**Web CT Orientation Module 2: Prototype Description Julie Kling**

**Terminal objective:**

To send e-mails to the instructor and peers and respond to e-mail sent by the instructor or peers.

**Enabling objectives:**

A.-To locate the Web CT home page.

B.-To locate and click on the E-mail icon on the course home page.

C.-To locate and click on the word “compose” which is located in the upper left of the e-mail page.

D.-To select name of instructor or peer from the drop down box.

E.To type the topic in the subject line.

F.-To compose and type message in the message area.

G.-To click “send” to send e-mail to peers or instructor.

**Absorb Activity:**

Learners will view a PowerPoint presentation that presents how to locate and click on the E-mail icon, click on compose, select the instructor’s or peer’s name from the drop down box, enter text for subject and message, and click send. The PowerPoint will be self-paced and have a forward/back button for learners to control the advance to the next slide. (PowerPoint appears on next page.)

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**Do Activity**:  
  
At the end of the PowerPoint, students will be instructed. “Now e-mail your instructor stating three truths about yourself and one lie. Your instructor will try to guess which one is the lie and will later respond to your e-mail.

**Connect Activity:**

“Throughout this orientation course, you will have an opportunity to journal and reflect on your readiness for on-line learning. Your journal may be an ordinary notebook of any size or shape. The important thing is to journal regularly. You will not be asked to share your journal but you will be asked to submit written assignments based on your journal reflectionrespond to the following questions in your notebook/journal:

How much time, if any, do you spend e-mailing friends/family currently?

Why do you think e-mail is an important mode of communication in an on-line course?”

How do you envision using e-mail in this course or future courses?

**Enabling objectives:**

H.To write a message using good English grammar.

I.To be attentive to Netiquette when communicating with instructor and peers.

**Absorb Activity:**

Students will be instructed to click on the link “Helpful Hints” from the course homepage and visit at list two links regarding Netiquette and E-mail communication.

“Click on the link marked “Helpful Hints” in the menu bar on the left of the course home page. Click on and browse at least two of the links regarding Netiquette and E-mail communication.”

**Links**

http://nursing.wsu.edu/current/netiquette.pdf  
  
http://www.brighthub.com/education/online-learning/articles/26946.aspx  
  
<http://students.msbcollege.edu/elearning/netiquette/>

<http://www.swmich.edu/hybrid/netiquette.php>

**Do Activity:**

Students will be presented with three examples of poorly written e-mails from students to their instructor. Students will be asked to decide if examples are appropriate or not. None of the examples are appropriate. If students indicate they are, students will be given feedback as to why they are not before progressing to the next example.

**E-mails from Students**

Example #1

Dear Teach:

U no I cant open my files. How do i do that? Need yur help. Fast.

Fredricka

Example #2:

Hey:

Got 2 work. Assignments: WHY CAN’T I HAVE MORE TIME? This is two hard.

Emil

Example #3:

Dear Kling:

What date does course end? When grades posted day what?

Hercules

**Connect Activity:**

Students will be asked how they would improve the language used in the student e-mails. Students will also respond if they think there is a difference between the way students should communicate with peers and with instructors. Students will keep reflections in journal/notebook.

“ In an online course, e-mails and discussion boards are the two main modes of communication with instructors and peers. In another unit, you will learn about communicating through the discussion board in Web CT. However, the focus for this module is to communicate effectively through e-mails Are there any other ways you would improve the e-mails? Do you use a different style of language when communicating with your peers than with your instructors? Should there be a difference? What can you do to improve your e-mail communication skills? Write your responses in your journal.”

**Enabling Objective:**

J.To locate, read, and respond to e-mails sent by instructor or peers using “reply” function.

**Absorb Activity and Do Activity:**

Students will receive an e-mail from instructor stating which option the instructor believes is the lie. The letter will also instruct the students to reply to this e-mail by using the reply function rather than compose. Students will need to read the e-mail.

**E-mail to student:**

Dear < student’s name>

I received your e-mail listing four things about you. I believe the one that is a lie is \_\_\_\_\_.

Please let me know if I am correct. To respond to this e-mail, click on the “Reply” button below and type your response in the message box. When you are ready to send the message , click send.

Dr. Kling

The absorb activity is reading the instructor’s e-mail. The do activity is replying to the instructor’s message.

**Connect activity/Summative Assessment:**

Students will be asked to send a two paragraph e-mail to their instructor indicated their experience using e-mail and their expectations for the role of e-mail in an on-line course –response will be based on journal responses.

Content :“In this module, you have learned how to e-mail your instructor and your peers and considered the role of e-mail in online learning. Considering your reflections and experiences in this module, prepare and send a two paragraph e-mail to your instructor that discusses your experience using e-mail and your expectations for the role e-mail will play in online learning. Remember to use good English grammar and appropriate language.”

**Assessment Rubric:**

Students will receive points for submitting this assignment on time and for completing it successfully.

Grading rubric:  
5-Assignment was completed on time and the student has communicated effectively in a two paragraph e-mail his/her expectations and/or experience using e-mail. Good grammar and appropriate language is used.

4-Assignment was completed on time but the student has only partially communicated his/her expectations or experience using e-mail. Response needs developed. Good grammar and appropriate language is generally used.

3-Assignment was completed on time and only partially communicates the students experience and/or expectations for the use of e-mail in online learning. Contains some significant errors in grammar or language usage.

2-Assignment is late, contains major errors in grammar and language usage, or is severely incomplete.

1-Assignment is late, contains major errors in grammar and language usage, and is incomplete.