**
http://www2.ohlone.edu/instr/onlineeducation/faculty.html

**Teaching and Learning Center (TLC):**
http://libguides.ohlone.edu/tlc

**IT Service Desk:**
http://f04help2.admin.ohlone.edu/customer70/

Content of the Modules

Students are expected to read the content of each module and complete each quiz or assignment by the due dates set by their instructor. The module pages should be read before completing the quiz or assignment for that module.

1) **Planning the Documented Paper**
This module outlines the concepts of understanding the scope and purpose of a documented paper, identifying the steps required, and creating a timeline for assignments during the semester. Outlining is also covered in this module.

This module concludes with a **self-scoring quiz.**

2) **Avoiding Plagiarism**
This module introduces students to the definition and consequences of plagiarism, citing local standards and describing strategies students can use to avoid plagiarism in their writing.

**This Module directs students to a LibGuides page to access the content of the Module.**

This module concludes with a **self-scoring quiz. (Students must return to Canvas to take the Module 2 Quiz.)**

3) **Finding Information.**
This module discusses various sources of information such as library catalogs, books, periodicals, periodical databases, and the World Wide Web, and describes the role of each type of source in effective research. The differences (and overlap) between traditional library resources and Internet sources are discussed. Finally, the module introduces students to specific research tools available through the library web site: the online catalog HANS; the library’s eBook collections; online reference and periodical databases; the Federated search tool Central Search; and Links to Internet Resources.
**This Module directs students to a LibGuides page to access the content of the Module.**

This module concludes with a Research Practice assignment, which guides students through the use of various library finding tools. An MLA Works Cited listing is required for each source gathered in the assignment. A link to the Ohlone Library MLA Citation Guide is provided, along with tips for locating MLA citations to copy and paste from within the various databases.

This assignment requires instructor scoring and feedback. (The document for the Research Practice activity is provided through a link in the Module 3 LibGuides tutorial and can be found on either the first or last page of the LibGuide for Lab 3.)

4) Evaluating Information
This module introduces students to the importance of evaluating sources of information for quality. It covers why, when and how to approach the process of critical evaluating, focusing on the five criteria of relevancy, authority, purpose, currency, and objectivity. Distinctions between types of sources such as scholarly vs. popular periodicals are explored, and the particular concerns in evaluating web sites are highlighted.

**This Module directs students to a LibGuides page to access the content of the Module.**

The module concludes with a self-scoring quiz. (Students must return to Canvas to take the Module 4 Quiz.)

5) Using Parenthetical Citations
This module provides basic MLA guidelines for citing sources within a paper and illustrates a variety of parenthetical citation examples.

This module concludes with an assignment which asks students to generate sample parenthetical citations.

This assignment requires instructor scoring and feedback.

6) Integrating Quotations
This module guides students through a variety of strategies for integrating quotations and discusses the what, when, and how of integrating quotations.

This module concludes with an assignment which asks students to generate sample integrated quotations.

This assignment requires instructor scoring and feedback.

7) Preparing the Works Cited List
This module introduces the elements of MLA citation for print and digital resources, and provides answers to frequently asked questions about formatting and creating a list of works cited using MLA format.

The module concludes with a self-scoring quiz.