



## SAMPLE SYLLABUS

### **Title of the Course**

NCED094W NonCredit Course Summer 2009

### **Instructor:**

Instructor Name

434 345 3456 ; [uvacomputingid@virginia.edu](mailto:uvacomputingid@virginia.edu)

Provide full name, title, e-mail address and phone number. Indicate the syllabus author's name, if different from the instructor's, i.e., "Course developed by ..."

Please indicate to the students how you will respond to email and other course communications. For example, the instructor will respond to all email and phone messages within 24 hours of receipt

### **Prerequisites:**

<insert e.g., email, access to blackboard, internet connectivity.....>

### **Course Dates and Times:**

<Place dates here>

### **Course Description**

What will participants learn/do/become aware of by taking this course? Please outline the central questions, skills, techniques the course is designed around. Provide a brief overview of where you will begin and end within the course.

### **Objectives:**

Provide detailed information concerning the goals and objectives within the course. The Goals and Objectives section must specify what the student will know and be able to do upon completion of the course. Use "the student will" terminology.

Measureable goals and help both the instructor and students gage their development throughout the course. The more detailed the better the measure of

Examples

Participants will:

- Demonstrate the skill set here
- Identify various themes here
- Indicate the elements of
- Identify the phases of
- Explain strategies for

- Discuss strategies for

**Instructor Introduction:**

A little bit about yourself. you may paste in a short bio.

**Office Hours:**

I will be online at [www.bit.ly/url](http://www.bit.ly/url) Mon, Wed and Fri from 1000-1100. If you need assistance place paste the URL into your browser to launch my Illuminate Virtual Office.

Please don't hesitate to call or e-mail me. I like to hear from you. You can generally expect a response within one (1) business day, or within 48 hours on weekends. If you would like to schedule a online session place let me know.

**Class Meeting Location:**

Blackboard: <http://data.scps.virginia.edu/webapps/portal/frameset.jsp>

UVaCollab: <https://collab.itc.virginia.edu/portal>

**Student Group Work Sessions:**

You may schedule your own Illuminate Live sessions to arrange for group work or study sessions. Directions are provided. Creating Illuminate Study Sessions Link>

**Text Book/Readings/Other Materials:**

Readings will be posted in the Readings section on Blackboard. All readings will be in word, PDF, or will be a hyperlink.

Participants will need to have access to headphones to listen to the pre-recorded sessions. These can be purchased at a local store for approximately 20 USD.

**Course Methodology:**

How will you teach the course? Will you meet entirely online, or blend the instruction? Explain specifically what will happen and where it will happen. A table would explicitly show the learner where instruction is occurring and provides organization with deadlines. What type of work will the participant's engage in? All assignments and syllabi must be in online environment for blended/fully online courses.

Example.

This is an asynchronous course, which will meet entirely on Blackboard. (provide link) Each day there will be a pre-recorded session to view with readings that are required. For each session there will be an Assignment, Discussion Board question to answer. These must be completed and posted each day.

Assignments for each day will be posted as well and submitted using View/Complete assignment link in Blackboard.

All assignments must be turned in by 12AM each day, for participant feedback on the following day.

**Access to Pre-recorded Sessions:**

To access the pre-recorded session, you will need to go into Elluminate in Blackboard and Java will download for each session. In addition, using a headphone to listen to the pre-recorded session is recommended.

The discussion board will provide student-student interaction with the reading content. The pre-recorded session will provide student-instructor-content interaction.

### **Course Requirements:**

What will be required of the participants? List what the participants will be required to do. Include attendance, participation and academic requirements. Requirements for projects, presentations, and examinations must clearly incorporate course objectives. Some sample categories are provided below.

Discussion groups  
Group assignments  
Individual assignments  
Readings  
Written work and the editing process  
Journals  
Class Participation

### **Assessment and Evaluation:**

Include the grading scale, percentage of grade or number of points attached to each requirement, and a summary of how student work will be evaluated. Evaluation criteria for projects, presentations, and examinations must reflect course objectives. Provision of evaluation rubrics is helpful.

If class participation is included it should be titled "Level and quality of participation" and should not be weighted at greater than 10-15% of the final grade.

Some questions are provided to help you develop your assessment categories

- How will you assess the students?
- Will some assignments make 40% of the student's grades?
- How much does participation and prompt completion of assignments count?
- How will you assess the Discussion Board?
- What are your expectations for written work and the editing process?

Please be very clear and include grading scales and any necessary rubrics.

### **Participation:**

Inform the students that participation is a key component of the class. Students will be able to participate in a number of ways, group work, discussion boards, Elluminate sessions, completing their work and assignments in a timely manner. Is there a due date for discussion posts during the week? For example, do all

Layout your expectations and remind them that you will weave in numerous opportunities for feedback including individual sessions, email contact, group work, comments in discussion boards as well as on their assignments.

Most importantly encourage students to *ask questions*. If for whatever reason they are unclear about an assignment or expectation please encourage open communication.

**Technical Support:**

Provide help desk information and perhaps a link to FAQs  
[ce-bb@virginia.edu](mailto:ce-bb@virginia.edu) For Blackboard technical support  
[collab-support@virginia.edu](mailto:collab-support@virginia.edu) For UVaCollab technical support

**Accessibility and Disability:**

The University of Virginia is committed to equal opportunity in employment and education for persons with disabilities, and complies with the requirements of the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973. These laws prohibit discrimination on the basis of disability in employment, housing, transportation, access to public accommodations and services, education, and telecommunications.

For more information: <http://www.virginia.edu/accessibility/>

**University of Virginia Purpose Statement:**

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness, of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose. In fulfilling it, the University places the highest priority on achieving eminence as a center of higher learning.

**Content and Discourse in Professional Education Courses:** Study of the role of public schools in society, including the content of the PreK-12 curriculum, raises complex issues about which thoughtful people may disagree. Students are expected to discuss issues respectfully and to honor differing points of view. The University and its School of Continuing and Professional Studies do not discriminate in any of their programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal opportunity and affirmative action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Any applicant for admission or employment, or any student who feels discriminated against should contact the University's Office of Equal Opportunity Programs (EOP) at Poe Alley, West Lawn, Charlottesville, Virginia 22903.

**University of Virginia Honor Code:** All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge should be signed by the student. Students should refer to the University Graduate Record (pages 36 & 37) for more information concerning the Honor Code. **You must also attach the university honor council statement.**

**If you are using Collab each assignment has an *Honor Pledge* feature.**

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**Special Needs:** Include the following information for special needs students:

If you are a student with special needs you should let the instructor know within the first week of class. Written documentation will be required. You should also visit the following website to review your rights and responsibilities as a student

(<http://www.virginia.edu/vpsa/rights.html>) and the following website for the Learning Needs and Evaluation Center (<http://www.virginia.edu/studenthealth/l nec/>).

**Course Sequence:**

Provide a session-by-session breakdown of the course content.

**Week One: Overview of the Online Instructional Environment**

**Presentation(s):** The Nature of Online Learning

- Netiquette
- Elements of Instructional Design
- Elements of Quality Online Instruction for syllabus for course approvals

**The goal of this presentation(s):** <Please provide to help students stay on-task, prepare for assessments, assignments etc.>

**Presentation Resources:** <insert here. Provide links when possible. You may also directly link to resources, assignments and discussions within Collab or Bboard. Linking directly into Collab or Bboard is not necessary but it may help organize the course and work for the participants. >

**Assignments**

- You may provide links directly to the readings/ forums/assignments within Collab and Bboard. Linking directly into Collab or Bboard is not necessary but it may help organize the course and work for the participants.
- You may also post assignments with the course calendar and announcement section of the site. This will also generate an email to remind the participants of due dates etc.
- You may also choose to make a table or a chart to help students organize their work.

**Week Two: Envisioning Your Online Course**

**Presentation(s):**

- Types of Web Courses
- Preparing your move to the web
- Analyzing your current course
- Design Guidelines

**The goal of this presentation(s):** <insert here>

**Presentation Resources:** <insert here>

**Assignments**

- one
- two
- three

**Week Three: Developing a Web Course****Presentation(s):**

- Course Approvals for Quality Online Instruction
- Phases of Design and Development
- Models and Samples of Web Courses

**The goal of this presentation(s):** <insert here>

**Presentation Resources:** <insert here>

**Assignments**

- one
- two
- three

**Appendix**

In this area please provide information or links to documents, tools and media that support stated learning objectives of the course.. You may link directly into Collab and Bboard.

Because we may not have the opportunity to meet face to face or have limit access to students during course of the semester the more we can clearly articulate expectations and provide resources the better.

- All Rubrics
- FAQs
- Resources for research