Course Review

Reviewer: KM Smith PhD
Course Title: American Lit.

1. **Review Standard 1.4 NOT MET**

The left navigation offers a link to "Course Policies", where learners must access the syllabus to obtain Course and Institutional Policies. It would be helpful to learners if you placed Policies directly on the Course Policies page. Learners may not be aware that they must access the syllabus to actually obtain the information. There are policy sections to cover information related to "student conduct, academic integrity, late submission of assignments, the grade of "Incomplete," withdrawal without penalty, confidentiality in the classroom, student grievances, electronic communication, Academic integrity and late submission" as stated in Standard 1.4 Annotation.

In the "Technology and Online Computer Access Requirements" section of the policies you use three different terms, "USB Drive", "USB/Flash Drive" and "Portable Drive", to describe one object, which official name is "Universal Serial Bus". Inexperienced learners may not realize this is the same device and has now received for terms for the same device. According to Standard 1.4 Annotation, policies are "*clearly stated*" and "*policies are adequately explained*". To satisfy this requirement, remain consistent and select one term to describe the USB drive and use it throughout. An additional value-add for learners would be a link guiding users to reliable resource demonstrating how learners can save their work to the USB drive. As a headset with microphone is "required" in this course, it would be helpful to some learners if you provided a resource for how they can obtain this hardware.

In the "Academic Integrity" Section of the policies, you stated, "*See college catalog for complete statement*", I would recommend a link directing learners to the policy in the college's online catalog.

In reviewing the "Attendance/Withdrawal Policy", you stated, "*Failure to hand in any of the primary or secondary assignments on time will result in a failing grade for that assignment*." This is related to late assignments and may be confusing to students regarding its connection to attendance and withdrawal. In regards to withdrawal, you stated "*formal withdrawal from class prior to the date published in the catalog*", a hyperlink to this section of the catalog would be beneficial to learners who may not have information on how to "formally" withdraw.

Additionally, you stated "*Withdrawal forms are available from the counseling center*", some learners may not be aware of how to contact the counseling center, therefore, either a hyperlink or contact information here would be helpful. The deadline you provided in the "Attendance/Withdrawal Policies" section, November 1, 2010, differs than the deadline you provided in the "Withdrawal Deadline" section, July 26, 2012. Update the correct withdrawal deadline date to ensure learners are accurately informed.

In the "Classroom Rules and Policies" section, a hyperlink to "Course Documents" in item #6 may benefit learners who are seeking more information related to TurnItIn.com. Under the

section "MLA Essay Format", it may be beneficial to add document formats learners can or cannot submit their essays, for example ".doc", ".wps", ".pdf", ".xps", ".docx", etc. That will explicitly let learners know in advance if they have to obtain access to software that allows saving of their assignments in an acceptable format.

In the "Violence Statement" section, a link guiding learners to "College Board Rule 2.17" would assist them in accessing the full statement for succinct information pertaining to the policy and disciplinary action.

As this course does contain synchronous and asynchronous communication, learners should be informed of confidentiality policies, Standard Review 1.4 Annotation also suggests the policy to cover "*confidentiality in the classroom*". To ensure learners are aware of the policy, it would be helpful to add a "Confidentiality Policy" in the policy section.

Another policy that would be helpful to add is information related to learners turning in an assignment or not completing an assignment in its entirely. Standard Review 1.4 Annotation suggests a policy related to "*Incomplete*" grades, as its inclusion will inform learners of the impact an incomplete grade would have on their course score, along with detailed information related to the policy or a hyperlink to the institutional publication related to the policy.

I would also recommend a student grievance policy. By including a section covering "Student Grievances", learners will be informed on how to best utilize the resources and proper procedures in expressing a grievance.

2. Review Standard 2.1 MET

The institutionally mandated course objectives are broad and overarching, essentially they are considered as "Course Goals". The course objectives are largely not measurable or observable by the instructor. For example, the course objective "*Recognize and understand literary conventions and themes within these works and to become better readers of literature*", includes the verb "understand". Although the verb "recognize" is measurable, "understand" is not. Learners can only infer their understanding of concepts by demonstrating the underlying skill. This can be achieved by tasking learners to discuss, distinguish, indicate, etc. I would suggest to the institution to add a measurable verb for this objective, so you can properly assess whether it has been achieved. Specifically, the course objective can be transformed to something similar to "*Recognize and discuss literary conventions and themes within these works and to become better readers of literature*". The transformed objective allows you to assess (measure) this objective perhaps by assigning a discussion thread tasking learners to find a specific convention and/or theme in the literature and discuss among their peers, for instance. However, this does not automatically earn a rating of "Non Met" as according to Review Standard 2.1, "*The institutionally mandated course objectives or competencies are not measurable, but the faculty-written module/unit objectives or competencies are measurable and aligned with the course objectives or competencies.*"

The week-level objectives stated in the "Overview" section of each week do not reference the course-level objectives, student learning outcomes, or competencies listed in the syllabus. Review Standard 2.1 Annotation states "*reference to these foundational, core objectives or*

competencies in addition to objectives or competencies that relate to course-specific mastery of content". To "*form the basis of alignment in a course*", it would be beneficial if the course objectives, weekly objectives, and competencies are explicitly outlined in the "Overview" section of each week.

3. Review Standard 2.2 MET

The Student Learning outcomes and competencies listed in the syllabus and stated in the weekly "Overview" section align with the overall course objectives. To improve alignment, Review Standard 2.2 purports, "*objectives or competencies must be prominently stated in the corresponding module or unit so they are available to the learner from within the online classroom*". To advance toward meeting this standard, I would suggest displaying how the objectives align in each weekly "Overview" section. However, I was able to uncover alignment by evaluating the institutionally mandated objectives, week level objectives that were stated in the course, the student learning outcomes from the syllabus, and competencies outlined in the syllabus. Evidence of this alignment is shown below:

A. **Course Objective:** To examine the historical, political, cultural, and personal contexts surrounding selected writers' works and manifested within those works.
   a. **Week 5 Objective:** By the end of this week, you will be able to write about Literary aspects of 20th century Literature, and identify and discuss racial themes in Literature before the Civil Rights movement began.
B. **Course Objective:** To examine the characteristics of the genres of realism, modernism, and postmodernism and to explore several works within this context
   a. **Week 6 Objective:** By the end of this week, you will be able to discuss and identify cultural themes found in post-modernist Literature.
      i. **Outcomes:** To identify and discuss, major periods, authors, themes and works in literature.
         1. **Competencies:** Understand and apply critical reading skills in responding to and critically analyzing written text. Utilize appropriate modes of rhetorical development, i.e. analysis and argument and apply literary theory in written assignments.
C. **Course Objective:** To develop an awareness of the complex interplay among divergent voices in the nation's literature, discovering relationships among the nation's literary past and present.
   a. **Week 2 Objective:** By the end of this week, you will be able to identify and discuss historical, cultural and racial themes within Mark Twain's classic novel, The Adventures of Huckleberry Finn.
      i. **Outcomes:** To demonstrate analytical thinking skills with the ability to conduct close readings and to interpret and analyze passages of literature.
         1. **Competencies:** Read about and identify intercultural experiences in essays and literature, learning from and synthesizing the information. Apply basic principles of critical analysis in the development of a coherent and unified argument.
D. **Course Objective:** To recognize and understand literary conventions and themes within these works and to become better readers of literature

a. **Week 3 Objective:** By the end of this week, you will be able to differentiate between Romanticism and Realism, describe racial implications in "The Wonderful Tar-Baby Story" and "How Mr. Rabbit was too Sharp for Mr. Fox."and identify and discuss psychological elements of early 20th century American Literature.

    i. **Outcomes:** To identify and discuss, major periods, authors, themes and works in literature.

        1. **Competencies:** Understand and apply critical reading skills in responding to and critically analyzing written text. Utilize appropriate modes of rhetorical development, i.e. analysis and argument and apply literary theory in written assignments.

E. **Course Objective:** To continue to develop skills in analysis, interpretation, and comparison of text and authors' work

    a. **Week 4 Objective:** By the end of this week, you will be able to identify and discuss feminism and the role of women in American Literature of the early 20th century. You will also be able to identify themes in post-WWI Literature.

        i. **Outcomes:** To demonstrate analytical thinking skills with the ability to conduct close readings and to interpret and analyze passages of literature.

            1. **Competencies:** Read about and identify intercultural experiences in essays and literature, learning from and synthesizing the information.

F. **Course Objective:** To think critically about the literature using several frameworks and to articulate responses, interpretations, and arguments in writing

    a. **Outcomes:** To write an essay that uses critical analysis and interpretation which illustrates college level language and communication skills.

        1. **Competencies:** Write & edit essays that are free of surface issues, including grammar, spelling, & punctuation issues. Write & edit essays that employ accepted Standard English, use appropriate this connotation/denotation, adopt an academic level of formality, and avoid clichés, jargon, slang, doublespeak, etc.

G. **Course Objective:** To increase knowledge of and practice with research techniques and the use of MLA documentation

    a. **Week 5 Objective:** By the end of this week, you will be able to write about Literary aspects of 20th century Literature, and identify and discuss racial themes in Literature before the Civil Rights movement began.

        i. **Outcomes:** To demonstrate the ability to select appropriate academic sources of literary criticism and to incorporate literary theory into critical analysis essays based on literature employing an accepted academic documentation system.

            1. **Competencies:** Write formal research paper(s) utilizing proper MLA Style for format & documentation and utilize academically accepted resources in the creation of research project(s).

        ii. **Outcomes:** To recognize the importance of planning and creating projects in a timely manner to meet both a list of criteria and a deadline.

            1. **Competencies:** Use the writing process to follow through a major research project: choosing an appropriate topic, formulating a valid

thesis, outlining a project, gathering resources, producing the paper/project, revising it thoroughly, & proofreading it effectively.

4. Review Standard 3.1 MET

The assessments within your course are consistent with the course objectives, weekly learning objectives, and competencies. Based Review Standard 3.1, the assessments indicates, "*That learners can successfully complete the assessments if they have met the objectives or competencies stated in the course materials and learning activities*". You have assigned learners two essays to demonstrate compositional skills, weekly quizzes to substantiate their examination of the literature, and discussion postings to express critical thinking, analysis, and interpretation. I have outlined below the assessments and its corresponding objectives:

A. **Course Objective:** To examine the historical, political, cultural, and personal contexts surrounding selected writers' works and manifested within those works.
   Week 5 Objective: By the end of this week, you will be able to write about Literary aspects of 20th century Literature, and identify and discuss racial themes in Literature before the Civil Rights movement began.
   > **Assessment:** Week 5 Discussion 1: This week's reading tackles culturally diverse issues. Using quotes from this week's reading, describe the views of cultural identity described by this week's authors. Have these views changed in today's culture?

B. **Course Objective:** To examine the characteristics of the genres of realism, modernism, and postmodernism and to explore several works within this context
   > **Assessment:** Each week's lesson corresponding with epochs in literary history. Week 2 and Week 3: 1865-1914, Week 4 and Week 5: 1915-1945, and Week 6: 1945 to recent.

C. **Course Objective:** To develop an awareness of the complex interplay among divergent voices in the nation's literature, discovering relationships among the nation's literary past and present.
   Week 2 Objective: By the end of this week, you will be able to identify and discuss historical, cultural and racial themes within Mark Twain's classic novel, The Adventures of Huckleberry Finn.
   > **Assessments:**
   > - Week 2 Discussion 1: *Huckleberry Finn* is often considered "the" great American novel, and is taught in colleges worldwide as an example of American Literature. Which supporting character in the novel is most representative of Americans? What traits does this character display that you see in Americans today, in the year 2012? Be specific, and remember to use properly cited quotations from the novel to support your answer.
   > - Week 5 Discussion 1: This week's reading tackles culturally diverse issues. Using quotes from this week's reading, describe the views of cultural identity described by this week's authors. Have these views changed in today's culture?

D. **Course Objective:** To recognize and understand literary conventions and themes within these works and to become better readers of literature
Week 3 Objective: By the end of this week, you will be able to differentiate between Romanticism and Realism, describe racial implications in "The Wonderful Tar-Baby Story" and "How Mr. Rabbit was too Sharp for Mr. Fox."and identify and discuss psychological elements of early 20th century American Literature.
Outcomes: To identify and discuss, major periods, authors, themes and works in literature.
Competencies: Understand and apply critical reading skills in responding to and critically analyzing written text. Utilize appropriate modes of rhetorical development, i.e. analysis and argument and apply literary theory in written assignments.

> **Assessment:**
> - Week 3 Discussion 2: First, explain the racial implications involved in "The Wonderful Tar Baby Story." Second, compare the portrayal of animals in the Brer Rabbit stories with the portrayal of animals in "To Build a Fire." Both of these Literary works are considered appropriate for children in grades 5-8. Explain why the stories are considered appropriate for this age group given the vastly different themes. Also decide, should these stories be "sanitized" like Huckleberry Finn?

E. **Course Objective:** To continue to develop skills in analysis, interpretation, and comparison of text and authors' work
Week 4 Objective: By the end of this week, you will be able to identify and discuss feminism and the role of women in American Literature of the early 20th century. You will also be able to identify themes in post-WWI Literature.
Outcomes: To demonstrate analytical thinking skills with the ability to conduct close readings and to interpret and analyze passages of literature.
Competencies: Read about and identify intercultural experiences in essays and literature, learning from and synthesizing the information.

> **Assessments:**
> - Week 4 Discussion 1: The 1920s saw a major rise in feminist principles. Describe "feminism" in "Trifles." Then, compare the portrayal of women in "Trifles" with the portrayal of women in "The Snows of Kilimanjaro."
> - Week 3 Discussion 2: First, explain the racial implications involved in "The Wonderful Tar Baby Story." Second, compare the portrayal of animals in the Brer Rabbit stories with the portrayal of animals in "To Build a Fire." Both of these Literary works are considered appropriate for children in grades 5-8. Explain why the stories are considered appropriate for this age group given the vastly different themes. Also decide, should these stories be "sanitized" like Huckleberry Finn?
> - Week 5 Discussion 2: Remember when you were asked to look up "psychoanalytical criticism?" Describe what a

psychoanalytical criticism might reveal about a character (any character you like) in "Barn Burning."
- Essays

F. **Course Objective:** To think critically about the literature using several frameworks and to articulate responses, interpretations, and arguments in writing
Outcomes: To write an essay that uses critical analysis and interpretation which illustrates college level language and communication skills.
Competencies: Write & edit essays that are free of surface issues, including grammar, spelling, & punctuation issues. Write & edit essays that employ accepted Standard English, use appropriate this connotation/denotation, adopt an academic level of formality, and avoid clichés, jargon, slang, doublespeak, etc.
   Assessments: Weekly/Modular discussion board and two essays.

G. **Course Objective:** To increase knowledge of and practice with research techniques and the use of MLA documentation
Outcomes: To demonstrate the ability to select appropriate academic sources of literary criticism and to incorporate literary theory into critical analysis essays based on literature employing an accepted academic documentation system.
Week 5 Objective: By the end of this week, you will be able to write about Literary aspects of 20th century Literature, and identify and discuss racial themes in Literature before the Civil Rights movement began.
Competencies: Write formal research paper(s) utilizing proper MLA Style for format & documentation and utilize academically accepted resources in the creation of research project(s).
Outcomes: To recognize the importance of planning and creating projects in a timely manner to meet both a list of criteria and a deadline.
Competencies: Use the writing process to follow through a major research project: choosing an appropriate topic, formulating a valid thesis, outlining a project, gathering resources, producing the paper/project, revising it thoroughly, & proofreading it effectively.
   Assessments: Accomplished by requiring and assessing MLA usage in essay assignments.

5. **Review Standard 3.3 NOT MET**

Detailed rubrics were provided for Essay 1 and Essay 2, as well as sample essays demonstrating components of acceptable formatting, organization, and content to earn an optimal grade in the "Course Documents "section. How learners are evaluated for discussion posts are clearly stated on each discussion thread and learners are provided sample discussion posts to display expectations and corresponding grades. The course syllabus has a "Methods of Evaluation" section listing point awards for graded areas.

You did a fantastic job at showing learners acceptable posts, however, the syllabus states Discussions are worth 130 points (13%) of the overall grade. I am unsure how that is delineated or how those points are awarded. I would suggest adding a rubric for discussions on the page with discussion assignments. I was able to locate the discussion rubric under "Course Policies". You may want to add all rubrics for graded assignments to a single folder and placing it on the

"Course Documents" page in addition to inserting them on the same page as its corresponding assignment.

I was unable to locate a rubric for the Poetry Analysis Timed Essay, the syllabus states it is worth 100 points, but there is no information regarding grading criteria. If you add a rubric for the Timed Essay and Discussions, you are closer to satisfying Review Standard 3.3.

Next, the weekly reading quizzes do not inform learners of grade values. The syllabus states that reading quizzes are worth 120 points (12% of overall grade), however, that does not explain how much "each" quiz is worth. In other words, if a learner only completed 4 of the 6 quizzes, how many points will they earn? That is difficult to decipher as the weekly quizzes contain a varied number of questions. Moreover, it is safe to assume that these quizzes are not all equally contributing to the overall 120 points. Learners are not informed of quiz point values until they begin the quiz, and as the quizzes are timed, that may not be the best time to notify them of its value. I am recommending for you to place point values in the instruction section of the weekly quizzes.

Review Standard 3.3 states, "*evidence that the instructor has stated the criteria for evaluation of all graded work*". Therefore, it is vital to include point values for each quiz (per question) and detailed rubrics for discussion postings and Poetry Analysis Timed Essay to meet this standard.

6. **Review Standard 4.1 MET**

The instructional materials used in the course appear to align with the course objectives, weekly learning objectives, and competencies. The instructional materials seem to contribute to the achievement of those objectives and competencies and by integrating effectively with the tools, assessments, and activities selected for the course. Each week contains a written lecture and corresponding publisher resources obtained from the textbook used in the course. As a courtesy, in Week 2 you included free and online resources of how learners can obtain the assigned literature texts if they have not yet received their textbook.

If you added publisher resources with the lectures in Week 3, Week 5, and Week 7, it will improve course consistency. Also, "The Yellow Wallpaper" and "Why I Wrote the Yellow Wallpaper" text hyperlinks do not work. There is a backup plan, as it appears as if the text is also available in their textbooks. I would recommend you either delete the broken hyperlinks or locate an operable link. This is important as the Discussion question is related to these two texts.

7. **Review Standard 5.1 MET**

The learning activities appear to promote the achievement of the stated learning objectives and competencies. Regarding Week 3 and Week 5 quiz, the questions seem to pertain to only one of the readings. I would suggest including quiz questions from the other remaining assigned readings as well, similar to the practice quizzes you included each week from the publisher.

In Week 5, you provided an external link to the virtual "Dust Track Trail" activity. The link is broken and from the description, the activity guides learners through the life of one individual

during this literary period. The activity could possibly promote students achievement of the week's objective. I would suggest locating a working link or replacing the activity.

Review Standard 5.1 states that if course level objectives are institutionally mandated, then the reviewer is "*assess whether the learning activities promote the achievement of the module/unit-level learning objectives or competencies to determine if Standard 5.1 is met.*" A few examples of course evidence of this alignment is outlined below:

Week 2 Objective: By the end of this week, you will be able to identify and discuss historical, cultural and racial themes within Mark Twain's classic novel, *The Adventures of Huckleberry Finn.* You will also be able to effectively use LSSC's library research databases.
Learning Activities:
- Read Adventures of Huckleberry Finn (130) in your textbook.
- Discussion Post: Do you see character growth in Huck, or is he a static character? If you think he shows growth, what events cause the growth and how to do you know it has occurred? If you do not believe he shows growth, what events gave him opportunity for growth and how do you know he did use them?
- Quiz containing 8 questions from *The Adventures of Huckleberry* text.
- Live Library Meeting Collaborate Session

Week 3 Objective: By the end of this week, you will be able to differentiate between Romanticism and Realism, describe racial implications in "The Wonderful Tar-Baby Story" and "How Mr. Rabbit was too Sharp for Mr. Fox" and identify and discuss psychological elements of early 20th century American Literature.
Learning Activities:
- Read "The Wonderful Tar-Baby Story" and "How Mr. Rabbit was too Sharp for Mr. Fox" in their textbook.
- Discussion Post: Explain how "Why I Wrote "The Yellow Wallpaper" shaped, validated or changed your thoughts about the story. Remember to quote from the story and the article to "prove" your points. The word count and peer reply requirements for all discussions in this class are the same--refer to last week's discussion in case you have forgotten.
- Complete Essay #1.
- Practice Quizzes regarding all texts
- Quiz containing 9 questions from the texts.

Week 4 Objective: By the end of this week, you will be able to identify and discuss feminism and the role of women in American Literature of the early 20th century. You will also be able to identify themes in post-WWI Literature.
Learning Activities:
- Read 3 assigned texts related to feminism in their textbook
- Discussion Post: The 1920s saw a major rise in feminist principles. Describe "feminism" in "Trifles." Then, compare the portrayal of women in "Trifles" with the portrayal of women in "The Snows of Kilimanjaro."
- Week 4 Quiz contains 7 questions from what appears to be only one of the texts. I would suggest including quiz questions from the other two assigned texts as well.

Week 5 Objective: By the end of this week, you will be able to write about Literary aspects of 20th century Literature, and identify and discuss racial themes in Literature before the Civil Rights movement began.

Learning Activities:
- Read 4 assigned texts in textbook
- This week's reading tackles culturally diverse issues. Using quotes from this week's reading, describe the views of cultural identity described by this week's authors. Have these views changed in today's culture?
- Complete Essay #2.
- Week 5 Quiz contains 7 questions from what appears to be only one of the texts. I would suggest including quiz questions from the other three assigned readings as well.

8. Review Standard 6.1 MET

Your use of the discussion boards and LMS quiz functions meet Review Standard 6.1 as they adequately "*support the learning objectives or competencies*". The discussion boards were integral learner's ability to achieve objectives requiring learners to analyze, interpret, and form arguments. The discussion boards also allow you to analyze critical thinking, articulate (in writing) and awareness. Your use of the quiz feature assists learner achievement of objectives requiring them to examine and explore the assigned texts. Collaborate was used for a synchronous session as required by the institution and was relevant in assisting learners to navigate the library.

To advance your in-depth understanding of the Review Standards, Review Standard 6.1 suggests for you to incorporate clear information and instructions to learners "*regarding how the tools support the learning objectives or competencies*". This can be accomplished by including in the "Discussion Folder" of each week how the discussion board supports the stated weekly learning objective.

9. Review Standard 6.5 NOT MET

YouTube is utilized each week of this course and is an external tool. Review Standard 6.5 states, "*Links are provided to privacy policies for all external tools required in the course*" To meet this standard, a link to YouTube's privacy policy ([found here](#)) needs to be included. A good place for this link is the description section of the video.

In Week 2, you provide a hyperlink to Gutenburg.org to allow learners to access a free version of *Huckleberry Finn*, a privacy policy hyperlink is needed. This can be placed directly under the website hyperlink on the "Lecture" page.

Review Standard 6.5 states, "*integrated with the LMS, or external to the LMS, include links to the privacy policies provided by the creator of the tool*". If you decide to keep Week 5 broken hyperlink to "Dust Track Trail" virtual activity, after you locate a working link, ensure to include a link to its privacy policy. The description field of the activity would be a good place to insert the privacy policy link.

10. Review Standard 8.2 NOT MET

Accessibility statements or links to accessibility information are not included on the syllabus or within the course. Review Standard 8.2 states, "*the course includes links to the accessibility statements for all required technologies*". To meet this standard, place an Accessibility statement in the syllabus under the "Technology and Online Computer Access" section and on the "Home" page of the course. Another place where you can insert the accessibility statement or link to the statement is the resource page. In the "Orientation" module, an Accessibility statement can be placed within the "Collaborate Session" folder.

In Week 7, the oral presentation requires a video upload from learners using the Collaborate tool. A good place to insert the Accessibility statement or link to the statement is in the "Oral Presentation" folder of Week 7.

If you are unable to locate the developers Accessibility Statement, Review Standard 8.2 states, "*If an accessibility statement does not exist for a particular technology, a statement is included that explains that the accessibility statement does not exist*".

11. Review Standard 8.3 NOT MET

All images in the course contain "Alt text" and hyperlinks are inserted in an accessible format. YouTube videos are using the native closed captioning feature. Timelines are presented in multiple formats.

Both Essay rubrics found in Week 3, Week 5, and the Rubrics folder of "Course Documents" are inserted as images, which is not American's with Disabilities (ADA) section 508 compliant. Instead, use blackboards native rubric tool or insert the rubric as a table. Visually impaired learners may not be able to access the rubric's information if using screen reader technology and its limited capacity to read text off images.

In Week 6, within the "Poetry Analysis Timed Essay" folder, the "Sample Question" poem is uploaded as an image. This is not an accessible format for represent textual content. Provide this poem as text to allow its translation for learners using screen reader technology.

In "Course Policies", "Methods of Evaluation" is inserted as an image. Convert this to text.

In "Course Documents", the "Example Discussion Replies" folder contains examples of acceptable discussion replies. These are uploaded as images. Learners with visual impairment may have difficulty accessing the information. Screen reader technology will not recognize the image as text. To make this information accessible to all learners, transcribe the image into actual text.

Section 508 of the ADA support Review Standard 8.3 requirement, "*Colors alone are not relied on to convey meaning*". In the "instructions" section for submitting Essays in Week 3 and Week 5, you stated, "This essay is due no later than July 30 at 8 AM" in red color, color cannot be used

as a sole indicator of important information, such as due dates. Individuals who are color blind or visually impaired may not be able to see the statement and therefore unable to access the message. Change both essay instruction on due dates to the color of the adjoining text as that color is acceptable. You can also add an LMS announcement or calendar reminder to highlight important dates.

In Week 6, images contained within the pdf documents located in the "Using Collaborate for Oral Presentation" and labeled as instructions on how to "Load a PowerPoint", "Use the Whiteboard" and "Record a Session", do not have "alt text" tags. I am recommending for you add "alt text" to the screen shot images within this pdf attachments. Adobe's website (found here) is a great resource for instructions on how to add alternate text.

In Week 7, under "Assignments", you stated "This is the last week of the course--be aware that the "normal" due dates are altered due to the brevity of this last week" using a red/burgundy color and bold font. This font can be converted to match the adjoining text color.

In Week 3, the link to the text "The Wonderful Tar Baby Story" goes to an external page that is not accessible. According to ADA section 508, links leading to inaccessible external websites are the responsibility of the initiating institution. To remedy this, provide a link to an accessible website or an alternate format to present the text.

The discussion forum has several due dates presented in red color. Specifically, the "Q&A" Board, "This discussion board is designed as a place to ask your instructor and classmates questions. Please ask all course-related questions here." Week 2 Discussion 1, "Your initial reply is due by 11 PM on Monday of this week and should be at least 250 words. You must also respond to at least two of your peers by 11 PM on Friday. Peer responses should be at least 100 words. Please remember to quote from the novel to "prove" your points." And Week 2 Discussion 2, "Your initial reply is due by 11 PM on Monday of this week and should be at least 250 words. You must also respond to at least two of your peers by 11 PM on Friday. Peer responses should be at least 100 words. Please remember to quote from the novel to "prove" your points." Convert this text to match the adjoining text color.

The "Extra Credit" page also has red text conveying important due dates, "All extra credit must be submitted no later than 11 PM on August 7." Convert this text to match the adjoining text color. You may want to consider utilizing the LMS announcement or calendar reminder features to highlight important dates.

Double check the hyperlinks on the "Extra Credit" page to ensure they lead to an accessible site. If the landing site is not accessible, consider offering alternative ways to offer these resources. For example, the theaters direct contact information or link to a webpage that is accessible.