Potential Hybrid Course Scheduling Configurations

Note: Members of the Hybrid Courses Working Group designed the following potential scheduling configurations to support the learning goals, activities, and teaching modes outlined in the [Potential Hybrid Course Activities](#) document.

Configuration 1: Modality Tied to Scaffolding Over the Quarter or Within Unit

Overview

- **Early weeks (primarily in-person instruction)**: Some online for mini-lecture and discussion prep activities, but intensive work in person for collaborative practice, feedback, skills building, workshops
- **Middle weeks (primarily online instruction or mixed instruction)**: more attention to online collaborative practice and feedback or site visits and other fieldwork; some in-person for extending upon or applying online projects to new texts, issues, frameworks, questions
- **Later weeks (primarily in-person or mixed instruction)**: Intensive work on final project draft development, workshopping, revision practice, etc. can be done in-person or can alternate between online project development activities and in-person peer review

Sample Schedule and Activities

Note: "Asyn" = asynchronous and "Syn" = Synchronous

Week/Day	In person or Online	Possible Activities
1A	In person	Introductions
1B	In person	Mini-lecture on reading with time for questions Small group discussion of reading, Group writing activities
2A	Online	Recorded lecture watched asynchronously Discussion board about topic, asyn Paired or group of 3 work on shared doc, annotating reading or writing responses, syn
2B	In person	Group writing activities or small group discussions with reporting back to the larger group
3A	Online	Recorded lecture watched asynchronously Discussion board about topic, asyn Paired or group of 3 work on shared doc, annotating reading or writing responses, syn

3B	In person	Group writing activities or small group discussions with reporting back to the larger group
4A	Online	Recorded lecture watched asynchronously Discussion board about topic, asyn Paired or group of 3 work on shared doc, annotating reading or writing responses, syn
4B	In person	Group writing activities or small group discussions with reporting back to the larger group
5A	Online	Recorded lecture watched asynchronously Discussion board about topic, asyn Paired or group of 3 work on shared doc, annotating reading or writing responses, syn
5B	In person	Group writing activities or small group discussions with reporting back to the larger group
6A	Online	Synchronous timed writing prompts
6B	Online	Quick round- robin sharing of work generated on 6A through Google docs, syn
7A	In person	Workshop, peer review
7B	In person	Workshop, peer review
8A	In person	Workshop, peer review
8B	In person	Workshop, peer review
9A	In person	Workshop, peer review
9B	In person	Workshop, peer review
10A	In person	workshop peer review
10B	In person	Workshop, peer review

Configuration 2: Flipped Classroom, or Modality Tied to Activity

Overview

- **Online weekly (1 or 2 sessions)** for mini-lecture, lecture prep and post-lecture discussion preparation
- **In-person weekly (1 or 2 sessions)** for discussion and small-group activities, peer workshops, etc.

Sample Weekly Schedule and Activities (Large Lecture Course)

Online weekly: Students watch recorded lecture(s) asynchronously, preparing questions for in-person meetings or addressing questions/expanding on concepts raised during the lecture in preparation for in-person meetings.

In-person weekly: TA-led discussion section that concentrates on connecting the lectures to writing assignments.

In-person biweekly: Divide the 150 person class into 6 groups; instructor meets every two weeks with each group. For example,

> Week 1
> - Monday, group 1
> - Wednesday, group 2
> - Friday, group 3
>
> Week 2
> - Monday, group 4
> - Wednesday, group 5
> - Friday, group 6

Configuration 3: Framed Practice

Overview
- **Early each week (online)**: concept introduction and writing or other activities to begin grappling w/ concepts
- **Middle of each week (in-person)**: intensive collaborative reading, discussion, and small-group activities, with immediate feedback from teacher in classroom
- **End of each week (online)**: targeted independent practice, application, discussion posting, with individual, group, or whole-class instructor feedback

Sample Weekly Schedule and Activities

Early each week (online): Screen online mini-lecture, complete self-check until correct, and submit questions or quickwrite before in-person meeting;
Mid-week (in-person): Discuss common challenges in understanding concept or common issues that arose in pre-discussion writing; do in-class collaborative activities to apply critical lens, reading, composition methodology to analyze or produce texts
Late week (online): Revise beginning-of-week writing to reflect new understandings, individually expand on collaborative activity begun in person, explain in writing concepts/passages/methodologies you found most compelling and why, apply concepts discussed in person to different section of text