# Instructor Information

[Instructor (s) name, degree held]

[Email of instructor] Note: everyone should have a UMB email account and use it for the syllabus. You can have your UMB address linked to your home/personal email.

Phone (M): [Mobile Phone Number]

Phone (W): [Office Phone Number]

Office Location:[UMB Office Location]

Office Hours: [You must list at least 1-hour for every course you teach] (if teaching online, list hours in virtual office)

**Note:** The following link will assist you in forwarding your UMB email account to your personal account: http://www.umb.edu/it/getting\_services/email/office365/o365\_forward. Throughout the semester, I will communicate with you via your UMB email account. You may have e-mail redirected from your official UMass Boston address to another e-mail address at your own risk. The University will not be responsible for the handling of e-mail by outside vendors or by departmental servers.

# Course Information

**Course Title:** [Course Title]

**Credits: [#]**

**Online?** [yes, no]

**Course**

**Description:** [This is the description that is printed in the UMass Graduate Studies Catalog. This should be consistent with the course description on The One Form.]

**[For new course development:** The course description should fully convey intent and content of course. Also indicate whether the course is a core **course and required by the program, or if it is an elective. ]**

**Important Note:** You may not alter the course description without formal academic governance approval. However, you may add an “Additional Note” specifying certain updates or added topics to be covered. Things like changing the required text, adding an activity or multimedia does not need to go through academic governance.

**Context:** Indicate in one or two sentences the relationship of the course within the graduate program (core or elective) and how it contributes to the program’s effectiveness.

**Prerequisites:** [List all prerequisite course numbers and *titles*, “permission of the instructor”, matriculation status, or “none” These are the pre-requisites that WISER will enforce when students register.]

**Prerequisite**

**Skills:** [List prerequisite skills and knowledge assumed - or- note basic skills that are helpful but not required. These will not be enforced in WISER.]

**Course**

**Objectives:** By fully participating in this course, you should be able to:

1. [List learning objectives.]

2.

3.

4.

[Note: Objectives should be expressed in terms of student learning and performance outcomes:]

**Core**

**Competencies:** The objectives for this course focus on the following core competencies:

[List the appropriate and specific program competency (ies) that this course

focuses on.]

**Required**

**Assignments:** [Describe each major assignment or deliverable with specific criteria for evaluation including *specific description* of activity, *assessment rubric* and *weighting* of assignment in course grade. There should be a clear definition of what constitutes graduate effort and what is expected as respectful work. If flexibility is desired, give examples of projects or papers completed the previous semester. ]

**Course Rubric:** [Create a grading rubric for your course assignments that is specific and measureable]

|  |  |  |
| --- | --- | --- |
| **Assignment/Deliverable** | **Number** | **Grade %** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |
| **4.** |  |  |
| **5.** |  |  |
| **6.** |  |  |
| **7.** |  |  |
| **Final Project/Presentation** |  |  |
| **Group Work** |  |  |
| **Participation** (as defined above) |  |  |
| **Attendance** (as defined above) |  |  |

**Course**

**Policies:** Participation - [Describe your expectations/policy]

A sample description may be: “*Participation includes completing all required reading and writing assignments prior to class, thoughtfully participating in discussions, and taking responsibility for helping create a positive learning environment by arriving promptly, listening respectfully, and participating* *constructively.”*

* + Attendance - [Describe your expectations/policy]
  + Group Work – [Describe your expectations about group work and individual work/policy]
  + Late Work – [Describe your expectations/policy and effect on grade.]

# Grading

**Grading:** Grade type for the course is a whole or partial letter grade. (Please see table below)

Note: the lowest passing grade for a graduate student is a “C”. Grades lower than a “C” that are submitted by faculty will automatically be recorded as an “F”.

Please see the Graduate Catalog for more detailed information on the University’s grading policy.

**(this is an example)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grading Policy** | | | |
|  | **Letter Grade** | **Percentage** | **Quality Points** |
|  | A | 93-100% | 4.00 |
|  | A- | 90-92% | 3.75 |
|  | B+ | 87-89% | 3.25 |
|  | B | 83-86% | 3.00 |
|  | B- | 80-82% | 2.75 |
|  | C+ | 77-79% | 2.25 |
|  | C | 73-76% | 2.00 |
|  | F | 0-72% | 0.0 |
|  | **INC** | A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are given at the discretion of the instructor. They are awarded when satisfactory work has been accomplished in the majority of the course work, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete | N/A |
|  | IF | Received for failure to comply with contracted completion terms. | N/A |
|  | W | Received if withdrawal occurs before the withdrawal deadline. | N/A |
|  | AU | Audit (only permitted on space-available basis) | N/A |
|  | NA | Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.) | N/A |

**Required**

**Text(s):** [author’s last name, first name. publishing year. *Title: sub title*. city, state of publisher: publisher. ISBN]

Example: Vella, Jane. (Revised edition.) 2002. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. San Francisco, CA: Jossey-Bass. ISBN-0-7879-5967-8

**-----------------------------------------End of BHE section no more than 5 pages------------------------------------**

**Technical**

**Requirements:** [List any specific media, technology or software required for your course, i.e., Windows Operating System, webcam, headphones, etc.]

**Recommended**

**Texts** [Optional: List any suggested texts or reading that will help someone with less experience but are not required for the course.]

**Other**

**Reading:** [List any other required reading materials; articles; journals; etc.] - or - state: “other reading as assigned.” Note whether the reading is “required” or “recommended”.

Note: Purdue Owl APA will help you with correct citation of articles:

<http://owl.english.purdue.edu/owl/resource/560/01/>

# Course Schedule

[Include dates of class meetings (or meeting number), topics to be discussed, relationship to objectives, readings, HW assignments and due dates. You may use a table format here if you wish. **See sample table format on second to last page—before bibliography page.]**

[Suggestion for Online instructors: Consider a schedule with any planned Wimba dates included. This avoids confusion and scheduling issues later on. WIMBA sessions should not be scheduled on the nights when there are face to face classes being held.]

NOTE: The number of sessions may vary according to the academic calendar. You should have at least 12 complete sessions and meeting dates.

Session 1. Date, Topic:

Objective(s) and Learning Methods:

Readings:

Assignment(s) and Due Date:

Session 2. Date, Topic:

Objective(s) and Learning Methods:

Readings:

Assignment(s) and Due Date:

Readings:

Assignment(s) and Due Date:

**Sample Table Format for Course Schedule:**

Class 3: September 21, 2011

|  |  |
| --- | --- |
| **Core Topic(s):** | Absorb & Do Activities |
| **Learning**  **Objectives:** | * Discuss the components of absorb activities. * List reasons to use an absorb activity to enhance learning. |
| **Reading**  **Assignment** | Horton: Chapters 2 & 3 |
| **Class Activities** | * Select presentations of Course Goal & Objectives * Absorb and Do Activities large group discussion * Design Activities practice-(small groups) |
| **Assignment(s):**  **Due Date:** | Write an Absorb and Do Case Study (6 points)  Due September 28th. 2011 |

Class 4: September 28, 2011

|  |  |
| --- | --- |
| **Core Topic(s):** | Connect Activities |
| **Learning**  **Objectives:** | * Discuss how a connect activity is used in eLearning design. * Identify a number of common connect activities and explain how they are used in eLearning design to support learning objectives. * Discuss the appropriate use for a connect activity in the eLearning design. |
| **Reading**  **Assignment** | Horton: Chapter 4 |
| **Class Activities** | * Select presentations of Course Goal & Objectives * Connect Activities large group discussion * Connect Activities practice-(small groups) |
| **Assignment(s):**  **Due Date:** | Write a Connect Case Study (6 points)  Due October 5, 2011. |

# Methods of Instruction

**Methods:** [Describe the combination of teaching methods your course engages in.]

# Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. If you have a disability and feel you will need accommodations in this course, please contact the Ross Center for Disability Services, Campus Center, Upper Level, Room 211 at 617.287.7430. <http://www.umb.edu/academics/vpass/disability/> After registration with the Ross Center, a student should present and discuss the accommodations with the professor. Although a student can request accommodations at any time, we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

# Academic Integrity and the Code of Student Conduct

Syllabi should contain information about expectations around academic honesty. If your course includes group projects, the syllabus should make clear your expectation for group work versus individual work. Syllabi for courses that include fieldwork should also make clear any ethical obligations to the site. The following is standard language on academic honesty –

***Code of Conduct and Academic Integrity***

It is the expressed policy of the University that every aspect of academic life--not only formal coursework situations, but all relationships and interactions connected to the educational process--shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student’s own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and relevant program student handbook(s).[UMB Code of Student Conduct](http://www.umb.edu/life_on_campus/policies/code/)

You are encouraged to visit and review the UMass website on *Correct Citation and Avoiding Plagiarism:* http://umb.libguides.com/citations

# Other Pertinent and Important Information

[List any additional information you deem necessary and important to relate to the students in your course.] Examples…

**Attendance in WIMBA Sessions:**

* You are responsible for material covered in any class that you do not attend.
* If you miss a WIMBA session you must review the recorded class and write a 1-2-page summary of your understanding of what was covered.

**Incomplete Policy:** [Include what is documented in Graduate Catalog]

**Coursework Difficulties:** Please discuss all coursework matters with me sooner than later.

**Withdrawing From This Course**: Please refer to the written policies and procedures on formal withdrawal and add/change dates listed in the Graduate Studies Catalog.

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certification, licensure, or transfer of credit.

# Bibliography

**[Bibliography must be in APA format. See Purdue Owl website for APA formatting guide.]**

**Include recommended text readings, articles and Websites.**