

Course Correspondent Course Proposal

Background

In the context of this proposal a course correspondent is a UNC-Chapel Hill student participating in a UNC-led study abroad program who, like a news correspondent, files periodic reports on the sites, language, culture, or events particular to the country in which he or she is studying. The course correspondent's activities and assignments are pre-arranged, supervised, and approved by a UNC-Chapel Hill course instructor, who uses the correspondent's reports to supplement and enrich instruction in a course taught in Chapel Hill that semester.

A three-semester pilot project for a course correspondent program was initiated by a group of Spanish instructors who taught intermediate Spanish language, conversation and culture courses, as well as Spanish for special purposes, in the Department of Romance Languages from fall 2011 through fall 2012 and involved students who were studying in Seville, Spain, through a UNC-led program. With guidance from their instructors before and during their time abroad, the students completed predetermined weekly activities that were instructive to students enrolled in the instructor's SPAN classes, using UNC-supported media to report on cultural sites and activities as well as interview native speakers. Chapel Hill students benefitted from these reports, which enhanced their understanding of the language and culture they were studying and which also encouraged them to study abroad. The correspondents' work was defined by a learning contract, approved before the student went abroad and evaluated by the Chapel Hill instructor when the student returned. Students in the pilot project earned one pass/fail academic credit for their work. Because of the positive responses of instructors, UNC students in Chapel Hill and course correspondents in Seville, faculty involved in the development of the project propose to formalize the program and expand it to include other languages and UNC-led study abroad programs.

Goals and Outcomes

A variety of goals and outcomes are expected, benefiting students abroad, students in Chapel Hill and their instructors. The Course Correspondent Program seeks to:

- broaden the cultural understanding and appreciation of students abroad by encouraging them to explore local culture more deeply through their roles as the "eyes and ears on the ground" of our students in Chapel Hill.
- generate a more accurate and tangible understanding of the foreign language and culture under study for our students in Chapel Hill.
- increase awareness among students in Chapel Hill about the benefits of study abroad.
- expose students in Chapel Hill to a variety of authentic language samples from the host community.
- connect Chapel Hill students with the host community/culture via correspondents by providing the opportunity to ask questions and make specific requests regarding topics of interest.
- improve the foreign language proficiency of all undergraduate students involved in the project by means of personalized oral comments and feedback via communications technologies.

- enrich and personalize course content so that “learning about” shifts to “experiencing.” For example, students studying the Spanish painter Murillo may “accompany” the correspondent to the museum in Seville dedicated to his work and have the opportunity to hear an art professor from the University of Seville talk about Murillo and his life in Seville.

Criteria for Selection of Students

Prospective correspondents must first be accepted to participate in a UNC-led study abroad program.

In general, a successful correspondent is:

- outgoing (comfortable initiating interactions with people the student may not know)
- self-motivated and dependable
- well organized
- able to maintain regular communication with the UNC instructor
- open to learning new skills as may be required for use of new technologies

The characteristics of the ideal correspondent may vary, depending on the course for which he or she serves as a correspondent. Correspondents for language courses must possess the appropriate speaking and comprehension skills to converse effectively with a native speaker as well as effectively complete the activities assigned to the correspondent. For example, students should have successfully completed through level 204/402 (fourth semester), or the equivalent, to be eligible to serve as a correspondent in a third- or fourth-semester language course. For more advanced courses such as conversation and culture, we recommend that the prospective correspondent have successfully completed that course or possess the proficiency required for a student to excel in a UNC course at that level. Correspondents do not need to be fluent, however. Many students study abroad with the goal of increasing fluency. Part of the learning experience of the students in Chapel Hill is witnessing the linguistic growth and development of the correspondent over the semester.

In past semesters, faculty members interested in working with a course correspondent identified former students who were accepted to study abroad or received recommendations of potential correspondents from colleagues. The faculty member contacted the students, met with them and then decided to whom to offer the correspondent opportunity. Moving forward, interested faculty could contact the Study Abroad Office and request that information regarding the specific course correspondent opportunity be shared electronically with students who have been accepted to study abroad in the country or area identified. The information would include a brief description of the project and a link to a short application. A sample application can be found in Appendix A.

The applications would be sent directly to the instructor for review. The instructor would then conduct interviews of the potential correspondents and if questions remain, instructors could, with the student’s permission, seek recommendations from previous instructors.

It is important for the instructor to carefully screen prospective correspondents to verify information on the application, to determine whether a good working relationship seems possible and to judge if the applicant possesses the requisite skills, e.g. language proficiency. The instructor and student together

would also decide if the demands of the student's study abroad program allow sufficient time to permit participating as a course correspondent.

Faculty Responsibilities and Oversight

During the pilot stage, the correspondent project was tested in intermediate language classes (SPAN 203 and 204), conversation classes (SPAN 255), culture classes (SPAN 340) and in courses in the Spanish Minor for the Professions (SPAN 265 and SPAN 320). Initial instructors were part of the core group that created and developed the project. They revised syllabi and created activities during the summer prior to the first pilot semester. Subsequent prospective instructors were first screened for interest and the willingness to invest the time required to incorporate correspondent activities into their courses. Those who chose to participate completed an orientation with the director of the Language Resource Center that included training on any technology required. They were either given existing syllabi and activities to incorporate into their Chapel Hill courses or worked with an experienced course correspondent program instructor to develop their own. All new instructors were closely mentored by the experienced instructors before and during the semester in which they participated.

The current proposal envisions using course correspondents in UNC-Chapel Hill undergraduate foreign language classes and was developed in consultation with faculty members in the Departments of Romance Languages and Literatures; Germanic and Slavic Languages and Literatures; Asian Studies; and African, African American, and Diaspora Studies. Once the proposal is approved, course correspondents initially will be used in Spanish, Italian, and French classes, with other languages participating as assignments and activities are shared among interested instructors.

Development and approval of learning contracts. The course requirements and expectations for both instructors and course correspondents will be clearly outlined in the Course Correspondent Learning Contract, modeled on the University's Independent Study Learning Contract. A sample Course Correspondent Learning Contract is included in Appendix B. All submitted learning contracts for the course must be reviewed by either the director of undergraduate studies, independent study coordinator, or chair of the participating instructor's academic department. If the participating instructor is a department chair, the dean's approval will be required. This approval process mirrors the current process used throughout the University for approving independent study, directed readings, honors research, and similar work by individual students under the direction of a faculty member.

Specifically, the instructor is responsible for revising existing course content to incorporate 10 activities the correspondent will complete by specified deadlines. A document with sample activities can be found in Appendix C. The instructor is then responsible for providing the correspondent, before the student's departure, with a syllabus describing all assignments and activities and clearly indicated deadlines for submitting them.

Guidance and feedback during the semester. The instructor must use good judgment in choosing topics and assigning activities. The instructor should carefully consider whether certain activities could put the correspondent in a difficult situation, e.g., whether certain activities may be highly charged politically,

socially, culturally, or otherwise. The correspondent must communicate clearly any concerns he/she has with any proposed topics and/or activities at any time. The correspondent should suspend an activity that causes, or potentially could cause, the correspondent to feel uncomfortable or threatened in any way.

The instructor will also:

- arrange for two live chat or Skype sessions with the correspondent and the class twice during the semester, once at the beginning of the semester and the other at a later date. If the study abroad program begins after the start of the UNC term, the correspondent may be invited to meet with the class prior to departure.
- communicate with the correspondent clearly and promptly on any issue that may arise during the semester. The instructor will respond to correspondent emails within 24 hours and will provide technological assistance (or refer the correspondent to the appropriate support staff) when necessary.
- communicate with the correspondent a minimum of once per week to check on the progress of the current activity and offer advice and assistance as needed.
- evaluate each activity completed by the correspondent, including the final reflection paper, and assign a grade of Pass or Fail. A sample rubric can be found in Appendix D. To receive full credit for the course, the correspondent must receive a passing grade on 90% of the activities submitted.
- seek regular feedback from his/her students involved in the course in Chapel Hill. The instructor may wish to use periodic formative evaluations with questions regarding their reactions to each activity and the overall benefits of connecting with a course correspondent.

Student Responsibilities and Course Requirements

The course correspondent will meet with the instructor a minimum of two times before going abroad for a detailed orientation and any technology-related training needed.

The course correspondent will be responsible for 10 activities throughout the semester. The average amount of time the student will spend on each activity per week is less than 1.5 hours. Every course offered for academic credit at UNC-Chapel Hill adheres to the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour. For a one-credit course, then, course correspondents must devote at least 12.5 hours to the activities and assignments described in the learning contract. Most students will devote considerably more time than this to planning, preparing, and delivering their reports.

Each individual assignment will be posted on Voicethread, or delivered in a similar mode, by the date and time previously agreed upon by the instructor and correspondent. In general, late work is not accepted and assignment deadline extensions are not granted, except in cases of extenuating circumstances (illness, local holidays, technological difficulties, etc.). If the correspondent is unable to complete an assignment by its due date, the student should contact the instructor as soon as possible to make alternative arrangements.

The final course requirement is a 1500-word reflection essay on the correspondent's experience. It should discuss which activities worked best and why, which activities could be revised with suggested changes, how the experience benefitted the correspondent, etc. This essay will be due during the final week of classes as determined by the University's academic calendar.

Options for Course Credit

To award course credit for a course correspondent's work, a one-hour, Pass/Fail credit course will be established under the Interdisciplinary Studies curriculum as IDST 296. The course will not count toward credit hours required for a student's major and will not fulfill any General Education requirement. A separate section of IDST 296 will be established for each instructor working with a course correspondent, and each section will have a maximum enrollment of two students. The Office of the Associate Dean for Undergraduate Curricula will schedule the course each semester, and upon receiving a signed Course Correspondent Learning Contract, will enroll the students. Each instructor using a course correspondent will be responsible for submitting a final grade for the student at the end of the term.

Only students enrolled in a UNC-led Study Abroad program may be enrolled in IDST 296. Students who have already taken IDST 296 are not eligible to repeat it. Consistent with current rules governing academic course load during fall/spring semesters, students cannot exceed the maximum recommended load without meeting certain GPA requirements and gaining the approval of the student's dean.

Consistent with existing rules governing individual faculty use of independent study courses, instructors will be limited to serving as the instructor of record for no more than one section of IDST 296 during a single semester.

Tuition for the course will be charged separately by the Study Abroad Office when a course correspondent is billed for his/her study abroad program. The \$200 per credit charge will be collected by the Study Abroad Office.

Additional Considerations

As noted, the Course Correspondents Program will be limited to UNC-led study abroad programs only. This will contribute to stronger connections between the correspondents and UNC courses and facilitate support for correspondents abroad. UNC programs account for almost half of all UNC students studying abroad, ensuring a significant pool of potential correspondents. Initially only on-campus foreign language classes will participate in the Course Correspondents Program.

It should be noted that IRB approval is not required. According to the IRB chair, Lawrence Rosenfeld, in the Office of Human Research Ethics, IRB approval is not required for correspondent activities because none of the activities constitute research; instead, they are considered class projects conducted for educational purposes. See

https://college.unc.edu/files/2013/09/IRB_Guidance_for_Student_Research_Projects.pdf.

Photos and videos taken by course correspondents will be used solely for educational purposes for the courses to which the correspondent is assigned and will not be further disseminated. To reassure participants abroad that we recognize and comply with European Union data privacy laws, the following additional guidelines govern the use of subjects in this project:

- Subjects from the host countries will be fully informed and their consent required for participation in interviews and other collaborations which would become part of the video content of the course correspondent's project.
- Subjects will express their consent on video and subsequently will be able to view their data and correct any inaccurate data.
- Course correspondents will explicitly emphasize to each subject the purpose of the video and explain that the videos produced for the Course Correspondent Project will be used for the specific educational purposes outlined in this document, and thus are restricted to use in UNC-Chapel Hill language programs.
- Course correspondents will take reasonable measures to protect videos against such risks as loss, unauthorized access, destruction, or misuse.
- Course correspondents will provide subjects with contact information for their supervising instructor so that they may report concerns and otherwise hold the correspondent accountable for following these guidelines.
- All course correspondents will be informed of these guidelines, which must be appended to the correspondent's learning contract before he or she signs the document.

Appendix A—Sample UNC Course Correspondent application

Name: _____ Year: _____

Major(s): _____ Minor(s): _____

Country of Study: _____ Language(s) spoken: _____

Date your study abroad program begins: _____ Ends: _____

Level of language: ___proficient ___good ___fair Number of semesters of study _____

Last language course completed _____

Other academic interests: _____

Hobbies and interests: _____

Would you describe yourself more as reserved or outgoing? Is it difficult for you to initiate a conversation with someone you do not know well?

In what ways do you expect to benefit most from study abroad?

In what ways do you expect to benefit from serving as a Course Correspondent?

What is your level of comfort with the following?

Talking to your professors and asking for clarification

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Leading discussion groups, as in a recitation or small class

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Helping your classmates

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Asking your classmates for help

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Speaking the language(s) you are studying with classmates

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Speaking the language(s) you are studying with native speakers

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Asking strangers for help or directions

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Offering help to strangers

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Meeting new people

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Taking pictures and making videos

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Editing pictures and videos

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Learning to use new computer programs

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Leadership and taking initiative in familiar surroundings

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Leadership and taking initiative in unfamiliar surroundings

very comfortable somewhat comfortable neither comfortable nor uncomfortable somewhat uncomfortable very uncomfortable

Appendix B – Sample Course Correspondent Learning Contract

COURSE CORRESPONDENT LEARNING CONTRACT

Department or Curriculum Name: Romance Languages

Course #: IDST 296 Credit Hours: 1

List prerequisites (if applicable): SPAN 204 (or equivalent)

Section to be completed by Student

APPLICANT INFORMATION:

Student Applicant's Name: Student PID: XXX-XXXX

E-mail: student@email.edu Phone #: XXX XXX-XXXX

Date of Application: May 3, 2013 Credit Hours Sought: 1

Major: History

Class: SENIOR JUNIOR SOPHOMORE FIRST YEAR

Semester Requested: FALL SPRING SUMMER I SUMMER II YEAR 2013

Current GPA: CUMULATIVE X.XX MAJOR X.XX

Prerequisite(s) Fulfilled: COURSE# SPAN 204 SEMESTER/YEAR Fall/2012 GRADE A-

Section to be completed by Student and Faculty

INFORMATION ABOUT INSTRUCTOR:

Name: Isabel Jonas E-mail: isj@email.edu

Department: Romance Languages and Literatures

Course/section using course correspondent: SPAN 204.001

Note: Faculty members are restricted to no more than two course correspondents per semester.

COURSE REQUIREMENTS. This is considered a contract between the instructor and the student. Deviations from this contract should be updated and documented to the extent possible by the instructor and student.

- a) Meeting requirements with the instructor (e.g., individual meetings, lab meetings, etc.):
The correspondent and the instructor will meet at least twice prior to the student going abroad and will communicate weekly via email while the student is abroad.
- b) Assignments (and due dates, if relevant): The course correspondent will be responsible for 10 activities throughout the semester and will participate in two live chat or Skype sessions with the SPAN 204 class. The average estimated time that the student will spend on the activities is 1.5 hours per week.
- c) Final project: The course correspondent will write a 1500-word personal reflection on how her/his perspective on Spanish culture and language has changed as result of this experience. The reflection is due during the last week of class, on December 5 at midnight EST..
- d) Assessment (e.g., % of course grade based on each requirement) including final examination (or alternate format): The instructor will assign a grade of Pass or Fail for each activity, the final paper, and the final grade. To pass the course, the correspondent must receive a passing grade on the final paper and 90% of the weekly activities.
- e) Other information: _____

I am attaching a syllabus containing ALL these required elements.

Student, Faculty and Administrative signatures

INSTRUCTOR OF RECORD AND STUDENT RESPONSIBILITIES:

I have read the requirements expected of the instructor, agree to undertake these responsibilities, and will abide by the Honor Code's responsibilities of faculty.

Instructor _____ Date _____

I have read the requirements expected of the student, agree to undertake these responsibilities, and will abide by the Honor Code's responsibilities of students.

Student _____ Date _____

**** CHAIR, DIRECTOR OF UNDERGRADUATE STUDIES, OR * INDEPENDENT STUDY COORDINATOR (whichever is applicable):**

This Course Correspondent Learning Contract has been reviewed. The proposal is

- APPROVED AS IS
- REQUIRES MORE INFORMATION (provide details and return to instructor and student)
- NOT APPROVED (provide rationale)

Chair/Director of Undergraduate Studies/Faculty Designee/SAD Date

** If the Chair is the student's independent study instructor, this form must be signed by the Chair's Senior Associate Dean (SAD).

* If the Independent Study Coordinator is not the Department/Curriculum Chair, the Director of Undergraduate Studies (DUS), or another Faculty Designee of the Chair, then the Chair or the DUS must approve this contract.

Note: Departments/Curricula must maintain copies of this contract for a minimum of two years.

Appendix C— SAMPLE ACTIVITIES COURSE CORRESPONDENT SPAN 204

SCHEDULE OF ACTIVITIES

Tuesday, August 21: Preliminar B – Introduction

The Course Correspondent (CC) will prepare a brief introductory video: he/she will talk a bit about him/herself, his/her experience with Spanish, why he/she decided to go to Seville, his/her expectations for the stay abroad, etc. He/she will invite the students to introduce themselves and ask questions.

The resident students in the class will view the video and respond with their own introduction and any questions they might have.

Tuesday, August 28: Preliminar B – Live Skype session

The CC will connect live with the resident students at UNC who will ask him/her questions about his/her first impressions of Spain and Seville.

Tuesday, September 4: Chapter 7 – Places and shops in the city

In this chapter, we learn about places and shops in the city. The CC is going to pay attention to the various shops located in the central shopping area of the city and take pictures of some of them. The CC will describe the shops, the type of shop (clothing stores, shoe stores, bakeries, pharmacies, etc.) and the items sold. The CC will also observe how the store clerk interacts with the shoppers. Does the dependent offer assistance or is the shopper “free to roam”? Are they helpful? Etc. The CC will post the pictures and comments on VT.

The students in the resident class will look at the pictures and listen to the descriptions, and comment on the similarities and differences in the shopping experience in Spain and the US. Also, is there a store that they like the most? Are there shops in Seville that do not exist (or are not typical) in the US?

Tuesday, September 11: Chapter 8 - What will the Sevillanos do this weekend?

The CC will ask (and video tape) a few Sevillanos about their plans for the weekend (using the future tense). He/she can ask his/her señora (host mom), classmates, friends, etc. They can also ask what are some of the things that people typically do on the weekends (that they do not do during the week)? Do people work on the weekend? What do they do to have fun? Etc.

The resident students will view the video with the brief interviews and then comment upon the similarities and differences between the activities a “typical Sevillano” does on the weekend and what a “typical UNC student” does. The students then will explain what they personally will do this weekend.

Tuesday, September 18: Chapter 8 – Seville’s cultural objects

This week, we will look at and discuss some “cultural objects” from the countries of the Southern Cone: Chile, Uruguay, Argentina and Paraguay. So, now, we are going to see some objects that are emblematic of Seville. In order to do this, the CC will first ask his/her señora (host mom) about the objects she thinks represent her city (places, stores, food, music, dance, etc.). Then, the CC will go about the city and photograph them and prepare a PPT presentation with the pictures and a brief explanation of what the objects are and their cultural significance.

The resident students will view the PPT and react to what they see and hear. Then they are going to record their reactions to the objects. They have to say if they find the objects interesting or not, and explain if there is something similar in their home state or town.

Tuesday, September 25: Chapter 9 – Visual art

This week, the CC will visit the Museo de Bellas Arte de Sevilla and take pictures of the different works that catch their eyes (or like the best). He/she must photograph different things, such as statues, paintings, carvings, etc.

and must have a minimum of 8 pictures. He/she will prepare a PPT with the pictures of the works, their title and artist.

The students in UNC will look at the pictures in the PPT and pick one (their favorite). Then, each student will record their impression of the work that includes a description (using the vocabulary learned in this unit) and their reason for choosing that work over the others. **Warning!** NO more than 4 students may describe a given work of art.

Tuesday, October 2: Chapter 9 – Graffiti: art or vandalism?

In Seville, as in most other modern cities, there is graffiti on the streets and public spaces (walls, park benches, recycling containers, etc.). The CC will take pictures of some graffiti and ask different people on the Street their opinion of graffiti (recording their answers): is it art or vandalism? What is the difference between public art and graffiti (or vandalism)? The CC will post the interview on VT for the students to see.

The resident students will see the video and decide if they agree with the opinions of the Sevillanos. For them, is graffiti art or vandalism? In general, what is their opinion on graffiti and public art? Is there a difference?

Tuesdays 9 and 16 of October: Fall break and week of presentations (no activities due)

Tuesday, October 23: Chapter 10 – Public transportation

Among other things, public transportation is used in large cities to reduce the use of private cars and air pollution caused by car exhaust. In Seville, a trolley (tranvía) was recently installed in the center of the city, but it was (and is) very controversial. The installation cost a lot of money, but the trolley line is very short (and many complain that it doesn't really go anywhere). The CC is going to take pictures or film the trolley and then ask a variety of people their opinion of its installation: Was it a good investment for the city? Is it useful as a means of transportation? Do they use it? Etc.

The resident students will view the pictures and video and then give their own opinion of the trolley. Do they think it's a good way to reduce traffic and air pollution in the center of a city like Seville? Would it be a good idea for other cities? Do they think Chapel Hill (or their home town) should build a trolley like Seville's? Why or why not?

Tuesday, October 10: Chapter 10 – Pollution on the way to class

The CC will film or take pictures of the streets and places he/she passes through on his/her way to class, focusing on the various forms of pollution (trash, smoke, water contamination, etc.) they encounter. The CC will then post the pictures or videos on VT and explain what the images show.

The resident students will view the images and post their comments. How does the pollution and general state of the environment in Seville compare with that of Chapel Hill and other cities in the US?

Tuesday, November 6: Chapter 11 – Food and health

A big part of one's health is related to one's diet. This week, the CC will interview a few Sevillano university students about their diet. What are the staples of their diet? What are some of the typical dishes of the city? Do they consider their diet healthy? Do they eat mostly fresh, natural foods, or more prepared dishes? Is it important for them to eat healthy natural food? Etc.

The resident students will view the interview and compare their diets and attitudes towards food with the Spanish students'. Are there differences in their diets? What do students here eat typically? Is it healthier than what the Spaniards eat? Would they prefer to follow a Spanish diet or do they like their better? Etc.

Tuesday, November 13: Chapter 11 – the routine of a Spanish Student

The CC will interview a couple “typical” Spanish university students about their daily routine and schedules. They will ask them what they do on regular week days, weekends, etc. The CC will post the interviews on VT.

The resident students will see the videos and then compare their routines and schedule with the typical Spanish university student. What are the biggest differences?

Tuesday, November 10: Chapter 12 – Live Skype session

The CC will connect live with the resident students at UNC who will ask him/her questions about his/her experiences in Spain and Seville.

Tuesday, November 27: Summary and conclusion

The CC will create a video in which he/she will answer the questions the resident students had and summarize his/her experience in Spain. What was the best part? What was the biggest surprise? Has his/her Spanish improved? How has his/her view of Spain and the world in general changed as a result of his/her stay in Spain? What was the most important lesson learned? Etc.

The resident students will view the video and comment. What are the most interesting/positive things about studying abroad? Are they interested in going abroad? Why or why not?

Wednesday, December 5: Reflection Essay

1,500 word reflection essay must be submitted as an email attachment by 12 midnight EST. The essay should discuss which activities worked best and why, which activities could be revised with suggested changes, and how the experience benefitted you.

APPENDIX D—Sample Rubric for UNC Course Correspondent assignment

Name: _____

Activity # _____

Content: Student follows the instructions and presents the topic clearly for the class.

5 (excellent) 4 (very good) 3 (good) 2 (satisfactory) 1 (unsatisfactory)

Time: The student posted the activity on time.

5 (excellent) 4 (very good) 3 (good) 2 (satisfactory) 1 (unsatisfactory)

VT post: The images and interviews are well organized, clear and illustrate the topic of the week.

5 (excellent) 4 (very good) 3 (good) 2 (satisfactory) 1 (unsatisfactory)

Comprehensibility: The student explains the topic clearly, using the correct vocabulary and grammar.

5 (excellent) 4 (very good) 3 (good) 2 (satisfactory) 1 (unsatisfactory)

Improvement: The student is showing improvement, as a result of learning from previous Voicethreads, instructor feedback, and increased experience.

5 (excellent) 4 (very good) 3 (good) 2 (satisfactory) 1 (unsatisfactory)

Comments: