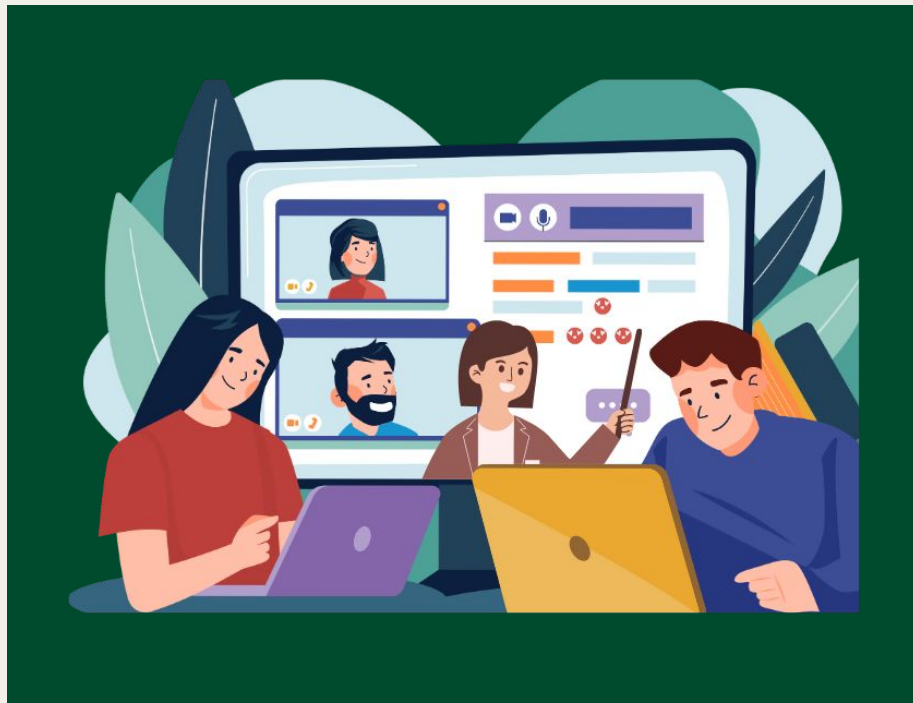


Regular and Substantive Interaction



Showcase



The DE Team



Anniqua Rana
Dean of ASLT



Nada Nekrep
DE Coordinator



Lindsey Irizarry
Instructional Technologist



Allison Hughes
Instructional Designer



Terri Hannon
Instructional Designer



Erica Reynolds
Instructional Designer



Jennifer McGuire
Instructional Designer

Meet Your Showcase Colleagues

Amira Alkeswani

■ Science & Technology



Emanuela Quaglia

■ Business, Design & Workforce



Tracy DeHaan

■ Humanities & Social Sciences



Who is in the Room

Please share in the Chat:

- Your Name
- Your Division
- Online Courses you will be teaching in the Fall

Example: BIOL 130

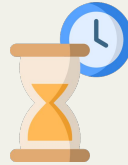
(online synchronous or asynchronous only; no hybrid)

Ways to Engage



Engage as you prefer

You are welcome to *raise your hand, type in chat, or stay silent* (learning happens in silence too)



Hold questions

Please *hold questions, until 'Q & A' times*.
But share comments, ideas, etc. at any time in the chat.



Take what serves you

Consensus is not the goal. We are here to share, discuss, and grow in collegial conversation.

Agenda



Welcome and Introduction



Regular Interaction Showcase and Discussion

- Amira
- Emanuela
- Tracy



Break



Substantive Interaction Showcase and Discussion

- Amira
- Emanuela
- Tracy



Wrap-Up

Regular Interaction

Between a student and an instructor(s) is demonstrated by the two criteria (E and F).



Regular Interaction: Criterion E

**Providing opportunity for
substantive interactions with
the student on a *predictable*
and *regular* basis**

Regular Interaction: Criterion E

- **Criterion E: 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 syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).	Instructor periodically engages with students throughout the term per the institution's policies regarding frequency of postings, 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 consistently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor frequently engages students throughout the term. Instructor engagement with students yields equitable student outcomes. Interactions are predictable and occur in accordance with the length and course content.

RSI Self-Assessment for Online Faculty

Regular Interaction: Criterion E

■ Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

<u>RSI Rubric Criteria</u>	RSI Components - Please check <i>all that apply</i> to your online course. - Components are listed in <u>ascending order of importance</u>. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) Please check <i>all that apply</i> to your online course.
E – Providing the opportunity for substantive interaction on a predictable and regular basis	At the very beginning of the semester, provide clear information about HOW and WHEN you will interact with students: ☐ Exact schedule for the weekly office hours ☐ Expected Announcement frequency ☐ Which discussions will receive your substantive comments and with what frequency ☐ Your response time for the substantive feedback on assignments ☐ Encouragement to participate in opportunities for substantive engagement (office hours, discussion boards etc.) ☐ Interaction frequency is proportional to the course length and content density ☐ Engagement with students yields equitable student outcomes	Communication Plan (explaining how/when interaction will be happening) ☐ Zoom In the Syllabus ☐ In the Introductory Module ☐ Interaction frequency and response times are embedded into individual assignments/discussions within content Modules ☐ Scheduled Office Hours (Zoom tab in the Course Navigation Menu) ☐ Scheduled Review or Study Sessions (Zoom tab in the Course Navigation Menu) Note: Must be OPTIONAL for asynchronous online courses.

About the Course



Amira
Alkeswani



■ MATH-200-Elem. Probability & Statistics

- Modality: Asynchronous
- Avg Enrollment: 35
- Course Length: 17 Weeks

■ MATH-241-Business Calculus I

- Modality: Asynchronous
- Avg Enrollment: 45
- Course Length: 6-Weeks

Communication Plan

MATH 200

Office Hours - Sample Language

Office Hours: In-person (Mon–Thu, various times) and online (Wed & Thu, 5–6 PM via Zoom, ID: 842 7601 1777).

Appointments available by request: alkeswania@smccd.edu

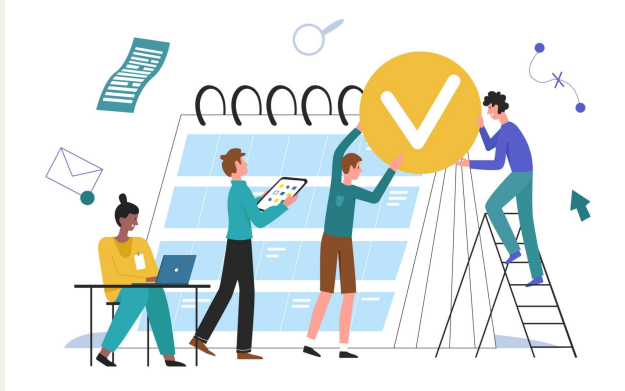
Feedback/Grades - Sample Language

I use rubrics to grade your work and often include personalized comments. You may be asked to message me privately for follow-up.

All weekly assignments are graded by Friday.

Participation - Sample Language

Learning is a shared journey built on active participation, mutual respect, and a commitment to growth. Attend every class prepared, manage your time wisely (and embrace mistakes as part of the learning process. Most importantly, ask for help when you need it — I'm here for you.



Communication Plan Language from Syllabus

MATH 200

Communication

- **One-to-One Communication:** Canvas messages or email at alkeswania@smccd.edu. I will respond within 48 hours.
- **Canvas Announcements:** Weekly schedule publishing module and major announcements will be communicated through Canvas Announcements.
- **Q&A Forum:** I highly recommend posting your questions or concerns about the material on this discussion forum to help your peers. This is a sign of good participation. I will respond within 48 hours.
- **Assignments Feedback:** I will use rubrics to grade your assignments, but I will provide feedback and might ask you to send me a private message.
- **Discussion Forum:** I read and monitor your responses on a daily basis. I might not reply to posts unless clarification is necessary.

Community Agreement

Throughout this course, we will encounter challenges, but we'll also have support to guide us. Learning is a shared effort, and together we'll create a positive, meaningful, and empowering experience through active participation and mutual respect. Be sure to attend every class and come prepared. Effective time management is crucial, as mastering calculus requires 12-15 hours of focused study each week. Stay organized, and embrace mistakes as they are a natural part of learning. Remember, asking for help is key to your success, and I am here to support you.

MATH 200 Sample Language from Welcome Announcement:

Hi Everyone,

Welcome you to Math 200! We've got a great semester ahead, and I can't wait to get started 😊☀️

To kick things off, head over to Canvas, where you'll find everything you need for the course, so take a little time to

- *Check out the course syllabus.*
- *Watch the welcome video.*

The Week 1 module is live now, I'm so excited to meet you all there! if you have general questions, please post them in the Q&A Forum on Canvas (it's the easiest way for everyone to stay in the loop). If it's something private, feel free to send me a message on Canvas or shoot me an email.

MATH 200 | Announcement



Amira Alkeswani AUTHOR | TEACHER

Created Jan 12 11:21am | Posted Jan 12 11:21am | Last edited Jul 2 2:23am

Welcome to Math 200! Week One Module is up now :)

Hi Everyone,

Welcome you to Math 200! We've got a great semester ahead, and I can't wait to get started 😊☀️

To kick things off, head over to **Canvas**, where you'll find everything you need for the course, so take a little time to

- Check out the course [syllabus](#).
- Watch the [welcome video](#).

The [Week 1 module](#) is live now, I'm so excited to meet you all there! if you have general questions, please post them in the [Q&A Forum](#) on Canvas (it's the easiest way for everyone to stay in the loop). I

f it's something private, feel free to send me a message on Canvas or shoot me an email.

About the Course



Emanuela
Quaglia

■ MART 362 - Intro to Digital Photography

- Modality: Online Asynchronous
- Avg Enrollment: 30 Students
- Course Length: Full Semester

MART-362-ZXH-CRN97752 · Syllabus

Feb 2024

Home

Announcements

Modules

Assignments

Discussions

Grades

Chat

Cañada Library

Cañada CARES

Cañada Tutors

WSJ Contests

ReShelf Digital Course Materials

VitalSource Course Materials

Credentials

Zoom

Title IX

Lucid [Whiteboard]

NetTutor

MART-362-ZXH-Intro. to Digital Photography-CRN 97752

Immersive Reader

View Course Stream

View Course Calendar

View Course Notifications

To Do

Nothing for now

INTRODUCTION TO DIGITAL PHOTOGRAPHY

This course is designed to be accessible to the largest extent possible. If you require an ADA accommodation, please let us know as soon as possible.

Accessibility

Get help with Canvas

Syllabus

Instructor Bio

Mon-Fri 9AM-9PM: (844) 711-7104 - Call or text
Mon-Fri 5PM-8AM and Weekends: 1 (833) 715-2286

Download here the [MART 362 Course Syllabus](#)

Professor: Emanuela Quaglia
Email: quagliae@smccd.edu
Office Hour: Monday, 11:00 AM or by appointment

[ASK YOUR QUESTIONS HERE \(Q&A\)](#)

[START THE COURSE](#)

Communication Plan

Regular Interaction | Criterion E



Communication Plan



- Course Syllabus
- Getting Started Module
- Announcement Page



Communication Plan in Course Syllabus



COMMUNICATION PLAN

I'm committed to staying connected with you and supporting your learning throughout the course.

Assignment Feedback & Grading

- Assignments are graded within 5 days of the due date.
- You'll receive a detailed rubric and **substantive, personalized feedback**, which may be written, audio, or video.
- Feedback highlights your strengths, areas for growth, and creative suggestions.

Staying Connected

- Weekly announcements are posted every Monday with guidance, examples, and reminders.
- I engage in discussions and may reach out individually if support is needed.
- You can contact me anytime via Canvas or email. I usually respond within 24 hours on weekdays.

Need help?

You're always welcome to schedule a one-on-one Zoom meeting.

Communication Plan in Getting Started Module



MART-362-OLH-CRN53427 > Modules

63 View as Student

Summer 2025

Collapse All

View Progress

Publish All

+ Module

Home

Announcements

Discussions

Modules

Assignments

Grades

People

Chat

Cañada Library

Cañada CARES

Syllabus

Quizzes

Rubrics

Files

BigBlueButton

Pages

Outcomes

Collaborations

New Analytics

Lucid (Whiteboard)

NetTutor

Settings

Getting Started

Communication and Questions

Q&A Forum

Student to Student - Discussion Forum

Introduction and Welcome

__Welcome!

__MART 362 - Course Syllabus

__MART 362 - Communication Plan

__Course Guide

__Statement of Teaching Photograph

__Meet Your Course Professor

__Online Course Netiquette

MART 362 - Communication Plan

Instructor: Emanuela Quaglia

Course Modality: Online Asynchronous

Welcome to MART 362!

Communication and meaningful feedback are essential to our creative growth.

This course follows federal and state guidelines for **Regular and Substantive Interaction (RSI)**, and I'm committed to staying actively connected with each of you throughout the semester. Below is how you can expect to receive support and feedback.

Assignment Grading & Assessment

- **Grading Timeline:**

All assignments, projects, and image submissions will be graded within **5 days** of the due date, typically by **Friday** each week.

- **Rubric-Based Assessment:**

Each assignment includes a detailed rubric posted in Canvas. This rubric assesses your work based on technical accuracy, creative intent, adherence to assignment guidelines, and thoughtful execution. These scores give you a clear sense of how you're progressing in specific skill areas.

Substantive, Personalized Feedback

- **Individualized Feedback Formats:**

In addition to the rubric, you will receive **substantive feedback personalized to your work**, which may be shared in one of the following formats:

- **Written comments** directly in Canvas
- **Audio feedback** (using the Canvas media recorder or uploaded file)
- **Video commentary**, offering a visual walk-through of your image or project

- **What Feedback Will Include:**

My feedback will focus on:

- What you did well—technically and artistically
- How your choices support the narrative or prompt
- Suggestions for creative or technical refinement
- Encouragement and next steps to grow your photographic voice

- **Follow-Up Opportunities:**

If you'd benefit from additional support, I may invite you to a Zoom meeting or encourage a revision to help you continue building your skills.

Instructor-Initiated Communication

- **Weekly Announcements:**

Every Monday, I'll post a new announcement that introduces the week's topic, shares examples or inspiration, and provides reminders and encouragement.

- **Discussion Engagement:**

I actively participate in discussions, responding to your posts with feedback and questions that support deeper exploration and peer learning.

- **Proactive Outreach:**

If I notice you haven't submitted an assignment or seem to be struggling, I'll reach out with support and suggestions for getting back on track.

How to Reach Me (Student-Initiated Communication)

- **Canvas Inbox or Email:**

Please feel free to reach out with questions at any time. I typically reply within **24–48 hours on weekdays**.

- **One-on-One Zoom Meetings:**

If you'd like help with your work or feedback in real time, just send me an email to schedule a private Zoom office hour.

A Creative and Caring Learning Space

In this course, we grow by showing up, experimenting, and connecting. Please:

- Stay engaged each week and check announcements regularly
- Reach out when you need help—big or small
- Embrace challenges and celebrate progress
- Be kind to yourself in the learning process

I'm truly honored to be on this creative journey with you!

Warmly,
Emanuela

Communication Plan in Announcement Page



Fall 2024

Home

Announcements

Modules

Assignments

Discussions

Grades

Chat

Cañada Library

Cañada CARES

Cañada Tutors

WSJ Context

RedShelf Digital Course Materials

VitalSource Course Materials

Credentials

Zoom

Title IX

Lucid (Whiteboard)

NetTutor

+ View Split Screen

⌵ Collapse Threads

All

Search entries or author...

Oldest First

View Availability



Emanuela Quaglia AUTHOR | TEACHER

Posted Jul 8 9:08am

MART 362 - Communication Plan

MART 362 - Communication Plan

Instructor: Emanuela Quaglia
Course Modality: Online Asynchronous

Welcome to MART 362!

Communication and meaningful feedback are essential to our creative growth.

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Substantive, Personalized Feedback

- Individualized Feedback Formats:**
In addition to the rubric, you will receive **substantive feedback personalized to your work**, which may be shared in one of the following formats:
 - Written comments** directly in Canvas

Communication Plan

MART 362



Office Hours - Sample Language

- Office Hours: *Online via Zoom:* Wednesday 12:30 PM or *In-Person:* Build 22 - Room 114: Thursday 12:30 PM
- *Online by Appointment* (via Zoom, ID: 842 7601 1777).
- Appointments available by request: quagliae@smccd.edu

Feedback/Grades - Sample Language

- I use **detailed rubrics** to grade your work and I include **personalized feedback** to support your learning.
- Sometimes, I may ask you to message me privately for follow-up or clarification.
- All weekly **assignments** are typically **graded by Friday**.

Participation - Sample Language

- **Log in to Canvas** several times a week to stay current.
- Participate in **weekly assignments, discussions, and peer reviews**.
- Respond to instructor and peer messages in a **timely manner**.
- **Check announcements** regularly for updates and reminders.
- Reach out if you need help , I'm here to support you!

Regular Interaction Plan



Office Hours

- **Office Hours: *Online via Zoom*:** Wednesday 12:30 PM
***In-Person*:** Build 22 - Room 114: Thursday 12:30 PM
- ***Online by Appointment*** (via Zoom, ID: 842 7601 1777).
- Appointments available by request: quagliae@smccd.edu

Feedback/Grades

- I use **detailed rubrics** to grade your work and I include **personalized feedback** to support your learning.
- Sometimes, I may ask you to **message me privately for follow-up** or clarification.
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Participation

- **Log in to Canvas several times a week** to stay current.
- Participate in **weekly assignments, discussions, and peer reviews**.
- **Respond to instructor** and peer messages in a **timely manner**.
- **Check announcements regularly** for updates and reminders.
- **Reach out if you need help**, I'm here to support you!

Regular Interaction: Criterion E

OFFICE HOURS

■ Office Hours should be listed in:

- Canvas **Homepage**
- Course **Syllabus**
- Welcome **Announcement**
- Welcome **Email**
- Welcome **Video**
- Course **Guide**



Office Hours

Online via Zoom: Wednesday 12:30 PM

In-Person: Build 22 - Room 114: Thursday 12:30 PM

Online by Appointment (via Zoom, ID: 842 7601 1777).

Appointments available by request: quagliac@smccd.edu





[Redacted]

<notifications@instructure.com>

Thursday, May 23, 2024 at 7:41 PM

To: Quaglia, Emanuela



To protect your privacy, some external images in this message were not downloaded.

[Download external images](#)

[Go to Settings](#)

Professor Quaglia,

No problem! I am on campus with not much else to do so i will just hangout until you are ready. Here is my phone number if it is easier for you to let me know when you're available through a quick text! If anything I will head over there around 10:55 and wait, it's no problem!

[Redacted]

Thank you,

[Redacted]

[Redacted]



■ ([redacted] could be listed in:

Re: FINAL PROJECT



Saturday, May 17, 2025 at 12:02 AM



To: (X) Quaglia, Emanuela

Hi Professor!

Please, don't worry at all! I appreciate it so much that you're willing to sit with me. I've been alright-- It's been incredibly hectic with work at the Financial Aid office and getting ready for commencement, and I've just been trying to juggle everything to make sure what I submit is up to par. Monday at 9:30 is perfect! And again, I really, really appreciate all you've done to accommodate me.

Thank you so much,
[redacted]



Tuesday, April 22, 2025 at 11:14 PM



To: Quaglia, Emanuela ^

Hi Professor Emanuela,

Thank you again for taking the time to talk with me today—I know you're really busy, and I truly appreciate it. I regret not shooting more... I should've just shot more and been a little late to work!

I did manage to get some photos of the designers, I hope they're a helpful contribution. I submitted them through one of my late Photoshop retouching assignments since WeTransfer wasn't working while I was on the go and couldn't get a stable Wi-Fi connection. I'll properly submit the rest of the original assignment and show you everything next week.

It was really good to see you. I'm sorry if this creates more work on your end—I hope it doesn't! Wishing you and your family all the best—wishing they're firmly on the mend!

Looking forward to seeing you next Wednesday at 10AM! Let me know if anything changes or if you need to meet up earlier or later. Assuming the photo room where class is held. See you there!

Warmly,



Regular Interaction: Criterion E

FEEDBACK

■ Where and How Regular Feedback Should Be Provided (RSI Rubric-Aligned)



Gradebook Comments

- Use **Canvas SpeedGrader** to leave clear, personalized comments when grading assignments.
- **Reference rubric** criteria and provide encouragement or suggestions for improvement.

Discussion Boards

- Actively participate in **weekly discussion forums**.
- Acknowledge student insights and guide deeper reflection through **follow-up questions**.

Announcements

- Post **weekly announcements** that summarize learning goals, highlight common challenges, and provide tips.

■ Where and How Regular Feedback Should Be Provided (RSI Rubric-Aligned)



Inbox Messages or Email

- Respond to student questions within 24–48 hours.
- Provide individualized support and encouragement where needed.

Assignment Feedback Videos or Audio

- Use short video or audio recordings in SpeedGrader to give rich, personalized responses.
- This adds a human touch and supports different learning preferences.

Zoom Office Hours or Check-ins

- Offer optional weekly Zoom office hours for live interaction and feedback.

■ Sample Regular Feedback/Interaction - RUBRIC

📷 Photography Composition Assignment Rubric

Total Points: 100

Criteria	Excellent (25 pts)	Good (20 pts)	Satisfactory (15 pts)	Needs Improvement (10 pts or below)
Use of Composition Principles	Demonstrates thoughtful and effective use of key principles (rule of thirds, balance, leading lines, etc.)	Shows understanding and use of composition principles with minor inconsistencies	Some composition techniques used, but effectiveness is limited	Lacks clear application of composition principles or appears random
Creativity and Originality	Image displays a unique perspective or creative approach to subject and framing	Demonstrates creativity; shows personal vision but could push boundaries further	Some effort toward originality, but feels familiar or typical	Lacks creativity or shows little thought to framing or subject choice
Technical Execution	Proper exposure, focus, and framing; no distracting technical flaws	Generally strong technical quality with few minor issues	Some technical flaws (e.g., slight blur or poor exposure), but overall acceptable	Serious technical issues affecting clarity, focus, or exposure
Narrative and Intent	Strong visual storytelling or clear emotional/conceptual message	Message or theme is mostly clear and engaging	Theme is somewhat apparent but not fully developed	Lacks clear intent or fails to communicate a story or emotion



Rubrics and Feedback

**BUT — RUBRIC FEEDBACK
IS NOT
ENOUGH!!!**



Rubrics and Feedback

**RUBRICS ALONE
DO NOT
BUILD CONNECTION**



Rubrics and Feedback

**RUBRICS GUIDE,
BUT ADDITIONAL PERSONALIZED
FEEDBACK CONNECTS!**



STUDENTS NEED MEANINGFUL FEEDBACK INTERACTION



Sample Regular Feedback/Interaction - SPEEDGRADER



Dear Alex,

Thank you for your thoughtful work! Here's some feedback on your composition assignment:

- **Composition**
 - Strong use of framing and visual balance—your subject placement is effective.
 - Try experimenting with different points of view to deepen your narrative.
- **Creativity**
 - Your choice of subject feels personal and meaningful—well done!
 - Consider exploring contrast or patterns to enhance visual impact.
- **Technical**
 - Exposure and focus are well handled.
 - Be mindful of small background elements that might distract from the subject.
- **Overall**
 - You're showing great progress—keep exploring and shooting!
 - Feel free to reach out if you'd like to review any images together.

Wonderful work, Alex!

Emanuela

Dear Ann,

Thank you for submitting your composition assignment! Here's my feedback:

- **Composition**
 - You made excellent use of leading lines and space—your eye for structure is strong.
 - Try playing with asymmetry to add more dynamic energy to some of your shots.
- **Creativity**
 - Your subject choices are engaging and expressive—there's a real sense of intention behind each image.
 - Don't be afraid to push the creative boundaries even more in future work!
- **Technical**
 - Great job managing light and depth—your exposures are clean and well-balanced.
 - Watch your focus points to ensure the subject stays sharp and central to the viewer's attention.
- **Overall**
 - You're clearly developing a personal style, which is exciting to see!
 - Let me know if you'd like to discuss ideas or techniques—happy to support you.

Great work, Ann!

Emanuela



Sample Regular Feedback/Interaction - SPEEDGRADER

177.78 / 200 (89%)
Average

2/9

Dea [redacted]

What a stunning and thoughtfully executed submission! Congratulations!

Your photographs are not only technically sound but emotionally evocative.

You have successfully addressed the key goals of the assignment with artistic maturity and creative depth.

Below is my feedback on the three of the images you've submitted:

 **Image 1: Rule of Thirds - "Winter Landscape"**

Emotion Conveyed: Venturesome

- **Excellent use of the rule of thirds.** The tree is perfectly placed along the left third, drawing the viewer's eye naturally across the frame.
- **Color palette & lighting:** The cool blues and purples of the snow and sky reinforce a peaceful, reflective atmosphere.
- **Narrative strength:** The lone figure in the distance adds a quiet, contemplative element—beautiful storytelling.
- **Suggestion:** None! This image is beautifully balanced and emotionally resonant.

 **Image 2: Symmetry - "Leaf & Life"**

Emotion Conveyed: Promising

- **Outstanding visual storytelling.** The vibrant green sprout centered within the dried, decaying leaves creates a powerful contrast and clear symbolic narrative.
- **Composition:** Your use of symmetry to frame the green plant elevates this photo with emotional impact.
- **Lighting:** The warm highlights bring life to the leaves while subtly emphasizing the focal subject.
- **Suggestion:** This is a compelling photo. You might experiment with cropping and adding a slight vignette to further isolate the green sprout and add intensity to the emotion.

177.78 / 200 (89%)
Average

2/9

 **Image 3: Changing the Point of View - "Night Sky Drama"**

Emotion Conveyed: Vigilant

- **Creative use of low-angle POV** to enhance the drama and scale of the night sky.
- **Lighting & Exposure:** Beautifully handled under challenging conditions. The glow of the moon behind the textured clouds adds atmosphere and depth.
- **Color contrast:** The reddish and greenish tints in the trees below offer a surreal tone—great for evoking mystery.
- **Suggestion:** A light touch of noise reduction might help clean up some grain in the clouds without losing the painterly quality.

 **Overall Impressions:**

- ☒ You demonstrate mastery in applying composition rules with intentionality.
- ☒ Each image successfully conveys a different emotional tone.
- ☒ Your creativity and control over exposure and light is excellent.
- ☒ Your editing enhances each image without overprocessing; great restraint and artistry.

Keep up the amazing work, you are an amazing photographer and you are growing tremendously as a visual storyteller. I'm so proud of your progress!

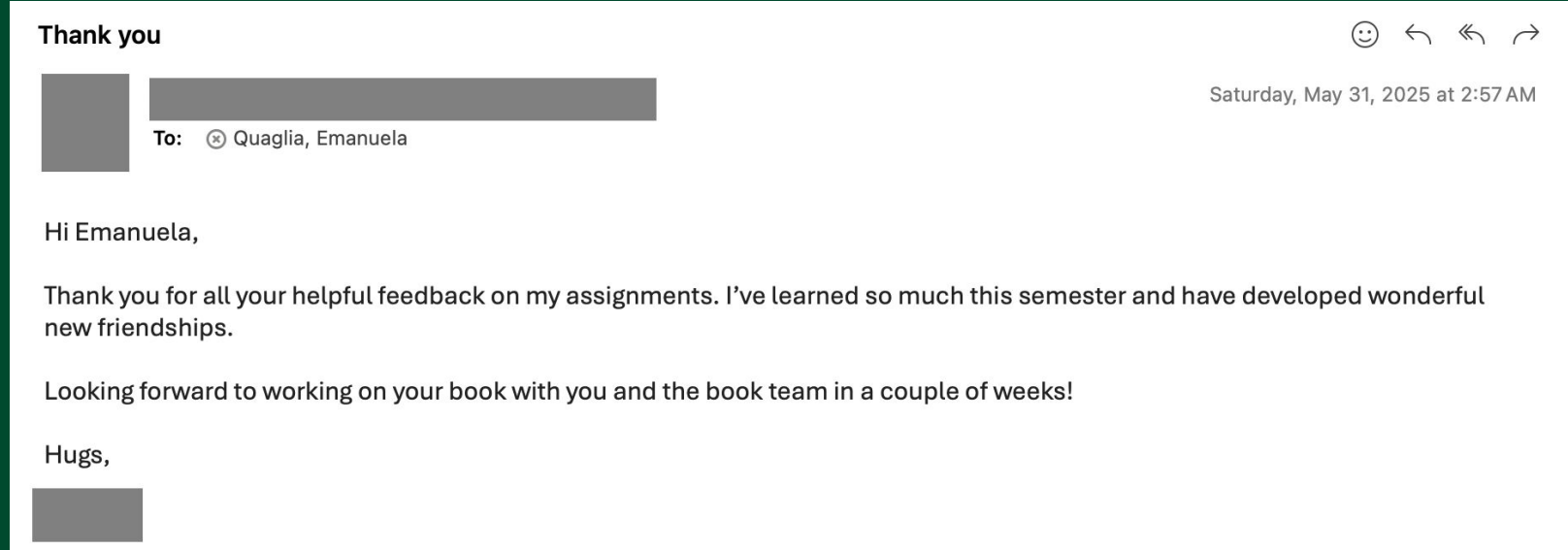
Warmly,

Emanuela

Emanuela Quaglia, Mar 22 at 10:27am



■ Student Appreciation for Personalized Feedback



■ Student Appreciation for Personalized Feedback

From: [REDACTED]

Date: Thursday, March 3, 2022 at 2:05 AM

To: Quaglia, Emanuela <quagliae@smccd.edu>

Subject: Re: thank you for your advice regarding my assignments

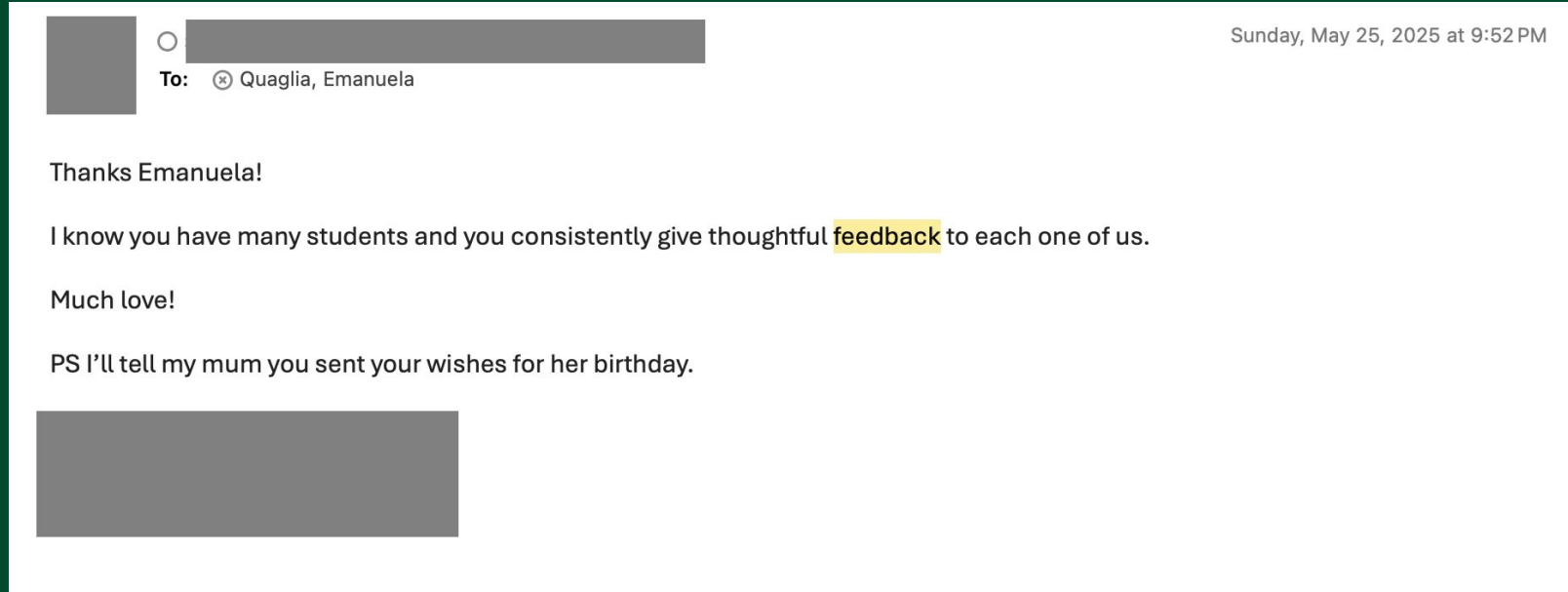
Hello,

Thank you for taking the time to add your comments and recommendations when grading my work.

I realize that grading artwork(especially having many students in your classes) is much harder than grading multiple choice exams, it takes being committed to teaching to make that extra effort.



■ Student Appreciation for Personalized Feedback



■ Student Appreciation for Personalized Feedback

From: [REDACTED]

Date: Thursday, September 5, 2024 at 8:52 AM

To: Quaglia, Emanuela <quagliae@smccd.edu>

Subject: Thank you!

You don't often get email from [REDACTED] [Learn why this is important](#)
Dear Professor Quaglia,

Thank you so much for your incredible feedback on my first photo submission! Your words truly made my day. I'm really blown away by your sentiments — they really mean the world to me.

I've been putting off taking a digital photo course for years, even though photography has always been my passion. Your detailed and encouraging response feels so encouraging. I'm thrilled to be learning from you and so grateful for the opportunity to develop my skills under your guidance.

Your praise for my work and your insights into the technical and emotional aspects of my photos are both inspiring and motivating. I can't wait to dive deeper into the course and push my boundaries as a photographer.

Thank you again for your support and for making me feel so welcomed and excited about this journey!
Warmest regards,

[REDACTED]

Draft saved just now



Regular Interaction: Criterion E

PARTICIPATION



Participation Examples



■ Announcements

■ Discussion Boards

■ Chats



Participation Examples

Announcements



Regular Interaction in Announcement Page



☐		MART 362 - Welcome to Module 2! All Sections Dear Digital Photographers, Welcome to Module 2! You made great introduction posts, and you ... ↩ Reply	 Posted on: Jun 16, 2025, 12:00 AM
☐		MART 362 - Important Announcement – Census Day (June 17, 2025) All Sections Dear Students, I hope you are enjoying your weekend! Here I have an important announcement f... ↩ Reply	 Posted on: Jun 15, 2025, 8:00 AM
☐		MART 362 - MODULE 1 Open! - Ice Breaker Discussion All Sections Hello Everyone, I wanted to let you know that MART 362 MODULE 1 - INTRODUCTION - Icebr... ↩ Reply	 Posted on: Jun 9, 2025, 7:00 AM
☐		MART 362 - Useful Course Information For You. All Sections Dear Students, Let's Start Our Journey! Here I have a few useful information for you. The course ... ↩ Reply	 Posted on: Jun 9, 2025, 6:30 AM
☐		MART 362 - How to Succeed in the Course :) All Sections Dear Students, Welcome again to MART 362 Intro to Digital Photography, and thank you for cho... ↩ Reply	 Posted on: Jun 9, 2025, 6:15 AM
☐		Welcome to Intro to MART 362 - Intro to Digital Phothography class! :-) 1 Section Dear Students, Welcome to the Intro to Digital Photography Course! My name is Emanuela Qu... ↩ Reply	 Posted on: Jun 9, 2025, 6:00 AM

Regular Interaction in Announcement Page

MART 362 - Welcome to Module 4 – Unleash Your Creativity with Camera Settings!



1 Section

Dear Digital Photographers, How are you? Happy Monday! I hope you all had a peaceful and joyf...

↩ Reply

MART 362 - Student Gallery Announcement – Your Work is Live!



1 Section

Dear Students, I'm so happy to share some exciting news! Your incredible photographs have bee...

↩ Reply

MART 362 - Wonderful Work on “My World” Assignment + What’s Next



1 Section

Dear Digital Photographers, I just wanted to take a moment to say bravo for the beautiful work y...

↩ Reply

MART 362 - Module 3 Open! - Working with Camera Setting



All Sections

Hello Everyone, Happy Monday! You did an excellent job with your My World assignment. Con...

↩ Reply





Example Language:

Example language from Welcome Announcement



Welcome to Intro to Digital Photography Course, Emanuela Quaglia, YouTube

View Availability



Emanuela Quaglia AUTHOR | TEACHER



Created Jul 8 10:09am | Posted Jul 8 10:09am

Welcome to MART 362 – Intro to Digital Photography! Your Week 1 Module is Live! 📷🌟

Dear Digital Photographers,

Welcome to MART 362! I'm so excited to begin this creative journey with you. We have a wonderful semester ahead, filled with opportunities to explore the world through your lens, and I can't wait to see what you capture!

To get started, please head over to **Canvas**, where you'll find everything you need:

- 📄 Check out the [course syllabus](#) to get familiar with our goals and schedule.
- 🎥 Watch the [welcome video](#) for a quick overview and a personal hello from me.

The **Week 1 Module** is now open! I'm really looking forward to getting to know you and your work. If you have general questions, please post them in the [Q&A Forum](#) so we can learn together.

If you have a personal or specific question, feel free to message me on Canvas or email me—I'm here to support you every step of the way!

Warmly,
Emanuela

Reply

Example from

How To Succeed in the Course Announcement

MART 362 - How to Succeed in the Course :)

Dear Students,

Welcome again to MART 362 Intro to Digital Photography, and thank you for choosing this course.

I am very excited to support you in this journey, and also to have you join our online community. Now let's dive in. This is what I advise you to do if you wish to succeed in the course:

1. Bookmark this course in your browser.

Now that you've enrolled in the course you can log into the course modules anytime from your computer, from your tablet or from your smartphone.

Log into the course from using this link, or better yet, add this page that you're looking at right now as a favorite in your Internet browser if you haven't yet done so.

2. Set aside 9 hours study/work time each week for this course.

9-hours per week is the average amount of time it takes our students to succeed in the course with an "A". You will need this time to read and watch the instructional material, participate in the discussion board, shoot images and edit your work.

A quick reminder that you have access to this course until the end of the semester (May 27, 2022), so feel free to save the links and download the instructional material during the course if you wish to have it as future references.

3. Start at the top and work your way down.

This course is organized into modules and lessons within each module. My advice is to start at the top of each module and then to work your way down.

People learn and absorb information differently. That's why each module includes:

- An instructor-led video
- Notes that include the full video transcript and additional information and resource links.
- A game to test your understanding of the content.
- Links to the video and the lecture notes if you prefer to print out our course lectures and work offline.

So make sure to scroll all the way down to the bottom of each lecture and not to skip any important explanations as you work your way through the course. And please know that you can go through each lecture as many times as you'd like.

4. Check the Module page before you start your assignments.

Please, make sure you read and watch all the instructional material BEFORE you start working on an assignment. There is no way you can learn if you do not spend some time on the course lessons. You will find the Module link on the navigation bar, on the left of the screen.

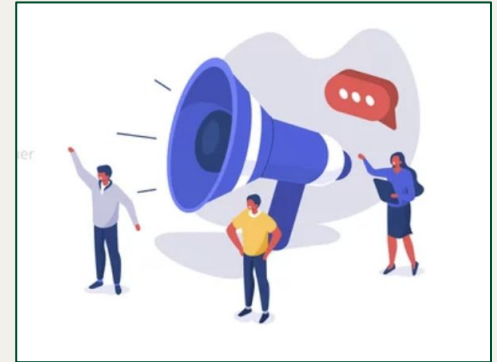
OK, hopefully these tips help give you a sense of how to get the most out of this course.

Let's start our journey now.

Have Fun!

Emanuela

Reply



Example from Module 2

Announcement and Student's Appreciation

**Emanuela Quaglia** AUTHOR | TEACHER
Created Aug 30, 2024 10:28pm | Posted Aug 30, 2024 10:28pm
1 Reply

MART 362 - Module 2 Assignment and Labor Day Weekend

Dearest Digital Photographers,

I hope this message finds you well!

As we are approaching Labor Day weekend, I thought I would follow one of your requests and change the deadline for your Module 2 assignments: instead of September 1st, it is now **September 2nd**.

This will help you enjoy your holiday and take better photos for your photography work.

Please, send me an email if you have any questions! I am always here if you need.

I wish you a happy Labor Day!
Emanuela

[Reply](#)

**Jane Jeffers (She/Her/Hers)**
Aug 31, 2024 2:09pm
Thank you, Professor!

Have a great weekend, too.

Best,

Jane & class 362



MART 362: Intro to Digital Photography

Example from Module 3 Announcement



MART 362 - Student Gallery Announcement – Your Work is Live!

Dear Students,

I'm so happy to share some exciting news! Your incredible photographs have been uploaded to our [Digital Art Gallery](#) 🎉📸

This gallery is a celebration of your creativity, dedication, and unique perspectives. Every image tells a story, and it's been a joy to see how each of you captured "My World" through your own lens. You've done such thoughtful and meaningful work, and I truly hope you take a moment to browse the gallery and feel proud of what you've accomplished.

As you explore the gallery, please, feel free to post a comment using the green "Reply" button, and:

- Reflect on how your approach to photography has grown so far.
- Notice the variety of visual storytelling: what inspires you in your classmates' work?
- Feel free to leave a kind comment or message to encourage your peers!

Important:

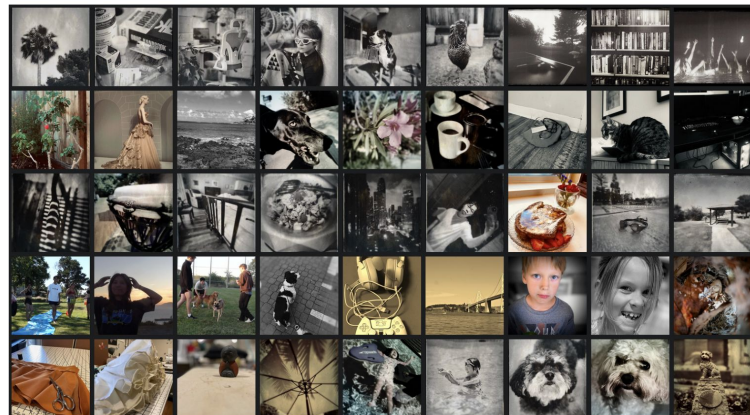
- And if you'd like to **discuss your photos or creative process with me**, I would love to hear your thoughts! You can email me or request a quick Zoom chat. My virtual door is always open.

Thank you for bringing your heart and vision to this assignment! I'm so proud of your progress, and I can't wait to see what you'll create next.

Congratulations again, and keep going, you're doing amazing!

Warmly,
Emanuela

[MART 362 - Students' Art Gallery Link](#) ➡



Reply

Course Chat

Participation Examples

Discussions Boards



Regular Interaction in Q&A Discussions

MART-362-OLH-CRN53427 > Modules

63 View as Student

Summer 2025

Home

Announcements

Discussions

Modules

Assignments

Grades

People

Chat

Cañada Library

Cañada CARES

Syllabus

Quizzes

Rubrics

Files

BigBlueButton

Pages

Outcomes

Collaborations

New Analytics

Lucid (Whiteboard)

NetTutor

Settings

Collapse All

View Progress

✓ Publish All ▾

+ Module

⋮

⋮ ▾ Getting Started

⋮ Communication and Questions

⋮ 🗨️ 🔥 ___ Q&A Forum ___ 🔥

⋮ 🗨️ 🔥 ___ Student to Student - Discussion Forum 🔥

⋮ Introduction and Welcome

⋮ 📄 📖 ___ Welcome!

⋮ 🔗 📖 ___ MART 362 - Course Syllabus

⋮ 🔗 📖 ___ MART 362 - Communication Plan

⋮ 📄 📖 ___ Course Guide

⋮ 📄 📖 ___ Statement of Teaching Photograph

⋮ 📄 📖 ___ Meet Your Course Professor

⋮ 📄 📖 ___ Online Course Netiquette

Regular Interaction in Q&A Discussions

Fall 2024

Home

Announcements

Modules

Assignments

Discussions

Grades

Chat

Cañada Library

Cañada CARES

Cañada Tutors

WSJ Context

RedShelf Digital Course Materials

VitalSource Course Materials

Credentials

Zoom

Title IX

Lucid (Whiteboard)

NetTutor

MART-362-ZXH-CRN97752 > Discussions > 🔥 ___ Q&A Forum ___ 🔥

+ View Split Screen

Expand Threads

All

Search entries or author...

Newest First

🔥 ___ Q&A Forum ___ 🔥



DISCUSSION
QUESTIONS AND ANSWERS

How to use this discussion forum

Use **this** discussion to ask course-related questions. Along your journey, you may have questions about a topic, or you may just need some clarification about an aspect of the class. If so, jump in and ask it here.

Questions about the course content

If it is a question with one of the content pages and/or assignments, please be sure to identify the location of the page as thoroughly as possible so we may help clarify promptly. Providing a hyperlink helps expedite our response.

Frequency of responses to your questions

If you know the answer to a classmate's question, do not hesitate to jump in! I will **reply within one business day Monday through Friday**. I do observe weekends, so if you ask a question on Saturday the soonest you'll have an answer is Monday.

If you need to ask personal questions

If you have a personal question or concern about the class that you'd like to speak with us about, for example your grades, etc., please send us a private message via the Inbox or email me directly. Do not ask questions of personal or private nature in this discussion forum.

Regular Interaction in Q&A Discussions

Instructor's Response

The text book orrielly link says "refused to connect" after I logged in to my smccd account.

✓ Hide 3 Replies | ↩ Reply | ✉ Mark as Unread



Emanuela Quaglia Teacher

Jun 19 12:40am | Last edited Jun 19 1:30am

[View History](#)

Hello [redacted]

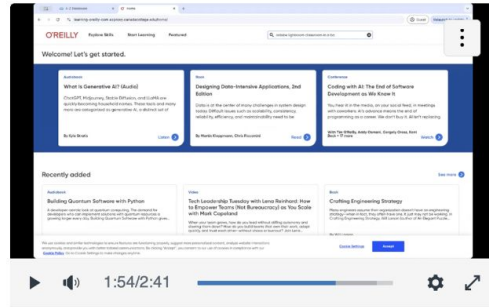
Thank you for your question.

The free e-book is available through our college library, but it's limited to **SMCCD students**, so after you log in using your **school email** you should be able to access it.

I've recorded a quick video showing you exactly how I log in. I hope it's helpful!

If you still run into this issue, I advise you to try to change the browser. If the issue does not get solved, you should contact [our college library](#) ☹. I am sure that they will be able to help.

Thanks again, [redacted]
Emanuela



Regular Interaction in Q&A Discussions

Student's Appreciation Comment



Jun 19 10:21am

Morning Emanuela,

Thanks a lot for showing me the oriielly access from Canada Library directly! It works. The embedded page doesn't work for me for some reason. I use Chrome.

Quizlet also looks good now.

Best, 

[↩ Reply](#) | [✉ Mark as Unread](#)



Emanuela Quaglia Teacher



Jun 19 3:22pm

Thanks, 

I am glad to hear that the access to the school library works.

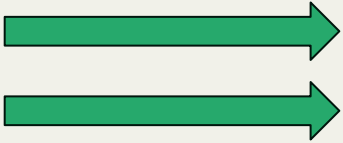
About *Quizlet*, I advise you to use the external link provided instead of the embedded activity. It is possible that you have a security setting doesn't not allowed the embedded file to display on your browser.

Enjoy the learning, 

Emanuela

[↩ Reply](#) | [✉ Mark as Unread](#)

Regular Interaction in Weekly Discussions



▼ MODULE 1 (Jun 9th-15th) - INTRODUCTION - Icebreaker and Canvas Overview	✓	+	⋮
Module 1 - OVERVIEW	✓		⋮
🧠__MODULE 01 - LEARNING RESOURCES	✓		⋮
📄 🧠__M01_Watching #1: Canvas LMS Overview	✓		⋮
🏃🔥__MODULE 01 - LEARNING ACTIVITIES/ DISCUSSIONS/ACTION STEPS	✓		⋮
🗨️🔥__M01_Discussion #1: Getting Started Discussion - Ice Breaker Jun 15 20 pts	✓		⋮
🗨️🔥__M01_Discussion #2 - Create Your Technology Backup Plan Jun 15 20 pts	✓		⋮
🗨️🏃__M01_Activity #1: Getting Set Up on Zoom! Jun 15 20 pts	✓		⋮
🗨️🏃__M01_Activity #2: Accepting Terms of Syllabus Jun 15 20 pts	✓		⋮
🗨️👋__MODULE 01 - ASSESSMENTS/EVALUATION	✓		⋮
🗨️🗳️__M01_Quiz #1: Syllabus Quiz Jun 15 10 pts	✓		⋮
🗨️👋__M01_Assignment #1: Student Information Sheet Jun 15 20 pts	✓		⋮

Regular Interaction in Weekly Discussions

Ice Breaker Example

__M01_Discussion #1: Getting Started Discussion - Ice Breaker



DISCUSSION INTRODUCTIONS



To get things moving along this week, let's start off with a simple icebreaker.

Discussion Description

Respond to this discussion prompt. Please type the following in the "Reply" box:

1. Please introduce yourself to the class.
2. What's your Major? What's your career goal? (optional)
3. Provide three statements that will tell us more about who you are; but, include one that isn't true.
4. Provide at least one interesting fact about yourself
5. Include why you are taking the course, and what you expect to get out of it.
6. Publish one of your favorite images (an image that you took) and tell us why you like it
7. Publish an image representing yourself – think FB avatar
8. Share the name of your favorite photographer or photographic movement and explain the reason why you like it.

Note: When you post your images, please, use the "Embed Image" button in the rich text editor, and embed the images to your posts. You can check this article if you wish to have clear instructions about it: [How to Embed an Image to a Discussion Post](#).

Please reply to at least two of our classmates' posts. Try to guess which one of your classmates' statements is false by asking questions. You may also discuss how your exceptions for the course are similar or vary.

Grading Rubric

This introduction is worth a maximum of 20 points. Your Introduction will be graded using the rubric **M01 Discussion: Introduction Rubric**.



To view the rubric click on the icon with the three dots at the top right corner of this discussion.

Reply

Regular Interaction in Weekly Discussions

Ice Breaker Example

Instructor's Post

**Emanuela Quaglia** Teacher

Jun 9 9:37am | Last edited Jun 9 10:58am | Last reply Jun 15 2:04pm
[View History](#)

Hello everyone!

My name is Emanuela, and I'm really excited to be in this class with all of you. I am originally Italian from Florence, but live in the Bay Area and I share my life with a wonderful dog named Petra. She's an Australian Shepherd and truly my best friend.

Major & Career Goal:
I have a strong background in the visual arts and education. My passion lies in the intersection of creativity, teaching, and digital storytelling.

Three Fun Facts (One is not true – can you guess?):

1. I've photographed a sunrise over the Grand Canyon.
2. I won a few agility competitions.
3. I've lived and taught art and design in different countries.

An Interesting Fact About Me:
I once took a 3-months solo road trip up in the south of India. Such a magical experience!

Why I'm Taking This Course:
I truly believe we never stop learning, and every class that I teach is a new wonderful opportunity to grow and connect for me too.

Favorite Image I've Taken:



I have so many favorite images, it's always hard to choose just one! But this particular photo holds a very special place in my heart. I captured it during Carmen Consoli's visit to San Francisco for her *Eco di Sirene* tour. As the photographer for the Italian Consulate, I had the incredible honor of documenting her visit. It was such a meaningful and unforgettable experience—especially because I've been a fan of hers since I was a teenager. Carmen is hugely popular in Italy, and being able to photograph her felt like a beautiful full-circle moment.

Regular Interaction in Weekly Discussions

Ice Breaker Example

Instructor's Post

Image Representing Me:



This digital painting represents me and my beloved dog, Petra.

I created it a few months ago while teaching the Digital Painting course, and it holds a very special place in my heart. I'm so grateful for her presence in my life—she's a true blessing.

Favorite Photographer / Movement:

I really admire Dorothea Lange. Her ability to tell powerful human stories through documentary photography is so moving. I love how her work blends artistry with purpose, capturing raw emotion in a single frame.

Looking forward to learning and creating alongside all of you!

Warmly,
Emanuela

Regular Interaction in Weekly Discussions

Ice Breaker Example

Students' Appreciation Responses

Jun 11 12:24am

Hi Emanuela,

Thank you for sharing such a beautiful and inspiring introduction! I've taken several classes with you—including Photoshop, Illustrator (both beginner and advanced), and I'm so happy to be in another class with you again.

I loved reading about your solo road trip through South India—that sounds so adventurous and magical. I also really loved the story behind the concert photo of Carmen Consoli. It's amazing how your work as a photographer and your personal passions come together like that. That's exactly the kind of connection I dream of having in my design work too.

Now, for your three fun facts—hmm... I'm going to guess the **agility competitions** might be the false one? Or maybe not! Petra sounds very clever and energetic, so maybe I'm wrong 😊

I'm looking forward to learning more about photography with you and getting deeper into the storytelling part of it—especially since I want to use photography in both interior and graphic design.

[Reply](#) | [1 Like](#) | [Mark as Unread](#)

 **Emanuela Quaglia** Teacher

Jun 11 2:03pm

Dear [redacted],

Thank you so much for your incredibly kind words, it's such a joy to have you in class again, and I'm so touched that you've continued to explore your creative journey through so many design courses.

I'm glad you enjoyed the story about South India. It was one of the most meaningful and soul-stretching adventures I've ever taken. And yes, photographing Carmen Consoli was a dream come true! It's amazing when our personal passions and creative work align. It gives everything more heart and depth. I have no doubt you'll find that same kind of connection in your own work, especially with your interest in both interior and graphic design.

As for the fun facts... great guess! But I'll let you sit with that mystery just a little longer 😊 Petra really is full of surprises!

I'm so excited to have you on this photography journey, and I can't wait to see how you bring your own story and design perspective into each project we explore.

It is going to be a wonderful semester!

Warmly,
Emanuela

[Reply](#) | [1 Like](#) | [Mark as Unread](#)

Jun 13 4:29pm

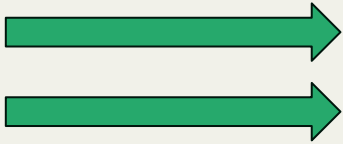
Love the moment you captured at the Carmen Consoli's tour! The colored spotlight beams perfectly frame the focal point—Carmen herself. Alongside the accompanying violinist subtly lit in the background, the entire scene feels like a beautifully staged theatrical moment.

It's a true blessing and a gift that you created a digital painting of Petra and yourself from the heart. That's the kind of moment that freezes time—and lasts forever.

I'm going to guess that you didn't win a few agility competitions ;-)

[Reply](#) | [1 Like](#) | [Mark as Unread](#)

Regular Interaction in Weekly Discussions



☰	▼ MODULE 3 (Jun 23rd - Jul 6th) - CAMERA SETTING	✓ ▼ + ☰
☰	📄 🚫__ Module 3 OVERVIEW__🚫	✓ ☰
☰	🧐__MODULE 03 - LEARNING RESOURCES	✓ ☰
☰	📄 🧐 📖 🎬__M03_Reading and Watching #1- Understanding the DSLR Camera	✓ ☰
☰	📄 🧐 📖 🎬__M03_Reading and Watching #2- Working with Camera Setting - Shutter Speed, Aperture and ISO	✓ ☰
☰	📄 🧐 📖 🎬__M03_Reading and Watching #3- Understanding the Exposure Triangle	✓ ☰
☰	🏃__MODULE 03 - LEARNING ACTIVITIES/ DISCUSSIONS/ACTION STEPS	✓ ☰
☰	📄 🏃🔥__M03_Discussion #1: Working with Camera Setting Jun 29 50 pts	✓ ☰
☰	📄 🏃🔥__M03_Peers' Review and Critique Jun 29 50 pts	✓ ☰
☰	🔧__MODULE 03 - ASSESSMENTS/EVALUATION	✓ ☰
☰	📄 🏆👏__M03_Assignment #1 - Camera Setting and Figure/Ground Jul 6 100 pts	✓ ☰

Participation Examples

Chats / Email



Regular Interaction in Chat and Email



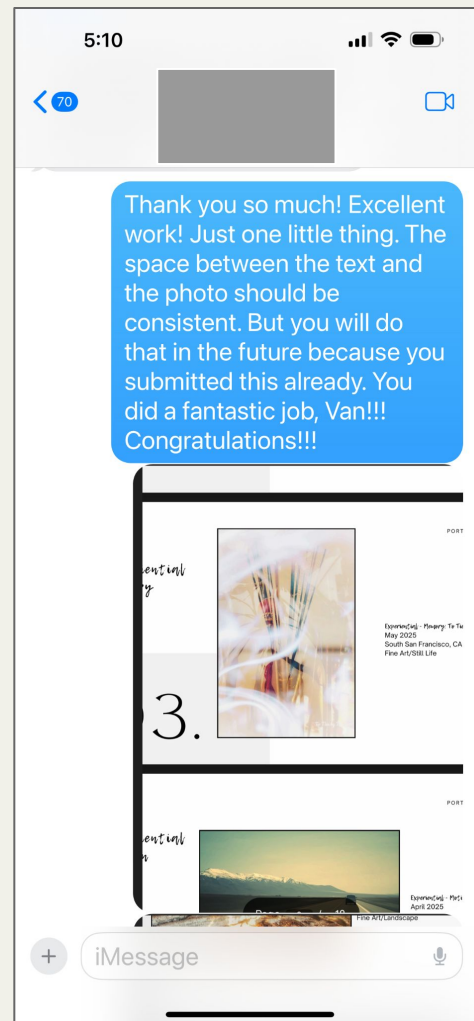
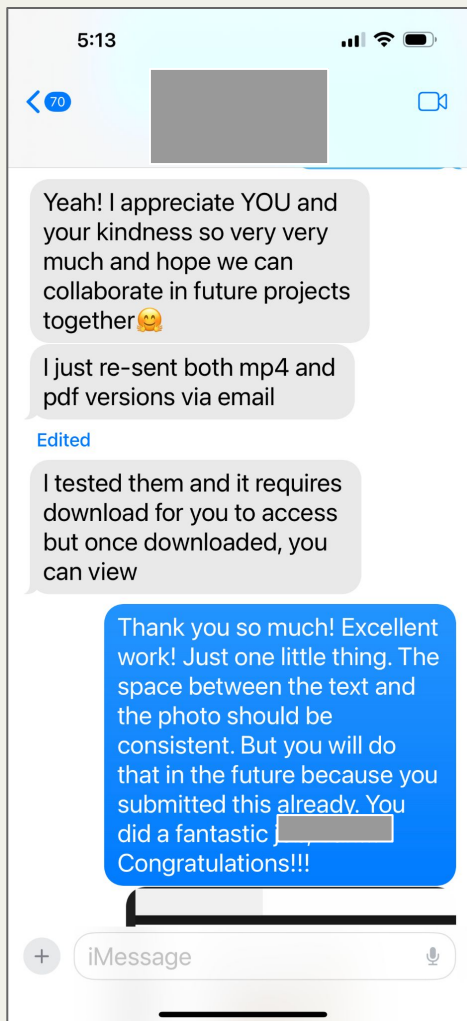
Regular Interaction in Chat & Email

Feel free to text me when you want to meet in the future

Most absolutely - thank you for opening up your availability to me 😊

Thanks for your reply, Professor Emanuela! I'm sorry to inundate your text inbox, especially during your workday. Hopefully you have a restful evening and get a couple extra hours of sleep tonight to make up for the long day.

Thanks for your encouragement! It was really fun and I got more practice with the camera so that was awesome. Robin is wonderful. Love her!! I am editing pictures (very minorly) now. Hope to get them to you first thing tomorrow



About the Course



Tracy
DeHaan

■ SOCI-100-Introduction to Sociology

- Modality: Online Asynchronous
- Avg Enrollment: 45 Students
- Course Length: Full Semester



Internal Communication Plan for Reviewers

Internal Student Communication Plan for SOC 1 - DO NOT PUBLISH

Pre-Course Communication (Week 0)

1. **Homepage** - Update office hours and contact information for the term.
2. **Announcement (Sunday)** - Send a welcome announcement highlighting course modality, important settings in Canvas, course/module availability, required course materials, syllabus, week 1 to-do list, and contact information.

Week 1

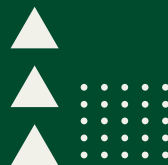
1. **Notification Assignment** - Leave students a personalized response to the answer they provide to my notifications assignment.
2. **Discussion (Friday)** - Participate in the Reflect and Connect introductory discussion assignment.
3. **Canvas Inbox/Gradebook** - "Message students who" haven't submitted the required "first-day attendance" assignment.
4. **Announcement (Friday)** - Send out "Weekly Digest." Introduce them to what my weekly digest is and when they can expect to receive them. Include a "warm-up" video/article that connects to next week's module materials, and remind them of their "to-do" list for next week.
5. **Feedback** - Leave feedback on the introductory discussion assignment in the comments. Personalize part of my message so they know I've read their post.

Week 2

1. **Grading Feedback (Monday)** - Grade last week's Mini-assignment and leave personalized feedback in the comments section.
2. **Canvas Inbox (Friday)** - Check on students who haven't logged in for over a week and message them to remind them I'm here to support their learning. Give them perspective on getting back on track.
3. **Announcement (Friday)** - Send out "Weekly Digest." Include a "warm-up" video/article that connects to next week's module materials, and remind them of their "to-do" list for next week.
4. **Survey (Friday)** - Open the course feedback survey for students.

Week 3

1. **Grading Feedback (Monday)** - Grade last week's Mini-assignment and leave personalized feedback in the comments section.
2. **Announcement** - Send an announcement regarding the course feedback survey results. Note any changes I'll make as we progress, offer advice where there is a common struggle, and show appreciation for their suggestions.
3. **Announcement (Friday)** - Send out "Weekly Digest." Include a "warm-up" video/article that connects to next week's module materials, and remind them of their "to-do" list for next week.
4. **Canvas Inbox (Friday)** - Check on students who haven't logged in for over a week and message them to remind them I'm here to support their learning. Give them perspective on getting back on track.
5. **Survey (Friday)** - Open self-assessment survey (due in week 4).



Communication Plan

SOCI 100



How they can interact with me:

Meet Your Professor

My name is Dr. Tracy DeHaan, but you can call me Dr. T. I will be your professor this term. There are a few ways that you may contact me listed below. I monitor the course regularly. I generally respond to emails within 48 hours Monday through Friday (except on Holidays). I respond to text messages within several hours between the hours of 11am and 11pm every day.

- Name: Dr. Tracy DeHaan (Dr. T)
- Pronouns: she/her/they/them
- Email: dehaant@smccd.edu or [Canvas Inbox](#)
- Text: 408.755.5446
- Virtual Student Hours: Drop-in on [Zoom](#) (with waiting room) on Tuesdays from 6-8pm or by appointment.



How I will interact with them:

How I Will Contact You

Canvas Announcements

At a minimum, I will post a "Weekly Digest" every Friday with information on our class. I will also use Announcements to notify you of changes to the course or due dates, remind you of impending due dates, promote events on campus, and provide you with additional context for course materials we'll cover in the following week.

Canvas Inbox

I may reach out via Canvas Inbox to check in with you. I check your attendance weekly, so you may hear from me if you haven't logged on during the previous week. I also send Canvas Inbox reminders (and sometimes kudos) around the major course project assignments.

Grading Feedback

Generally, I aim to provide meaningful feedback on all substantive assignments (discussions and course project assignments) within 14 days of the due date. I use both rubrics and free-form comments to give you insights into how you performed and how you could improve moving forward. You will not receive personalized feedback on your quizzes, notes, Kahoots, or anonymous self-assessment surveys.

For additional information and questions on how to view your feedback, you may review the following Canvas Student Guides:

- [How do I view assignment comments from my instructor?](#)
- [How do I view rubric results for my assignment?](#)

Weekly Digest

What is a Weekly Digest?

I hope your summer semester is off to a great beginning! This announcement is what I call my "Weekly Digest." You'll receive one every week, usually on Fridays (depending on the holiday schedule). It will bookend the week, go over any concerns I have about class performance, offer important reminders, and provide additional content that's relevant to next week's schedule. I hope you find them useful and engaging. Make sure you [update your settings](#) ⇨ if you'd like to turn announcement notifications off/on.

Wrapping Up Week 1

The [Introductory Module](#) has a lot of important information in it, so make sure you've taken a look at the pages to get a strong sense of the trajectory our class will take this term.

Some of you did not receive credit for the [Canvas Notification Assignment](#). As a reminder, you must respond to the question I posed to you in the assignment comments. If you have managed your settings properly (step 1), you should have received the question. I've assigned an "incomplete" to several of you because you did not respond! If you reply within the next couple of days, I'll assign you credit.

Module 2

Today, we shift gears and begin focusing on cultural sociology in [Module 2](#). This is one of my favorite areas of sociology because it reveals just how socially constructed our world is. All those things that I used to think were natural or innate (attitudes, for example) are just a reflection of what our culture has taught us! The module will peel back the layers of your taken-for-granted sense of reality and have you viewing your everyday life differently.

Regular Interaction: Criterion F

**Monitoring the student's
academic engagement and
success and proactively engaging
in substantive interaction**



Regular Interaction: Criterion F

- **Criterion F - 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 postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor periodically 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 consistently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates 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.

RSI Self-Assessment for Online Faculty

Regular Interaction: Criterion F

■ Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

<u>RSI Rubric Criteria</u>	RSI Components - Please check <i>all that apply</i> to your online course. - Components are listed in <u>ascending order of importance</u>. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) Please check <i>all that apply</i> to your online course.
F – Monitoring the student’s academic engagement and success, for prompt and proactive engagement in substantive interaction when needed	Monitor student engagement & success ☐ Total Activity & Last Activity (People tab in the Course Navigation Menu) ☐ New Analytics tool in Canvas (click on student name in Gradebook) Regularly & throughout the semester, reach out to students who: ☐ Are not participating in the course ☐ Are participating but missing assignments ☐ Are submitting assignments but not doing well Remediate via Tutoring/Counseling ☐ Offer additional help ☐ Refer to Tutoring ☐ Collaborate with Tutoring ☐ Contact Counseling	Communication Plan (explaining interaction based on monitoring engagement/success) ☐ In the Syllabus ☐ In the Introductory Module Canvas Gradebook ☐ “Message Students Who” tool People tab in The Course Navigation Menu ☐ “Student Interactions Report” tool (People tab in the Course Navigation Menu, three vertical dots)

About the Course



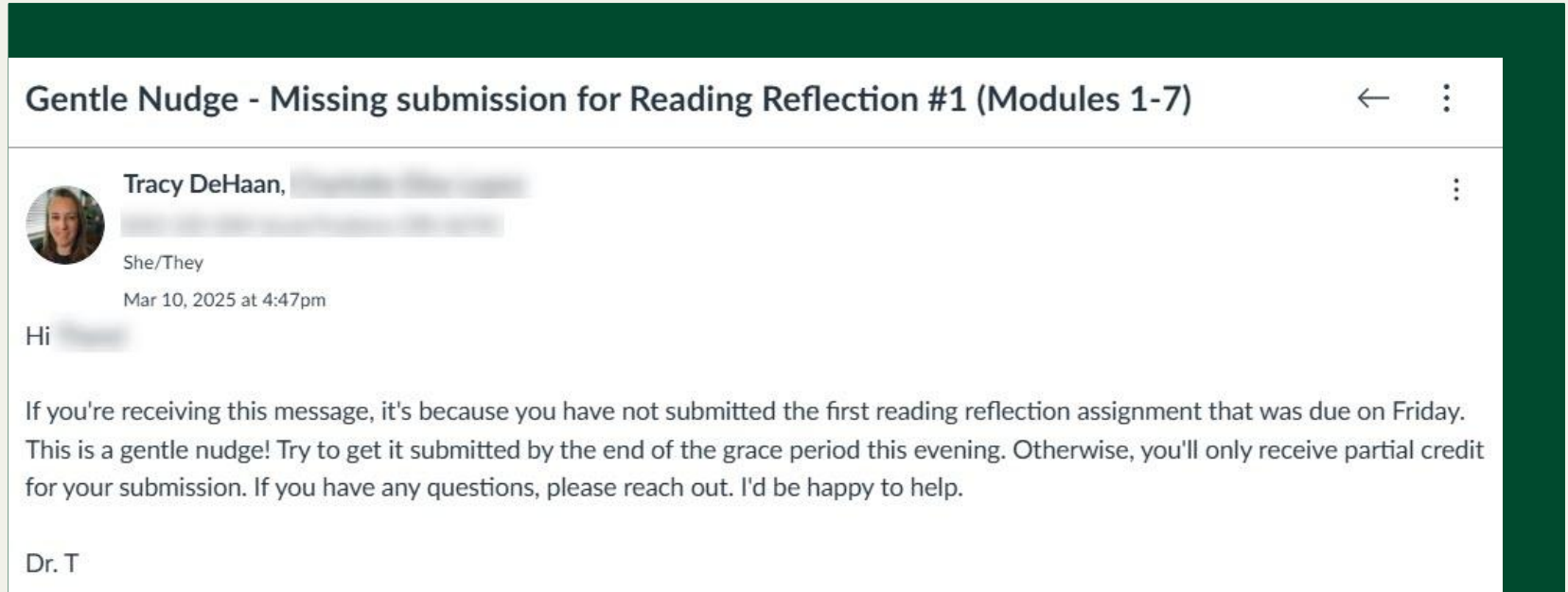
Tracy
DeHaan

■ SOCI-100-Introduction to Sociology

- Modality: Online Asynchronous
- Avg Enrollment: 42 Students
- Course Length: Full Semester



Message Students Who...



Regular Interaction

Q & A

Substantive Interaction

Engages students in teaching, learning, and assessment, consistent with the content under discussion, and meets **at least two** of the four criteria (A, B, C and D).



Substantive Interaction: Criterion A

**Providing direct
instruction through
synchronous facilitation**

Substantive Interaction: Criterion A

■ Criterion 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 incorporates 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

RSI Self-Assessment for Online Faculty

Substantive Interaction: Criterion A

■ Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

<u>RSI Rubric Criteria</u>	RSI Components - Please check <i>all that apply</i> to your online course. - Components are listed in <u>ascending order of importance</u>. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) Please check <i>all that apply</i> to your online course.
A – Providing direct instruction <i>Note: this method only applies to synchronous courses. Skip if you are teaching an asynchronous course.</i>	SYNCHRONOUS via Zoom: ☐ Live lectures & presentations (while in a Zoom meeting) ☐ Live discussions that facilitate student engagement (this includes Zoom Chat and Zoom Breakout rooms) ☐ Live interaction focused on critical thinking, dialogue, culturally-diverse topics & equity <i>Note: Delivery of SUBSTANTIVE course content to meet SLOs/course objectives.</i>	☐ Zoom Tab in Canvas Course Navigation Menu (list / schedule of all synchronous meetings) ☐ Syllabus or dedicated Canvas Page (list / schedule of all synchronous meetings) ☐ Communication Plan (found in Syllabus or Introductory Module) ☐ Panopto Tab or Files (repository of Zoom meeting recordings) <i>Note: Zoom meeting recordings are not required (but helpful).</i>

Substantive Interaction: Criterion B

Assessing or providing feedback on a student's coursework



Substantive Interaction: Criterion B

■ Criterion 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	Periodically 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	Frequently 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.

RSI Self-Assessment for Online Faculty

Substantive Interaction: Criterion B

■ Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

<u>RSI Rubric Criteria</u>	RSI Components - Please check <i>all that apply</i> to your online course. - Components are listed in <u>ascending order of importance</u>. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) - Please check all that apply to your online course. (*) might not be visible to reviewers
B – Assessing or providing feedback on a student’s coursework	☐ Assessment (grading) with non-automated (not rubric-based) feedback ☐ Meaningful (substantive) comments ☐ On some assignments ☐ On most assignments ☐ Timely (per Communication Plan) ☐ Personalized ☐ Detailed ☐ Meaningful comments that include constructive feedback and suggest improvements needed to master course content ☐ Note: Only SUBSTANTIVE feedback and comments count (those that contain content-specific language).	☐ Assignment Comments in SpeedGrader ☐ Written ☐ Audio ☐ Video ☐ In-line Annotations in SpeedGrader ☐ Canvas Discussions ☐ Comments on main thread (visible to all) ☐ Comments to individual student posts (visible to all) ☐ Assignment comments to individual students via Discussion SpeedGrader (private) ☐ Discussion summary/trends via Announcements ☐ Feedback delivered during Office Hours ☐ Canvas Inbox messages in response to student submissions (private)* ☐ Communication Plan (found in Syllabus/Introductory Module) ☐ Clearly describes expectations for receiving assessment & feedback, for example how & when. ☐ Pronto*

About the Course



Amira
Alkeswani



■ MATH-200-Elem. Probability & Statistics

- Modality: Asynchronous
- Avg Enrollment: 35
- Course Length 17 Weeks

■ MATH-241-Business Calculus I

- Modality: Asynchronous
- Avg Enrollment: 45
- Course Length 6-Week

Example Language:

//

//

Break down to feedback.

Student's Name good attempt.

Here is my feedback:

YES AGREE THAT THE CORRELATION IS NOT LINEAR ... GOOD JOB.

Yes I agree the r values is so small but also it is negative. This has an interpretation ... think about it.

Keep in mind that this r value measures the correlation between the variables deduced from one sample " the ADD HEALTH PARTICIPANTS"

Here's the official way to interpret the p -value:

The p -value is statistically significant, as it is less than the alpha level (0.05). Therefore, we should reject the null hypothesis and accept the alternative hypothesis. This means we are 95% confident that there is an association age when one starts working a fulltime job and number of spouses AMONG AMERICAN ADULTS, with only a 5% chance of being incorrect.

You may reattempt and revise assignments for a better grade — just submit corrections by Thursday.

Assignment Comments



good attempt.

Here is my feedback:

YES AGREE THAT THE CORRELATION IS NOT LINEAR ... GOOD JOB.

Yes I agree the r values is so small but also it is negative. This has an interpretaion ... think about it.

Keep in mind that this r value measures the correlation between the variables deduced from one sample " the ADD HEALTH PARTICIPANTS"

Here's the official way to interpret the p-value:

The p-value is statistically significant, as it is less than the alpha level (0.05). Therefore, we should reject the null hypothesis and accept the alternative hypothesis. This means we are 95% confident that there is an association age when one starts working a fulltime job and number of spouses AMONG AMERICAN ADULTS, with only a 5% chance of being incorrect.

Amira Alkeswani, May 11 at 9:35pm



Hello professor! I'm actually confused about this. Even though P-value is significantly low, since the r value is not significant enough (therefore no linear relationship), considering all together, there's no association between the two variables right? In my slides, I will talk about the limitations of one sample but based on your feedback, am I supposed to say there is association? Thank you for your help!

May 19 at 10:04am



Yes, you are supposed to say that there is an association. The r-value is just evidence from the sample, and it does not need to align with the p-value.

I also recorded my response

Screen Recording 2025-05-20 at 12:14.45 PM.mov

Amira Alkeswani, May 20 at 2:25am

[Download Submission Comments](#)

Substantive Interaction: Criteria B

Assignment Feedback

Submitted: Mar 22 at 7:33pm



Assessment

Grade out of 20

18

Assignment Comments



Very Good. QUANT --->QUANT model needed a Correlation test not ANOVA.

Also, please use the first presentation measure slide to check the types of the two variables since I think your model is CAT-->CAT.

Amira Alkeswani, Mar 31 at 4:50pm

[Download Submission Comments](#)



Example Language:

Attach a PDF copy of your written Solution to the Exam

✓ Published

Assign To

Edit



Exam One – Written Submission Instructions

- Submit your **handwritten solutions** for all 10 Exam One questions you attempted it on MyOpenMath.
- Work must be **neat, legible**, and clearly numbered
- Submit as **one PDF file** only
- **Do not upload photos** — use a **scanner app** (e.g., Adobe Scan, Genius Scan, or Notes on iOS)

Points 10

Submitting a file upload

Related Items

 SpeedGrader

 Download Submissions

47 out of 48 Submissions Graded

⋮ ▾ Exams 100 100



⋮ **Exam One: Chapter One Functions**

Jun 23 | 50 pts



⋮ **Attach a PDF copy of your written Solution to the Exam**

Jun 23 | 10 pts



⋮ **Exam Two: Chapter Two (Derivatives)**

Multiple Due Dates | 70 pts



⋮ **Attach Exam Two written Solutions**

Jul 13 | 10 pts



⋮ **Exam Three: Chapter Three Integration**

Multiple Due Dates | 90 pts



⋮ **Exam Three Written Solutions**

Multiple Due Dates | 15 pts



About the Course



Emanuela
Quaglia

■ MART 362 - Intro to Digital Photography

- Modality: Online Asynchronous
- Avg Enrollment: 30 Students
- Course Length: Full Semester

MART-362-ZXH-CRN97752 · Syllabus

Fall 2024

Home

Announcements

Modules

Assignments

Discussions

Grades

Chat

Cañada Library

Cañada CARES

Cañada Tutors

WSJ Contests

ReShelf Digital Course Materials

VitalSource Course Materials

Credentials

Zoom

Title IX

Lucid [Whiteboard]

NetTutor

MART-362-ZXH-Intro. to Digital Photography-CRN 97752

Immersive Reader

View Course Stream

View Course Calendar

View Course Notifications

To Do

Nothing for now

INTRODUCTION TO DIGITAL PHOTOGRAPHY

This course is designed to be accessible to the largest extent possible. If you require an ADA accommodation, please let us know as soon as possible.

Accessibility

Get help with Canvas

Syllabus

Instructor Bio

Professor: Emanuela Quaglia
Email: quagliae@smccd.edu
Office Hour: Monday, 11:00 AM or by appointment

Mon-Fri 9AM-9PM: (844) 711-7104 - Call or text
Mon-Fri 5PM-8AM and Weekends: 1 (833) 715-2286

Download here the [MART 362 Course Syllabus](#)

[ASK YOUR QUESTIONS HERE \(Q&A\)](#)

START THE COURSE

Substantive Interaction Examples

- Feedback in Speedgrader
- Comments in Discussion Boards
- Chats



Sample Regular Feedback/Interaction - SPEEDGRADER



Dear Alex,

Thank you for your thoughtful work! Here's some feedback on your composition assignment:

- **Composition**
 - Strong use of framing and visual balance—your subject placement is effective.
 - Try experimenting with different points of view to deepen your narrative.
- **Creativity**
 - Your choice of subject feels personal and meaningful—well done!
 - Consider exploring contrast or patterns to enhance visual impact.
- **Technical**
 - Exposure and focus are well handled.
 - Be mindful of small background elements that might distract from the subject.
- **Overall**
 - You're showing great progress—keep exploring and shooting!
 - Feel free to reach out if you'd like to review any images together.

Wonderful work, Alex!

Emanuela

Dear Ann,

Thank you for submitting your composition assignment! Here's my feedback:

- **Composition**
 - You made excellent use of leading lines and space—your eye for structure is strong.
 - Try playing with asymmetry to add more dynamic energy to some of your shots.
- **Creativity**
 - Your subject choices are engaging and expressive—there's a real sense of intention behind each image.
 - Don't be afraid to push the creative boundaries even more in future work!
- **Technical**
 - Great job managing light and depth—your exposures are clean and well-balanced.
 - Watch your focus points to ensure the subject stays sharp and central to the viewer's attention.
- **Overall**
 - You're clearly developing a personal style, which is exciting to see!
 - Let me know if you'd like to discuss ideas or techniques—happy to support you.

Great work, Ann!

Emanuela



Substantive Interaction: Criteria B

Substantive Interaction: FEEDBACK



Personalized Feedback Tools:

- **Text Comments**
 - Use kind, supportive language.
 - Be specific about what worked and what can be improved.
- **Audio Feedback**
 - Personal and warm tone helps build connection.
 - Great for students who benefit from hearing tone and nuance.
- **Video Feedback**
 - Adds visual presence and personal touch.
 - Helps explain visual/artistic concepts more clearly.
- **Annotations (if enabled)**
 - Comment directly on images or PDFs.
 - Highlight areas of interest or suggestions.



Personalized Feedback Strategies:

Start with a **POSITIVE** Note

- Highlight a success or something the student did well.

Be **SPECIFIC** and Actionable

- Instead of “Nice composition,” say, “Your use of the rule of thirds really draws the viewer’s eye to the subject.”

Encourage **REFLECTION**

- Ask a follow-up question: “What would you do differently next time?”

Invite **CONTINUED DIALOGUE**

- “Feel free to email me or drop into office hours if you want to talk more about this!”

Keep a Tone **SUPPORTIVE** and Growth-Oriented

- Focus on effort and improvement, not just outcomes.



Feedback Examples

Written Assignment Comments using Speedgrader



■ Sample Feedback/Interaction: M04_Assignment #1 - Camera Setting and Creativity



Dear Olha,

Your work demonstrates a solid understanding of **shutter speed and aperture**, utilizing both techniques effectively to enhance visual storytelling.

Your photos convey a **great balance of composition, lighting, and subject matter**, and your post-processing in **Photoshop Camera Raw** helps refine the final presentation.

Below is detailed feedback for each of your images.

1. Freezing Action (Shutter Speed) – Image 1

Photo: Young girl on the beach with waves in motion

Master Photographer Inspiration: Richard Misrach

✓ Strengths:

- Excellent use of a **fast shutter speed** to freeze both the subject and the waves in crisp detail.
- The warm, golden lighting enhances the natural tones and creates a **beautiful, inviting atmosphere**.
- The subject's **expression feels natural and engaging**, adding a strong storytelling element.

💡 Constructive Feedback:

- Adjusting the **exposure slightly in Camera Raw** could balance the highlights on the face to prevent overexposure in sunlit areas.
- Experimenting with a **slightly lower angle** could create a stronger **connection between the subject and background elements**.



2. Blurring Motion (Shutter Speed) – Image 2

Photo: Ocean waves crashing near a rock formation

Master Photographer Inspiration: Richard Misrach

✓ Strengths:

- **Great execution of motion blur**, allowing the movement of the water to be soft and ethereal.
- The **composition is well-balanced**, with the rock formation serving as a strong focal point.
- The **subtle reflection in the wet sand** adds depth and visual interest.

💡 Constructive Feedback:

- A **longer exposure time** (if available) could enhance the **smoothness of the water blur** even more.
- Increasing the **contrast and shadows slightly in Camera Raw** might add more definition to the rock's texture.





3. Great Depth of Field (Aperture) – Image 3

Photo: Sunset over a coastal cliffside

Master Photographer Inspiration: Richard Misrach

✓ **Strengths:**

- Excellent use of a **small aperture (high f-stop)** to keep the entire landscape in focus.
- The **sunset lighting is beautifully captured**, with a strong sense of warmth and drama.
- The **composition is very strong**, with the cliff's leading lines guiding the viewer toward the ocean horizon.

💡 **Constructive Feedback:**

- A small increase in **sharpness and texture** on the foreground might add extra depth.
- Experimenting with **different white balance settings** could slightly enhance the warmth of the sky without oversaturating the blues.



4. Shallow Depth of Field (Aperture) – Image 4

Photo: Portrait of a woman in natural lighting

Master Photographer Inspiration: Richard Misrach

✓ Strengths:

- Fantastic use of a **wide aperture (low f-stop)** to create a soft, blurred background, drawing attention to the subject.
- The **natural lighting on the subject's face** is flattering and creates an intimate, warm feel.
- The composition keeps the **subject slightly off-center**, adding a dynamic yet balanced aesthetic.

💡 Constructive Feedback:

- Slightly **reducing the brightness on the subject's face** could make the lighting more even.
 - Softening the **background shadows subtly** in Photoshop could improve contrast while maintaining the natural look.
-



Final Thoughts & Summary

Your set of images successfully captures the **intended technical and artistic elements of the assignment**. You've made great choices in terms of **lighting, framing, and post-processing adjustments**, resulting in visually appealing and well-balanced compositions.

Next Steps for Growth:

- ✓ Experiment with **longer shutter speeds** for an even more dramatic motion blur effect.
- ✓ Use **local adjustments in Camera Raw** to fine-tune lighting on faces and high-contrast areas.
- ✓ Continue refining **composition techniques** by incorporating more leading lines and unique angles.

 **Excellent work! Congratulations!** 

Emanuela

Emanuela Quaglia, Mar 12 at 8:04am



Student's Thankful Response to Substantive Feedback



Hi,

Thank you for your constructive feedback! I will work on these and apply your suggestions . . . I was thinking about incorporating some of them in the Honors Project: Time is Intimately (H)/Ours . . .



Mar 22 at 12:36pm

[Download Submission Comments](#)



Student's Thankful Response to Substantive Feedback



To: ☒ Quaglia, Emanuela

Thursday, May 22, 2025 at 6:50 PM

Dear Professor Emanuela,

I was completely taken aback by your generous words for my final—thank you so much. I'm deeply touched and truly honored by your feedback.

Your support has meant everything to me this semester. I would not be where I am without your encouragement and the extra effort you made to make space for me in your class, despite the many hurdles along the way.

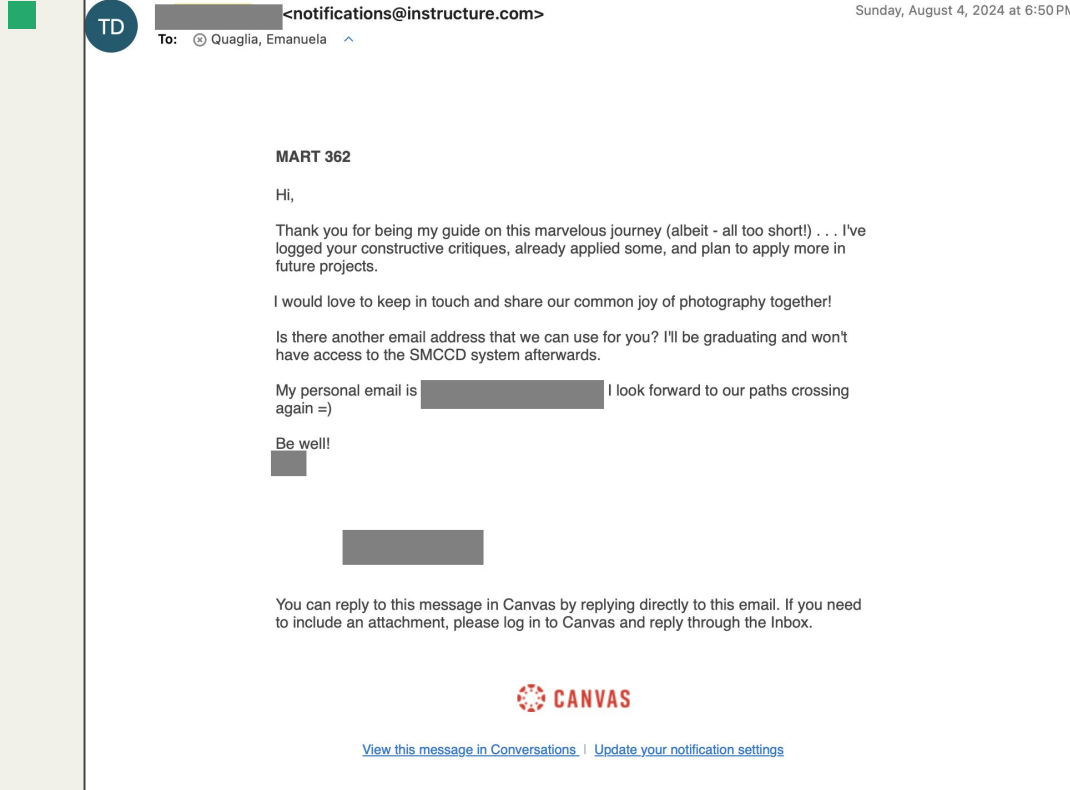
Your kind of care and belief gave me the courage to grow and keep pushing forward. It really tested what I thought I could handle—in positive ways.

Thank you for creating the kind of environment where students can thrive. You really support us like no other. I'm so grateful to be under your tutelage. I look forward to seeing you soon and continuing progressing with menlo studio. Thanks again for your unwavering support. I hope you get some r&r this summer!

With love and appreciation,



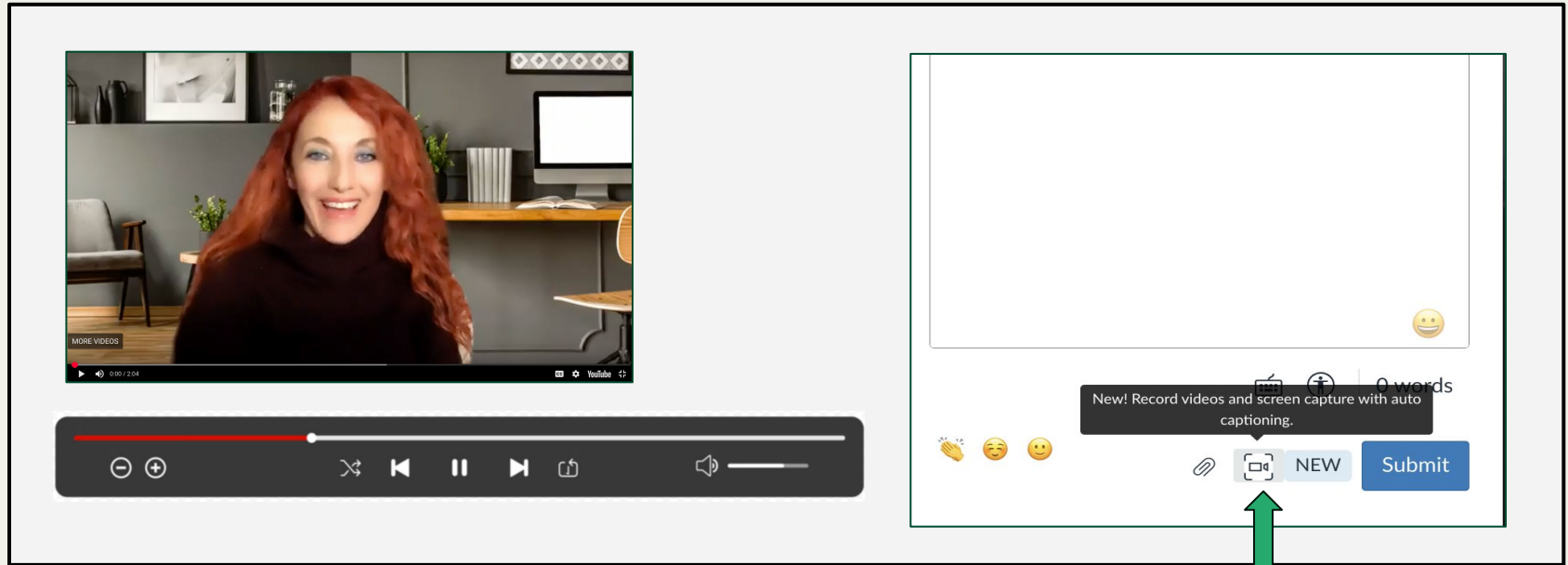
Student's Thankful Response to Substantive Feedback



Feedback Examples

Audio/Video Assignment Comments using Speedgrader

Example Video Feedback in Speedgrader



The image shows a video player on the left and a feedback interface on the right. The video player displays a woman with red hair smiling in a modern office setting. Below the video is a standard playback control bar with a progress slider, play/pause, and volume controls. The feedback interface on the right features a large white text area for comments, a smiley face emoji, and a 'Submit' button. A green arrow points to a 'NEW' button, which is highlighted by a tooltip that reads: 'New! Record videos and screen capture with auto captioning.' The interface also includes a paperclip icon for attachments and a '0 words' counter.

How to Record Audio Feedback in SpeedGrader



1. Go to SpeedGrader

- Open your course in Canvas > navigate to **Grades** or **Assignments** > click the assignment you want to grade.
- Open **SpeedGrader** for the student you want to give feedback to.

2. Locate the Comment Box

- In the “**Assignment Comments**” text box, you’ll see a **media icon** (looks like a **play button inside a square**)

3. Click the Media Icon

- This opens the **Upload/Record Media** window.

4. Choose “Record Media”

- Click the tab that says “**Record Media**” (sometimes the default is “Upload Media,” so switch it).
- You can then record **audio** (or video) using your device’s microphone.

5. Start Recording

- Click the **record button** (red circle) and speak your feedback clearly and supportively.
- Click “**Finish**” when done.

6. Review and Save

- Click “**Save**” to attach the recording to the student’s feedback.

7. Submit



Student's Thankful Response to Video Feedback



From: [REDACTED]
Date: Tuesday, March 22, 2022 at 4:52 PM
To: Quaglia, Emanuela <quagliae@smccd.edu>
Subject: Thank you! Web Gallery assignment

Hello again,
Got up early and while I was "fresh" watched your video demonstration once. Then I set up my ipad right next to my computer and listened to it again as I followed along. yay! I made a site. Needs work but at least it is a start.

[REDACTED]
2 adjustment questions?

- 1) how to have less space at the bottom of the gallery page
 - 2) how to make the last section (with ggbridge) smaller all together?
- thank you, your video was great!

[REDACTED]

About the Course



Tracy
DeHaan

■ SOCI-100-Introduction to Sociology

- Modality: Online Asynchronous
- Avg Enrollment: 42 Students
- Course Length: Full Semester



Substantive Interaction: Criteria B

Annotated Feedback

Magazine Data Collection Sheet

Women's Data - Magazine Title:

Ad	Product advertised	Type of human bodies (if present): race, gender, age, body type	Relevant (gendered) text on the ad	Gendered implications of the ad.
1	Pharmaceutical Drug	Female women, of ethnic background - potentially Latin, Overweight, early to mid 40's	Help Heal Your Skin From Within Get ahead of eczema and show more skin Real patient is named in add.	Feminine Florals, lattices with pink, orange, red variations of color. A women with a green/blue gradient dress, red lipstick and diamond earrings and bracelet.
2	Deodorant	N/A	Great skincare shouldn't stop at your face Helps restore underarm skin to its best conditions	Feminine colors and themes. Gold, subtle pink and a dispenser dispensing liquid gold. The background has a subtle pink hue.

Dr. Tracy DeHaan

Good job sticking to the product type in this column.

Dr. Tracy DeHaan

This is a good observation of the imagery, but be sure to talk about the text too! How is showing more (clear) skin associated with femininity?

Dr. Tracy DeHaan

What about the text? How does this assume women need to care about their skin? That they have a face care routine? That they shave their underarms?

[...]

Substantive Interaction: Criteria B

Grading & Rubric Comments

Data Sheet Collection and Analysis Assignment (1)		Assignment Comments
Criteria	Ratings	
Column 1 (Product) view longer description	A You have included specific product information for each cell.	 For this assignment, you get full credit for trying, so be sure to consider any comments below. You'll want to consider them as you move into part 4 where you will be assessed for the content of what you submit. Reach out if you have questions. Several of these are not ads (rows 4 and 5). If you include data not related to ads in part 4, you'll lose credit. So, make sure you stick strictly to advertisements. Column 1: Good job! Column 2: Make sure you collect all four data points for every body present. I also recommend having a separate line for each body. You'll thank me for this suggestion when you calculate your stats in part 4. Column 3: You're missing some key text that gets at gendered messaging! Be sure to include that. For example, row 2 includes language around 'reigning supreme,' which implies that women gain power through wearing makeup. We'd never give men this same message! Column 4: I'm craving a more critical eye in this column. Think about more of the stereotypes and problematic assumptions these ads are making. Be sure to consider the product type, bodies, text, and imagery in your analysis.
Column 2 (Bodies) view longer description	A You included all four data points for all bodies present within the ads. If there were no bodies, you included N/A in the cell. Comments Great job being thorough on this! It's good you entered each data point for each body separately. This will make calculating your descriptive stats much more efficient.	
Column 3 (Text) view longer description	A You included relevant text from the ad. You put N/A in the cell when there was no text in the ad. Comments Good job including relevant text.	
Column 4 (Implied Message) view longer description	B You may have described how the ad upholds expectations for what it means to be a man or a woman, but you didn't take into consideration the product, body, and text in drawing your conclusions. Comments You've made some excellent observations! I've left you some annotated comments to get you thinking more deeply about some of these. I also posed questions on ads that you claimed didn't have a gendered message (rarely the case).	

Substantive Interaction (A & B)

Q & A

Substantive Interaction: Criterion C

Providing Information or Responding to Questions about Course Content

Substantive Interaction: Criterion C

■ Criterion 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.	Periodically provides substantive information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Consistently 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, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

RSI Self-Assessment for Online Faculty

Substantive Interaction: Criterion C

■ Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

<u>RSI Rubric Criteria</u>	RSI Components - Please check <i>all that apply</i> to your online course. - Components are listed in <u>ascending order of importance</u>. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) - Please check <i>all that apply</i> to your online course. (*) might not be visible to reviewers
C –Providing information or responding to questions about the content of a course or competency.	☐ Instructional content (lectures, audio, video) clearly created by instructor Note: Third party tools are not included. ☐ Additional substantive content from various sources (e.g., sent periodically via Announcements) ☐ Occasionally ☐ Frequently ☐ Substantive responses to student questions ☐ Timely ☐ In-depth (beyond the scope of the question) ☐ Posting announcements with student comments enabled to create additional opportunities for substantive interaction ☐ Periodic reminder announcements about instructional content and reaching SLOs ☐ Encouraging student participation and question asking ☐ In-depth content analysis (e.g., connections to previously covered topics, trends in assignments, trends in student questions, key concept highlights) Note: Only SUBSTANTIVE information and responses count (those that contain content-specific language).	☐ Module Pages with original content ☐ Lectures ☐ Audio ☐ Video Note: Third party tools are not visible to the reviewers. ☐ Lectures within Pages ☐ Presentations (Powerpoint or Google Slides) ☐ Lecture recordings (Panopto) ☐ Interactive lectures ☐ Announcements providing additional meaningful content ☐ Addressing student questions ☐ Q&A Discussion Forum that instructor monitors and contributes to (visible to all) ☐ Announcements (question trends) ☐ Canvas Inbox (private)* ☐ Pronto* ☐ Communication Plan (found in Syllabus/Introductory Module) ☐ Clearly describes expectations for receiving content information and instructor responses, for example how & when.

About the Course



Amira
Alkeswani



■ MATH-200-Elem. Probability & Statistics

- Modality: Asynchronous
- Avg Enrollment: 35
- Course Length 17 Weeks

■ MATH-241-Business Calculus I

- Modality: Asynchronous
- Avg Enrollment: 45
- Course Length 6-Weeks

Substantive Interaction: Criterion C

Assignment Comments

Week 3 Material : Explanatory Data Analysis-Code Books

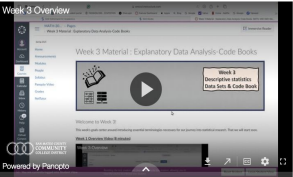


Welcome to Week 3!

This week's goals center around introducing essential terminologies necessary for our journey into statistical research. That we will start soon.

[Week 1 Overview Video \(4-6 minutes\)](#)

Week 3 Overview



Module Outcomes

At the end of Module 3, you will be able to:

1. Understand the definitions and distinctions between the primary branches of statistics:
 - a. Descriptive statistics and inferential statistics.
2. Understand the definitions and distinctions between two essential tools for organizing collected data: Data Sets and Codebooks. This includes becoming familiar with items such as Variables, Units of observation, Identifiers, and Frequency tables within a data set and codebook.

Week 15 Overview

Watch/Read: **Do:**

[Textbook: Passion Driven Statistics: Chapter 2](#)

[Read Data Sets & Codebooks](#) [Concord Quiz: Chapter 2: Data Sets & Codebooks](#)

[Descriptive Statistics & Inferential Statistics](#) [Discussion Week 3: Explanatory Data Analysis\(EDA\)](#)

Course Q & A Forum!

Instructions

If you have any questions about this course, please post them here. It is likely that someone else has the same question too! Use this space to ask your question or provide an answer if you know it! I will also be monitoring this discussion forum and answering your questions within 48 hours.

(Highly recommend posting your questions or concerns about the material here. This is a sign of good participation 🍌)

This is an optional and ungraded forum.

This topic is closed for comments.

Deleted by Andreia Morais
Deleted Apr 6 7:37pm

Amira Aksewani (Teacher)
Mar 13 1:24pm

The video guiding you on coding your variables is embedded within the assignment. [Draft Your First Presentation](#)

👍 Like | 📌 Mark as Unread

Deleted by Fanny Gutierrez
Deleted Mar 5 3:32pm

[Redacted] (m)
Mar 1 6:03pm | Last reply Mar 3 11:15am

Hi everyone,

I'm a bit behind and feeling lost with the presentation.

I can't seem to find the link where the professor explains step-by-step how to write this presentation. Could someone please share it with me?

Also, just to confirm, for today we only need to post our presentation as a draft and comment on other people's presentations, correct?

Thank you!

👇 Hide 2 Replies, 1 Unread | 👍 Like | 📌 Mark as Read

Test Student
Mar 2 8:41am

Hi Andreia,

You can find the first presentation details | General Instructions, video recording that explains each single slide requirements AND EXAMPLES by the end of the video in the Last Module

[Presentation Template & Instructions](#)

Announcement Feedback



Amira Alkeswani AUTHOR | TEACHER



Created Mar 11 8:18am | Posted Mar 11 8:18am

Major confusion in computing probability & Rolling Dice Assignment is extended - Desmos Calculator.

Hey everyone,

I noticed some confusion with computing the probability (particular is using addition rule and product rule) in Part One/ week 8 discussion. I'll be sending private feedback if you had any mistakes and where they happened. I'm also [attaching](#) ↓ the answer key so you can check your work.

The **Rolling Dice Assignment** deadline is extended until today.

For this week's assignment, you'll need to use the **Desmos Calculator** to compute **CDF and percentile**. If you need help, check out the video or drop by my office hours at **5 PM** today—we can go over it together!

This topic is closed for comments.

Substantive Interaction: Criterion C

Assignment Comments

Research Question

← ⋮

**Amira Alkeswani,** 
MATH-200-OKH-Elem. Probability & Statistics-CRN 31358
Feb 20, 2025 at 12:26pm

There should be no issues if we choose the two variables from the same section.

The latest question is very good also.


MATH-200-OKH-Elem. Probability & Statistics-CRN 31358
She/Her/Hers
Feb 19, 2025 at 11:14pm

Hi Professor Amira Alkeswani,

I am sorry I am getting back to you late. I have been working 12 hour shifts these past two days. As for your suggestion, I am hesitant to use those two variables because they are from the same section (Section 4). I thought we had to choose from two different sections within the handbook? I did get a chance to read over your suggestions and have been reading the handbook on and off to try to find a consensus. I think I may have found one, but would like to know if it's okay with you. I was looking at Section 4 and 25. "Is there an association between an individual's perception of their general health and how often they walk for exercise?"

[Screen Shot 2025-02-17 at 8:28:11 PM-1.png](#)

[Screen Shot 2025-02-19 at 11:10:50 PM.png](#)

**Amira Alkeswani,** 
MATH-200-OKH-Elem. Probability & Statistics-CRN 31358
Feb 19, 2025 at 12:40pm

 😊

**Amira Alkeswani,** 
MATH-200-OKH-Elem. Probability & Statistics-CRN 31358
Feb 19, 2025 at 12:39pm

H 

Absolutely, you can change your research question. Here is my feedback on the question you proposed:

"Is there an association between an individual's perception of their general health and reported health conditions?"

It is unclear what specific "reported health conditions" you are considering. Why did you select blood pressure as the variable to represent "reported health conditions"?

If you wish to keep this question, you need to refine it by clearly defining what "reported health conditions" includes.

Alternatively, you could reframe the question by replacing "reported health conditions" with "blood pressure" if that is your intended focus. The two variables that you attached a copy of their tables will do the job.

About the Course



Tracy
DeHaan

■ SOCI-100-Introduction to Sociology

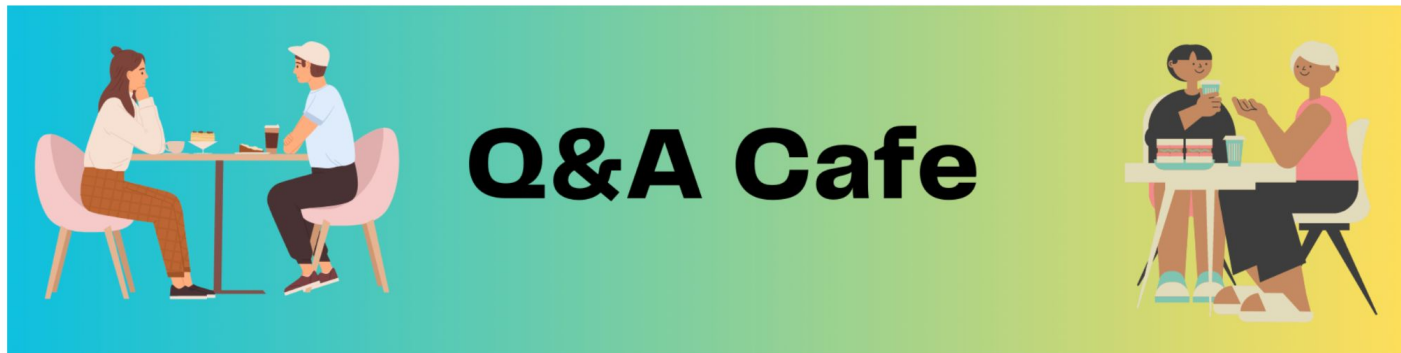
- Modality: Online Asynchronous
- Avg Enrollment: 42 Students
- Course Length: Full Semester



Substantive Interaction: Criterion C

Q&A Discussion Board

Question & Answer Café



Stop in any time to ask questions about course content or assignments, share course-related information, or report a technical issue like a broken link. If you know the answer to a classmate's question, please reply! For personal issues such as grades, please send me a message in Canvas Mail.

Note: This discussion is optional and ungraded.

Reply

Instructional Content

Introduction

In this lecture video, I explore some of the key arguments made in Kimmel's chapter *Guyland*. I'll encourage you to see how this social realm is exclusionary, as well as toxic for most people in society. I'll argue that Guyland is a highly structured environment that encourages particular types of men in society to conform to ideals of hegemonic masculinity.

I recommend taking notes as you watch and paying special attention to the key terms in the [study guide](#).

Viewing time: 5m40s

You can also [view this video outside of Canvas](#) ↗.

Guyland



- Structured → Social → Pervasive
- "Normative" stage of life for men
 - Middle class, straight
 - Adolescence and adulthood
- Peer influenced
 - Guy code
- Toxic Masculinity
 - Homophobia
 - Violence against women

Content-Specific Announcements

This Week

We'll consume our last content module of the semester this week! [Module 13](#) explores the subfield of family sociology. What is family? How that's defined depends greatly on where you are in history and where you are in the world (time and place). This variation reveals that family is a social construction. Then, we'll explore gender inequality in the family and how it's linked to the globalization process we learned about a few weeks ago.

I came across this short video on transnational families. We'll read an article about the mothers of transnational families. This documentary interviews the mothers, fathers, and children of transnational families. So, I thought this complemented the module materials nicely. It's not required, but check it out if you get a chance.

Viewing time: 11m15s



Substantive Interaction: Criterion D

**Facilitating a group discussion
regarding the content of a
course or competency**

Substantive Interaction: Criterion D

■ Criterion 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.	Periodically provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Consistently provides comments or guidance in discussions to enhance course content/competency mastery.	Frequently provides comments or guidance in discussions, such as to pose questions, propose alternative viewpoints, connect ideas, and encourage students, in order to enhance course content/competency mastery.

RSI Self-Assessment for Online Faculty

Substantive Interaction: Criterion D

■ Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

<u>RSI Rubric Criteria</u>	RSI Components - Please check <i>all that apply</i> to your online course. - Components are listed in <u>ascending order of importance</u>. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) Please check <i>all that apply</i> to your online course.
D – Facilitating a group discussion regarding the content of a course or competency	☐ Content Discussions Instructor provides prompts, questions, suggests topics etc. ☐ Whole class discussions ☐ Smaller group discussions ☐ Discussions distributed regularly through the semester ☐ Q&A Forum Students ask substantive questions for the instructor to answer. ☐ Instructor contributes meaningful (substantive) discussion comments ☐ Occasionally ☐ Frequently ☐ Timely (per Communication Plan) ☐ Instructor contributes highly-developed discussion elements for students to master course content ☐ Provides guidance/tips/discussion flow ☐ Offers alternative viewpoints ☐ Connects ideas (discussion-wide or course-wide) ☐ Encourages students who might be struggling Note: Only SUBSTANTIVE discussion comments count (those that contain content-specific language).	☐ Canvas Discussions ☐ Comments on main thread (visible to all) ☐ Comments to individual student posts (visible to all) ☐ Assignment comments to individual students via Discussion SpeedGrader (private) ☐ Announcements (summarize discussion trends) ☐ Communication Plan (found in Syllabus/Introductory Module) Clearly describes expectations for receiving instructor comments within discussions, for example which discussions and how frequently.

About the Course



Amira
Alkeswani

■ MATH-200-Elem. Probability & Statistics

- Modality: Asynchronous
- Avg Enrollment: 35
- Course Length 17 Weeks

■ MATH-241-Business Calculus I

- Modality: Asynchronous
- Avg Enrollment: 45
- Course Length 6-Week



Substantive Interaction: Criterion D

Content Specific Discussions

▼ Discussion	
	Discussion: Write your Research Questions. Dot Plot Due Feb 18 at 11:59pm 20 pts
	Discussion-Introduce yourself 🌟👏! Due Jan 19 at 11:59pm 20 pts
	Discussion - Statistical Graphs. Due Jan 31 at 11:59pm 20 pts
	Discussion; Explanatory Data Analysis Due Feb 2 at 11:59pm 20 pts
	Discussion: Literature Review- Explanatory Data Analysis (Box Plot). Due Feb 24 at 11:59pm 20 pts
	Discussion: Univariate Graphing & First Presentation Draft. Due Mar 3 at 11:59pm 20 pts
	Discussion: Read Add Health Codebook - Categorical Variables Bar Graphs. Due Feb 9 at 11:59pm 20 pts
	Discussion - Normal Distribution- Empirical Rule! Due Mar 18 at 11:59pm 20 pts

Discussion Prompt

Sample Prompt

Welcome to Week 10 Discussion!

This discussion aims to guide you in verifying the steps needed to examine the association between your two variables. We are supposed to make several decisions before we discuss how mathematics will assist us in verifying an answer to your question. This step is crucial since your final presentation depends on your planning.

- Please read and review the previous Canvas pages to respond to the discussion prompt.

POST TO THE DISCUSSION

1. List the steps required to examine the association between two variables in statistics.
2. How many types of causal models do we have?
3. How many statistical tests do we have?
4. What is your research question?
5. What is the explanatory variable, and what is the response variable in the association you are studying? Explain the rationale behind your choice.
6. Define your causal model by identifying the explanatory variable and the response variable in the association you are studying. Then draw the causal model by adding an arrow connecting the two variables: using the variable names and their types. For example, (WEIGHT ----> AGE, QUANT ----> QUANT).
7. According to your model, do you need to collapse your variables? What type of bivariate graph do you need, and what type of statistical model do you need?

Discussion Responses



Feb 22 11:38pm | Last reply Feb 24 10:39pm

1) My research question is "Does physical activities affect behavioral sleep patterns" I am using section 7's sleep patterns and section 25's daily activities as both are numerical data

2) In some articles, while they do argue that physical activities do affect sleep patterns, some argue it is beneficial as the sleep quality is directly affect by the amount of stress/activities the body must go throughout the day.

Primary: <https://pmc.ncbi.nlm.nih.gov/articles/PMC10503965/> written by Majd A Alnwawar, as they wrote their research about the affects of physical activities and the impact on sleep quality as if it can lead to long term sleeping disorders or any unhealth sleep patterns. Overall this paper provides information like the benefits of physical activities and benefits of sleeping and how they are in direct correlation with each other as without quality sleep someone can not provide their complete energy as quality sleep is what helps regain energy from fatigue. They even highlight that the risk of sleep disorders are higher if people are not participating in daily physical activities.

Secondary: <https://www.sleepfoundation.org/physical-activity> written by Danielle Pacheco and Heather Wright, they highlight the benefits of sleep overall and while the information is repetitive from the other article. This article takes a different approach as they try to provide examples and methods that will enhance sleep quality overall and then provide the benefits to health in general to why exercising is good for the body as it regulates sleep patterns in order for the body to reduce the risk of sleeping disorders.

3) Min = 8, Max = 25, Q1 = 13, Median 16, Q3= 18, IQR= 5, Skewed towards the left of the dot plot.

4) I plan to constantly keep recording until I hit the 7-8 minute presentation. I will also use graphs and pictures that will tie in my analysis and support my research question as a whole. Overall I plan to follow the slides requirements as a guideline in order to obtain the maximum amount of points.

✓ Hide 2 Replies, 1 Unread | ↩ Reply | 👍 1 Like | ✉ Mark as Unread



Amira Alkeswani Teacher

Feb 23 7:15pm

Hi [redacted],

Great resources! Let's stick with this format for the research question:

"Is there an association between ____ and ____?"

It ties in nicely with the inferential stats we'll be covering soon, which is *hypothesis testing*.

Substantive Interaction: Criterion D

Discussion Responses

[View Availability](#)



Amira Alkeswani AUTHOR | TEACHER

Created Apr 18 9:31pm | Posted Apr 18 9:31pm | Last edited Jul 2 3:52am

Discussion

Hi all,

We're still chatting about Chi-squared hypothesis testing, so feel free to jump in—share your thoughts, ask questions, or just drop a quick comment. I'd love to hear what you're thinking!

Really great stuff in the discussion this week. Thank you for all the awesome work..

For your two insightful sentences, check out Lauren's post—

I love how she used the data to dig deep into the association. Also, Me Me for asking a great question about the Chi-squared value.

Make sure to take a look—these kinds of questions will come up again when you're working on those final presentation slides.

Talk to you later ...

This topic is closed for comments.

AM

Andrea M. [redacted]



To: Alkeswani, Amira

Fri 4/25/2025 10:17 AM

Hi Professor Amira,

Thank you so much for extending the deadline for this week's work, I really appreciate it.

I am currently working on my final project and watching your videos for guidance. I wanted to ask if you will be able to provide **feedback** on our last assignment before we submit the final project. Receiving your **feedback** would be incredibly helpful to ensure we are on the right track.

Thank you again, and I hope you have a wonderful and blessed day!

[redacted]

Question 4

Not yet graded / 5 pts

Any final thoughts for Amira? How can you offer constructive feedback to help her improve as an instructor?

Your Answer:

Thank you so much for the work you've put into making this course a possibility. I can tell you really care about your students, as you always respond to discussions and emails. It feels quite counterintuitive and tedious to require responses to other people's discussion posts, I feel that giving responses to other students is not beneficial in a math course, considering most answers are objective. That being said, I found your responses helpful and appreciate that you always give extensive explanations during office hours, and that made the course thoroughly enjoyable. It helped me realize that I am more capable of math than I had initially believed.

About the Course



Emanuela
Quaglia

■ MART 362 - Intro to Digital Photography

- Modality: Online Asynchronous
- Avg Enrollment: 30 Students
- Course Length: Full Semester

MART-362-ZXH-Intro. to Digital Photography-CRN 97752

INTRODUCTION TO DIGITAL PHOTOGRAPHY

This course is designed to be accessible to the largest extent possible. If you require an ADA accommodation, please let us know as soon as possible.

Accessibility [↗](#)

Get help with Canvas [↗](#)

Syllabus [↗](#)

Instructor Bio

Professor: Emanuela Quaglia
Email: quagliae@smccd.edu
Office Hour: Monday, 11:00 AM or by appointment

ASK YOUR QUESTIONS HERE (Q&A)

START THE COURSE

Q&A and Weekly Discussions Boards



Regular Interaction in Q&A Discussions

MART-362-OLH-CRN53427 > Modules

63 View as Student

Summer 2025

Home

Announcements

Discussions

Modules

Assignments

Grades

People

Chat

Cañada Library

Cañada CARES

Syllabus

Quizzes

Rubrics

Files

BigBlueButton

Pages

Outcomes

Collaborations

New Analytics

Lucid (Whiteboard)

NetTutor

Settings

Collapse All

View Progress

✓ Publish All ▾

+ Module

⋮

⋮ ▾ Getting Started

⋮ ✓ ▾ + ⋮

⋮ Communication and Questions

⋮ ✓ ⋮

⋮ 🗨️ 🔥 🔥 ___ Q&A Forum ___ 🔥 🔥

⋮ ✓ ⋮

⋮ 🗨️ 🔥 🔥 ___ Student to Student - Discussion Forum 🔥 🔥

⋮ ✓ ⋮

⋮ Introduction and Welcome

⋮ ✓ ⋮

⋮ 📄 📖 ___ Welcome!

⋮ ✓ ⋮

⋮ 🔗 📖 ___ MART 362 - Course Syllabus

⋮ ✓ ⋮

⋮ 🔗 📖 ___ MART 362 - Communication Plan

⋮ ✓ ⋮

⋮ 📄 📖 ___ Course Guide

⋮ ✓ ⋮

⋮ 📄 📖 ___ Statement of Teaching Photograph

⋮ ✓ ⋮

⋮ 📄 📖 ___ Meet Your Course Professor

⋮ ✓ ⋮

⋮ 📄 📖 ___ Online Course Netiquette

⋮ ✓ ⋮

Regular Interaction in Q&A Discussions

Fall 2024

Home

Announcements

Modules

Assignments

Discussions

Grades

Chat

Cañada Library

Cañada CARES

Cañada Tutors

WSJ Context

RedShelf Digital Course Materials

VitalSource Course Materials

Credentials

Zoom

Title IX

Lucid (Whiteboard)

NetTutor

MART-362-ZXH-CRN97752 > Discussions > 🔥 ___ Q&A Forum ___ 🔥

+ View Split Screen

Expand Threads

All

Search entries or author...

Newest First

🔥 ___ Q&A Forum ___ 🔥



DISCUSSION
QUESTIONS AND ANSWERS

How to use this discussion forum

Use **this** discussion to ask course-related questions. Along your journey, you may have questions about a topic, or you may just need some clarification about an aspect of the class. If so, jump in and ask it here.

Questions about the course content

If it is a question with one of the content pages and/or assignments, please be sure to identify the location of the page as thoroughly as possible so we may help clarify promptly. Providing a hyperlink helps expedite our response.

Frequency of responses to your questions

If you know the answer to a classmate's question, do not hesitate to jump in! I will **reply within one business day Monday through Friday**. I do observe weekends, so if you ask a question on Saturday the soonest you'll have an answer is Monday.

If you need to ask personal questions

If you have a personal question or concern about the class that you'd like to speak with us about, for example your grades, etc., please send us a private message via the Inbox or email me directly. Do not ask questions of personal or private nature in this discussion forum.

Regular Interaction in Q&A Discussions

Instructor's Response

The text book orrielly link says "refused to connect" after I logged in to my smccd account.

Hide 3 Replies | Reply | Mark as Unread



Emanuela Quaglia Teacher

Jun 19 12:40am | Last edited Jun 19 1:30am

[View History](#)

Hello [redacted]

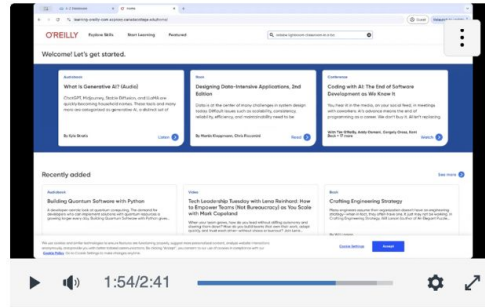
Thank you for your question.

The free e-book is available through our college library, but it's limited to **SMCCD students**, so after you log in using your **school email** you should be able to access it.

I've recorded a quick video showing you exactly how I log in. I hope it's helpful!

If you still run into this issue, I advise you to try to change the browser. If the issue does not get solved, you should contact [our college library](#) ☺. I am sure that they will be able to help.

Thanks again, [redacted]
Emanuela



Regular Interaction in Q&A Discussions

Student's Appreciation Comment



Jun 19 10:21am

Morning Emanuela,

Thanks a lot for showing me the oriielly access from Canada Library directly! It works. The embedded page doesn't work for me for some reason. I use Chrome.

Quizlet also looks good now.

Best, 

[↩ Reply](#) | [✉ Mark as Unread](#)



Emanuela Quaglia Teacher



Jun 19 3:22pm

Thanks, 

I am glad to hear that the access to the school library works.

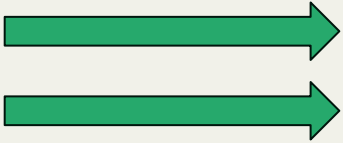
About *Quizlet*, I advise you to use the external link provided instead of the embedded activity. It is possible that you have a security setting doesn't not allowed the embedded file to display on your browser.

Enjoy the learning, 

Emanuela

[↩ Reply](#) | [✉ Mark as Unread](#)

Regular Interaction in Weekly Discussions



▼ MODULE 1 (Jun 9th-15th) - INTRODUCTION - Icebreaker and Canvas Overview	✓	+	⋮
Module 1 - OVERVIEW	✓		⋮
🧠__MODULE 01 - LEARNING RESOURCES	✓		⋮
📄 🧠__M01_Watching #1: Canvas LMS Overview	✓		⋮
🏃🔥__MODULE 01 - LEARNING ACTIVITIES/ DISCUSSIONS/ACTION STEPS	✓		⋮
🗨️🔥__M01_Discussion #1: Getting Started Discussion - Ice Breaker Jun 15 20 pts	✓		⋮
🗨️🔥__M01_Discussion #2 - Create Your Technology Backup Plan Jun 15 20 pts	✓		⋮
🗨️🏃__M01_Activity #1: Getting Set Up on Zoom! Jun 15 20 pts	✓		⋮
🗨️🏃__M01_Activity #2: Accepting Terms of Syllabus Jun 15 20 pts	✓		⋮
🗨️👋__MODULE 01 - ASSESSMENTS/EVALUATION	✓		⋮
🗨️📝__M01_Quiz #1: Syllabus Quiz Jun 15 10 pts	✓		⋮
🗨️👋__M01_Assignment #1: Student Information Sheet Jun 15 20 pts	✓		⋮

Regular Interaction in Weekly Discussions

Ice Breaker Example

__M01_Discussion #1: Getting Started Discussion - Ice Breaker



DISCUSSION INTRODUCTIONS



To get things moving along this week, let's start off with a simple icebreaker.

Discussion Description

Respond to this discussion prompt. Please type the following in the "Reply" box:

1. Please introduce yourself to the class.
2. What's your Major? What's your career goal? (optional)
3. Provide three statements that will tell us more about who you are; but, include one that isn't true.
4. Provide at least one interesting fact about yourself
5. Include why you are taking the course, and what you expect to get out of it.
6. Publish one of your favorite images (an image that you took) and tell us why you like it
7. Publish an image representing yourself – think FB avatar
8. Share the name of your favorite photographer or photographic movement and explain the reason why you like it.

Note: When you post your images, please, use the "Embed Image" button in the rich text editor, and embed the images to your posts. You can check this article if you wish to have clear instructions about it: [How to Embed an Image to a Discussion Post](#).

Please reply to at least two of our classmates' posts. Try to guess which one of your classmates' statements is false by asking questions. You may also discuss how your exceptions for the course are similar or vary.

Grading Rubric

This introduction is worth a maximum of 20 points. Your Introduction will be graded using the rubric **M01 Discussion: Introduction Rubric**.



To view the rubric click on the icon with the three dots at the top right corner of this discussion.

Reply

Regular Interaction in Weekly Discussions

Ice Breaker Example

Instructor's Post

**Emanuela Quaglia** Teacher

Jun 9 9:37am | Last edited Jun 9 10:58am | Last reply Jun 15 2:04pm
[View History](#)

Hello everyone!

My name is Emanuela, and I'm really excited to be in this class with all of you. I am originally Italian from Florence, but live in the Bay Area and I share my life with a wonderful dog named Petra. She's an Australian Shepherd and truly my best friend.

Major & Career Goal:
I have a strong background in the visual arts and education. My passion lies in the intersection of creativity, teaching, and digital storytelling.

Three Fun Facts (One is not true – can you guess?):

1. I've photographed a sunrise over the Grand Canyon.
2. I won a few agility competitions.
3. I've lived and taught art and design in different countries.

An Interesting Fact About Me:
I once took a 3-months solo road trip up in the south of India. Such a magical experience!

Why I'm Taking This Course:
I truly believe we never stop learning, and every class that I teach is a new wonderful opportunity to grow and connect for me too.

Favorite Image I've Taken:



I have so many favorite images, it's always hard to choose just one! But this particular photo holds a very special place in my heart. I captured it during Carmen Consoli's visit to San Francisco for her *Eco di Sirene* tour. As the photographer for the Italian Consulate, I had the incredible honor of documenting her visit. It was such a meaningful and unforgettable experience—especially because I've been a fan of hers since I was a teenager. Carmen is hugely popular in Italy, and being able to photograph her felt like a beautiful full-circle moment.

Regular Interaction in Weekly Discussions

Ice Breaker Example

Instructor's Post

Image Representing Me:



This digital painting represents me and my beloved dog, Petra.

I created it a few months ago while teaching the Digital Painting course, and it holds a very special place in my heart. I'm so grateful for her presence in my life—she's a true blessing.

Favorite Photographer / Movement:

I really admire Dorothea Lange. Her ability to tell powerful human stories through documentary photography is so moving. I love how her work blends artistry with purpose, capturing raw emotion in a single frame.

Looking forward to learning and creating alongside all of you!

Warmly,
Emanuela

Regular Interaction in Weekly Discussions

Ice Breaker Example

Students' Appreciation Responses

Jun 11 12:24am

Hi Emanuela,

Thank you for sharing such a beautiful and inspiring introduction! I've taken several classes with you—including Photoshop, Illustrator (both beginner and advanced), and I'm so happy to be in another class with you again.

I loved reading about your solo road trip through South India—that sounds so adventurous and magical. I also really loved the story behind the concert photo of Carmen Consoli. It's amazing how your work as a photographer and your personal passions come together like that. That's exactly the kind of connection I dream of having in my design work too.

Now, for your three fun facts—hmm... I'm going to guess the **agility competitions** might be the false one? Or maybe not! Petra sounds very clever and energetic, so maybe I'm wrong 😊

I'm looking forward to learning more about photography with you and getting deeper into the storytelling part of it—especially since I want to use photography in both interior and graphic design.

[Reply](#) | [1 Like](#) | [Mark as Unread](#)

 **Emanuela Quaglia** Teacher

Jun 11 2:03pm

Dear [redacted]

Thank you so much for your incredibly kind words, it's such a joy to have you in class again, and I'm so touched that you've continued to explore your creative journey through so many design courses.

I'm glad you enjoyed the story about South India. It was one of the most meaningful and soul-stretching adventures I've ever taken. And yes, photographing Carmen Consoli was a dream come true! It's amazing when our personal passions and creative work align. It gives everything more heart and depth. I have no doubt you'll find that same kind of connection in your own work, especially with your interest in both interior and graphic design.

As for the fun facts... great guess! But I'll let you sit with that mystery just a little longer 😊 Petra really is full of surprises!

I'm so excited to have you on this photography journey, and I can't wait to see how you bring your own story and design perspective into each project we explore.

It is going to be a wonderful semester!

Warmly,
Emanuela

[Reply](#) | [1 Like](#) | [Mark as Unread](#)

Jun 13 4:29pm

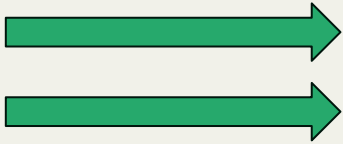
Love the moment you captured at the Carmen Consoli's tour! The colored spotlight beams perfectly frame the focal point—Carmen herself. Alongside the accompanying violinist subtly lit in the background, the entire scene feels like a beautifully staged theatrical moment.

It's a true blessing and a gift that you created a digital painting of Petra and yourself from the heart. That's the kind of moment that freezes time—and lasts forever.

I'm going to guess that you didn't win a few agility competitions ;-)

[Reply](#) | [1 Like](#) | [Mark as Unread](#)

Regular Interaction in Weekly Discussions



☰	▼ MODULE 3 (Jun 23rd - Jul 6th) - CAMERA SETTING	✓ ▼ + ☰
☰	📄 🎧__ Module 3 OVERVIEW__🎧	✓ ☰
☰	🧠__MODULE 03 - LEARNING RESOURCES	✓ ☰
☰	📄 🧠📖🎬__M03_Reading and Watching #1- Understanding the DSLR Camera	✓ ☰
☰	📄 🧠📖🎬__M03_Reading and Watching #2- Working with Camera Setting - Shutter Speed, Aperture and ISO	✓ ☰
☰	📄 🧠📖🎬__M03_Reading and Watching #3- Understanding the Exposure Triangle	✓ ☰
☰	🏃__MODULE 03 - LEARNING ACTIVITIES/ DISCUSSIONS/ACTION STEPS	✓ ☰
☰	📄 🏃🔥__M03_Discussion #1: Working with Camera Setting Jun 29 50 pts	✓ ☰
☰	📄 🏃🔥__M03_Peers' Review and Critique Jun 29 50 pts	✓ ☰
☰	🔧__MODULE 03 - ASSESSMENTS/EVALUATION	✓ ☰
☰	📄 🏆👏__M03_Assignment #1 - Camera Setting and Figure/Ground Jul 6 100 pts	✓ ☰

Substantive Interaction (C & D)

Q & A

Reflection and Wrap-Up

- What are your initial thoughts about the tools and/or strategies presented today?
- What is something you learned or will take away from today's workshop that you want to implement in your online course?



Resources



Website and Documents

- [Regular and Substantive Interaction \(RSI\) website](#)
- [ACCJC Quality Continuum Rubric for Distance Education](#)
- [ACCJC Rubric Tool](#)
- [RSI Self-Assessment for Online Faculty](#)

Videos/Recorded Webinars

- January 2025 Flex: [Online Faculty Accreditation Prep: Align Your Courses with Regular Substantive Interaction \(RSI\) Standards](#)
- October 2024 | [How to be ACTION in Our Online Course InterACTION](#)

Trainings

- [Microcourse: Regular and Substantive Interaction \(Self-Paced\)](#)

Thank You!

