

Welcome to this work-in-progress, our SEYS 764 Contingency Plan. This document contains the following information (click to visit a particular section):

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FEEDBACK AND COMMUNICATION

I am still collecting your ideas & feedback [via this survey](#) and encourage you to design your own survey for your students!

I will be regularly available both during extended officer hours (Mondays, 2:30-5 p.m.) and at other times per individual requests. We can video conference, email, call, and/or text/chat--whatever makes the most sense for you.

RATIONALE FOR ADAPTATIONS

I have spent the last few days reflecting deeply on what is, and is not, possible or desirable to “replicate” in an online learning platform. I have read articles and scanned resources (many of which I will be linking below for you). Here are some of the premises from which I am moving forward:

- (1) This is an unusual and uncertain time. Your health and well-being, and your family’s health and well-being, comes first. Your physical health *and* your mental health. They are more important than this class. You do not need to explain yourself, “prove” anything with a doctor’s note, or worry about “losing points” during this time. You will not be penalized for attending to your health. I ask that you try to communicate with me if you

will be “offline” for a while, so I can know you are okay, but I recognize that even this might be a strain at some points. Do what you have to do, and we will work it out.

- (2) I really valued our time together each week, and I am, quite frankly, heartbroken that we will not meet again in person. As many of you know, this is my first year teaching at the university level, and it has been a gift to grow, think, and learn with so many of you this year! (Just think about how you feel with your first class of students--that’s how I feel about you :)
- (3) As I consider how to move forward, I am thinking primarily about my various aims for this course: first, to think collectively about the possibilities and tensions of decolonial approaches to writing; second, to foster a supportive, challenging, and caring classroom space, where we can develop relationships that support individual and collective engagement; and third, to produce a resource that will continue to be useful beyond our time together and that will meaningfully capture the time we *have* spent together.

UPDATED ASSIGNMENTS

BLOG POSTS and BLOG CURATIONS - PROCEED AS PLANNED

The class blog will continue as scheduled; each week, I ask you to complete the reading and post accordingly. Of course, see above regarding my statement about timing and health. The blog curation can likewise continue as scheduled. I will be in touch with you individually regarding your assignment.

HANDBOOK - PROCEED AS PLANNED

The handbook is primarily an individual exercise. There are a few things I wanted to discuss and complete in class, such as our rubrics and expectations, but this information can be distributed and completed online easily. More details about expectations for your handbook will be forthcoming, but essentially, the project will continue as planned.

CLASS PARTICIPATION, DISCUSSIONS, & ACTIVITIES - SIGNIFICANT CHANGES

I believe (and based on your feedback, almost all of you believe) that whole-class video-chat sessions cannot replicate in-person class discussion. Therefore, I would like to use our regularly scheduled class time for **small group discussions of about 20-30 minutes**. These discussions will take two possible forms: **video conferencing (with an option to call-in on a phone, as well)** OR chatting via text message/Gchat/whatsapp per accessibility requirements. I will be creating a schedule so you can sign up for a session during our regularly scheduled class time. We will use this time to reflect on the readings, check in with questions about the

handbook, and share teaching strategies and resources. **These sessions will begin Monday, March 23. [Please sign up here.](#)**

STUDENT PRESENTATIONS - SIGNIFICANT CHANGES

(relevant for those who have not yet presented)

This has been the hardest assignment to transition online, because it is so dependent on the assumption that we are in a classroom together. However, based on your feedback, I have designed the following options for those of you who have not yet presented. **You will not actually be presenting in a live video format; rather, you will complete one of the adapted assignments below:**

Option 1: Design your presentation as planned, and record a narration of it as you would present to the class, including a description of the activity you think would work well. Narration options include Voicethread, Screencastify, or Powerpoint. I am available for tutorials on these technologies if you need assistance.

Option 2: Create your presentation as planned, and write brief reflective paper describing how it would be enacted.

Option 3: Annotated collection of online resources related to this week's topic. Search for and provide a range of resources related to your topic. Describe each resource for your fellow classmates, including potential age ranges, uses, etc.

Option 4: Other. I am open to suggestions and willing to work with you. If you have ideas, please let me know!

RESOURCES

TEACHING ONLINE

[If bell hooks Made an LMS: Grades, Radical Openness, and Domain of One's Own](#)

[Resources to Support Teleschool Plans: COVID-19 - K-12 focus](#)

[Resources For Teaching Online Due To School Closures - K-12 focus](#)

[Teaching in the context of COVID-19](#)

[Accessible Teaching in the Time of COVID-19](#)

[Considerations for Instructional Continuity](#)

[How one instructor is pursuing accessibility in online education](#)

[OLC Continuity Planning and Emergency Preparedness - OLC](#)

[Teaching Effectively During Times of Disruption](#)

[Education Companies Offering Free Subscriptions due to School Closings](#) (h/t Alexa!)

[Please do a bad job of putting your courses online](#) - an interesting take

[Humanizing Online Teaching By Mary Raygoza, Raina León, and Aaminah Norris](#)

SELF-CARE, COMMUNITY CARE, ANTI-RACIST EDUCATION, AND TEACHING DURING COVID19

[Dealing with social distance](#)

[Yellow Peril Teach-In Resources](#)

[How to talk to Kids about Coronavirus- K-12 focus](#)

[Caring for school communities in times of crisis - K-12 focus](#)

[Speaking Up Against Racism Around the New Coronavirus - K-12 focus](#)

[Coronavirus quarantine resources for parents and caregivers - K-12 focus](#)

[Anti-Oppressive/Anti-Racist Home School Options During Quarantine- K-12 focus](#)

[Coronavirus: Want to help during the outbreak? Here are 5 ideas.](#)

[When Coronavirus and Xenophobia Go Hand in Hand : Code Switch](#)

[Opinion | Coronavirus reveals how quickly "model minority" Asians become the "yellow peril"](#)

[Coronavirus Makes The Class War Impossible To Ignore](#)

[Ideas for Quarantine/Social Distancing](#) - activities for children (and adults?)

[COVID-19 MUTUAL AID & ADVOCACY RESOURCES - Shared](#)

[Coronavirus Anxiety: 10 Actually Realistic Tips for Managing Anxiety Right Now | SELF](#)