**COURSE TITLE:**

Course Number: Section Number:

Current Semester:

Course Meeting Days and Times: Credit Hours:

**INSTRUCTOR INFORMATION:**

Instructor’s Name: Email Address:

Office Hours:

**Course Description:**

Insert the course description for the course. These can be found in the course outline, which are found under MyNCC > My Logins > Current Course Outlines > Click on your division > Click on your discipline > Click on your course > Copy the course description for the class and paste it in here

**Course Structure:**

This is a blended course, which means approximately 50% of the class will take place in a synchronous (live) online setting and approximately 50% will be delivered asynchronously (not in real time) online via Blackboard. Students are given weekly coursework deadlines but can work at their own pace within those deadlines; class content is accessed online through Blackboard. Students are required to meet online, in real time “live” to engage in discussions and interactive learning experiences with their faculty and classmates. Live sessions will take place in Zoom or Blackboard Collaborate. Links to live sessions will be available through Blackboard. Homework, long-range assignments, and tests/quizzes will be assigned as well.

|  |  |  |
| --- | --- | --- |
|  | YOUR Course in Blended Form | The Same Course Onground |
| Class meetings per week | 1 | 2 |
| Face-to-face time per week | 1 hour 15 minutes | 2 hours 30 minutes |
| Approx. time to complete online activities | 1 hour 45 minutes | 30 minutes |
| Recommended amount of study time outside of class | 6-9 hours | 6-9 hours |
| Total time dedicated to the course per week | 9-12 hours | 9-12 hours |

*\*Adjust timing as appropriate*

*Examples of blended activities – What are you doing with your online / asynchronous time?*

Face-to-face class activities:

* Overview of material, establishing of connections, expansion of readings/videos
* Class discussion
* Explanation of challenging concepts
* Answering of student questions
* High stakes assessments

Online activities:

* Instructor recordings
* Discussion boards
* Low stakes assessments
* Instructional videos

**\*\*Course Communications:**

*Adjust to fit your course*

Weekly announcements will be posted on BB every Sunday night by 9pm. These will also be sent as emails, but if for whatever reason you do not receive please make sure to check announcements on course BB page before contacting professor.

Students are expected to check their Northampton email every 24-48 hours. This is how all faculty will correspond with students.

Discussion threads will be used regularly in place of in-class discussion.

Basic emails to a professor – Dear Professor \_\_\_\_\_\_, My name is \_\_\_\_\_, I am registered in your \_\_\_\_\_\_\_ course, section, meeting day, and I…

Remind, FlipGrid, etc…

**Course Objectives:** By the end of the semester students should be able to:

Insert the course objectives for the course. These can be found in the course outline, which are found under MyNCC > My Logins > Current Course Outlines > Click on your division > Click on your discipline > Click on your course > Copy the learning outcomes from that course outline and paste them in here

**Instructor Rationale:** Although the course description and course objectives must appear exactly as they are on the course outline, if you would like to add to this information, or give your own personal spin, it should go here. *\*\*This section can also be deleted if not needed for your course.*

**Required Materials:**

Identify the required material that will be needed for the course. Include any additional information that might assist students in procuring them for your course such as ISBN numbers. Check if the course text will be part of the course fee (using Follett’s INCLUDED model) or if course materials are available for free or for lower cost through online sources. (Talk to your hiring supervisor for ideas.)

**Articles and Primary Source Documents**:

If you use additional articles and primary source documents in your course, use this section to identify the location of those documents. Make sure to identify if these will be handouts, if they will be found on Blackboard, or if there are found elsewhere e.g. Sharepoint, Google Documents, or a website. *\*\*This section can also be deleted if not needed for your course.*

**NCC POLICIES:**

These policies can be found in your student handbook, on the course page in Blackboard under the tab “Academic Policies and Procedures,” or through the NCC website at <https://northampton.smartcatalogiq.com/2018-2019/College-Catalog/Policies-College-Academic> It is the student’s responsibility to read, review, and understand these policies.

**Attendance:**

Each week in the course consists of one synchronous (live) meeting and asynchronous instruction/assignments along with homework and/or long-term projects. The synchronous meeting and the asynchronous work count as one class session each, totaling two classes per week. Missing one more than twice the weekly meetings (more than five classes in total) may result in withdrawal from the course by the instructor.

Your ability and willingness to be fully engaged during all synchronous "live" classroom sessions is key to your success in this class. So, it is important to utilize the camera/video and audio functions on your computer/tablet or smart device whenever possible. If there are reasons why it is difficult for you to do this, please let me know so that we can work together to address any concerns (whether they be related to technical reasons, access, or the space where you engage in the class). This will allow us to identify other ways for you to engage in class so that your attendance or class participation is not negatively impacted.

**Instructor Specific Policies:**

## **Lateness to Class:**

**\*Netiquette:**

* While using e-mail, discussion forums, and chat rooms, please observe the following guidelines:
* Show respect when interacting through electronic communications.
* Consider the vocabulary and length of electronic communications.
* Choose words carefully avoiding those with double meanings.
* Be aware that body language is not visible, so the tone of the electronic communications may be easily misinterpreted.
* Humor may be misinterpreted.
* Be sure to avoid profanity, sarcasm, and hurtful language.
* When evaluating or commenting on other student's work, please focus on the issue and do not attack the sender.
* Reread what you typed for spelling errors, tone, message content, grammar, sentence structure, etc.

For more information, please visit: <http://www.albion.com/netiquette/corerules.html>

## **\*Zoom Etiquette:**

## Put your camera on whenever possible. Try looking into the camera when you are speaking rather than looking at yourself or the other participants. This makes it seem as if you are making eye contact with others and speaking directly to them. If you are uncomfortable with your background, use a virtual background.

* Do not walk away from the camera during class. If you have to step away momentarily, turn your video off.
* Consider your appearance and actions. Wear what you would if you were attending class in person. Do not engage in behaviors that would not be acceptable in the physical classroom.
* Be sure to mute yourself when you are not speaking to eliminate background noise. When you are on mute, continue to remain engaged (for example, take notes, smile, nod, raise your hand).
* Be on time to your virtual sessions.

*Adapted from Temple University*

## **Classroom Management:**

## **Other Relevant Policies:**

**Course Requirements, Assignments and Grading:**

This section needs to be filled in and updated every semester. It is important that the professor clearly defines the requirements for the course, lists all of the assignments, exams, and projects for the semester, and most importantly clearly identifies the points or weights of those assignments, exams, and projects for the student’s overall grade.

**Example of weighted grades**

**10% Participation – blurb on participation (Incentive for class meetings; live sessions will not be recorded)**

**15% Discussion Board – describe the writing assignment**

**15% Writing Assignment #2 – describe the writing assignment**

**25% Final Project – describe the final project**

**20% First Two Exams (10% each) – blurb on exams**

**15% Final Exam – blurb on final**

**Example of point system**

**10 Participation – blurb on participation**

**15 Writing Assignment #1 – describe the writing assignment**

**15 Writing Assignment #2 – describe the writing assignment**

**25 Final Project – describe the final project**

**20 First Two Exams (10% each) – blurb on exams**

**15 Final Exam – blurb on final**

**100 Total Points**

**Grading:**

This section can be adjusted as per your grading scale, but something of this nature / degree must be in your syllabus.

0 – 59 = F 60 – 66 = D 67 – 69 = D+ 70 – 72 = C-

73 – 76 = C 77 – 79 = C+ 80 – 82 = B- 83 – 86 = B

87 – 89 = B+ 90 – 92 = A- 93 – 100 = A (Not doing an assignment = 0)

We suggest that you add any essential grading rubrics here and post them on Blackboard. It is important for your students to see them on the first day of class and also to have this material accessible throughout the semester.

**\*\*Class Participation Grading:**

EXCELLENT 95-100 Points Frequently demonstrates valuable participation in class discussion. Answers questions thoroughly, poses appropriate questions, and makes insightful comments. Engages in active listening, acknowledges instruction and discussion, and takes appropriate notes.

VERY GOOD – 90-95 Points Remains engaged in class throughout, even if frequent spoken comments are not made. Demonstrates active listening, acknowledges instruction and discussion, and takes appropriate notes. Attention to class time is also demonstrated in the quality of written work.

SATISFACTORY – 80-89 Points Occasionally participates in class discussion. Answers questions or poses questions from time to time. Generally, listens to instruction and discussion and often takes notes.

NEEDS IMPROVEMENT – 70-79 Points Sometimes inattentive, requiring reminders to re-engage in class. Sometimes takes notes. Occasionally engages in distracting behavior, including side conversations and talking over others, inappropriate use of electronic devices, sleeping, or overall lack of attention.

POOR – 60-69 Points Does not engage in class discussion and generally disregards instruction. Does not take notes. Often detracts from class with side conversations and talking over others, inappropriate use of electronic devices, sleeping, or overall lack of attention.

**Discuss Board Grading:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Excellent 100% | Good 90% | Competent 80% | Needs Improvement 70% | Poor 60% |
| Substance 45% | Content is comprehensive, complete and accurate. Discussion is substantive and goes above and beyond in discussing the material. | Content is complete and accurate. Discussion offers some substance. | Content offers a general description of the material. Discussion is mostly accurate. | Content is largely inaccurate and/or incomplete. | Content is inaccurate and/or incomplete. |
| Analysis  45% | Information is clearly stated with abundant context. As a result, the reader has a strong sense of the purpose and meaning of the material in both the short and long term. | Information is clearly stated with some context. As a result, the reader has a general sense of the purpose and meaning of the material. | Information is offered with some general context. A basic sense of the material's significance may be inferred from the description. | Minimal context or assessment of significance is offered. | No context or assessment of significance is offered. |
| Effort  10% | The student has gone above and beyond in completing the material, demonstrating an eagerness to use the exercise to promote broader learning. | The student has demonstrated effort in completing the assignment. | The student has demonstrated some effort in completing the assignment. | Little effort was demonstrated. | No effort was demonstrated. |

**Class Schedule:**

There are two ways to show your schedule. You can either identify the material that will be covered on a week-by-week basis (Week 1: Introduction and Chapter 1) OR you can identify what will be covered on a daily basis in the class (August 26: Introduction; August 28: Chapter 1). Either way is fine, but you must provide an overview of the semester, with assignment due dates and exams identified.

**Model #1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Face-to-Face Activities/Topics Covered | Asynchronous Online Activities | Assignments |
| Week 1 - | *Chapter 1* | *Discussion board post #1* | *Short essay* |
| Week 2 |  |  |  |
| Week 3 |  |  |  |
| Week 4 |  |  |  |
| Week 5 |  |  |  |
| Week 6 |  |  |  |
| Week 7 |  |  |  |
| Week 8 |  |  |  |
| Week 9 |  |  |  |
| Week 10 |  |  |  |
| Week 11 |  |  |  |
| Week 12 |  |  |  |
| Week 13 |  |  |  |
| Week 14 |  |  |  |
| Week 15 |  |  |  |

**Model #2**

Week 1 (Jan. 14 – 20): Introduce yourself and Chapter 1 (1 – 27) of Miller and Pencak

Week 2 (Jan. 21 – 27): Read pages 27 – 69 of Miller and Pencak

Week 3 (Jan. 28 – Feb. 3): Francis Jennings, “The Incident at Teluphocken,” Pennsylvania History, 335 -355; Folklore and Folklife (459 – 479) and the History of Groundhog Day

*This schedule in this syllabus is offered as a guide; however, it is subject to change throughout the semester, as necessary.*

**\*\*Additional resources and services:**

Learning Center: [www.northampton.edu/student-services/learning-center](http://www.northampton.edu/student-services/learning-center)

Disability Services: [www.northampton.edu/disability-services-resources](http://www.northampton.edu/disability-services-resources)

Library: [www.northampton.edu/library](http://www.northampton.edu/library)

Advising / Student Services: [www.northampton.edu/academics/academic-advising](http://www.northampton.edu/academics/academic-advising)

Troubleshooting / Helpdesk and IT: 610.861.5413; [helpdesk@northampton.edu](mailto:helpdesk@northampton.edu)

**\*\*Additional Tips:**

Tips for Discussion Boards:

* Read the posts of your classmates in the same way that you would listen to their comments and questions in the classroom.
* Comments like “I agree” or “Great point!” help promote a position tone on the discussion boards but will not earn you points. Make sure that your posts are original and provide a substantive contribution to the conversation.
* Be sure to use academic language in your posts, and proofread before submitting.
* The same rules of academic integrity apply in the discussion boards. If you include content that you do did not write or an idea that you got from somewhere else, make sure to cite it.
* Compose your posts in a Word document, etc, save the contents, and then copy and paste into the discussion board. Avoid composing content directly in Blackboard. Internet hiccups could result in the loss of your content because you submit.

Tips for Email:

* Make sure to use your NCC email address.
* Include your course name and course section in the subject line of the email.
* Always begin your emails with a formal greeting, such as “Dear Professor.”
* Use proper capitalization, spelling, etc. and proofread your message before sending.
* End by providing your full name.