Session Evaluations Contest

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation*

Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app

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(As part of our "green" initiatives, OLC is no longer using paper forms for session evaluations.)
More than Just a Document: Redesigning the Syllabus for Digital Environments

Ary Aranguiz, Instructional Designer
Laura Dicht, Instructional Designer

#nyuonline
What do you think are the essential components an online syllabus needs?
By the end of this presentation, you will walk away:

● Understanding how and why the genre of the online syllabus differs from the on-campus course syllabus

● Understanding the specific components that should be included in a syllabus for an online course
You will also take with you:

- Suggested guidelines for writing key components for an online syllabus
- A repository of resources about online syllabus design
As instructional designers, we design and develop online learning courses which include:

- Asynchronous lectures
- Synchronous webinars
- Asynchronous discussion forums
- Active Learning Modules

We assist faculty in converting on-campus courses to an online environment.
Redesigning the Syllabus
The syllabus should:

• Do more than list course topics, rules and penalties, institutional policies and instructor contact information.

• Be more than just a contract between instructor and student.

• Not be too long or have a litigious tone.
The syllabus should:

• Ignite students to think about why they are taking a course, the course’s purpose within the broader scope of the educational program.

• Create a first impression about the instructor’s passion for the subject and his/her ‘withitness” to design a constructively aligned learning experience.

• Serve as a road map to guide students as they navigate throughout the course LMS and outside it.
• Syllabi are reflective, comprehensive and confirm the expertise and pedagogical skill of the instructor, and should include the following items:
  ◦ course description
  ◦ course objectives
  ◦ prerequisites
  ◦ credits allocated
  ◦ assignments
  ◦ method of assessing student achievement, including the assessment rubrics at the course and project levels
  ◦ basis of grade determination;
  ◦ bibliographic and other resources
  ◦ other course policies related to integrity of credit
  ◦ Author(s) of syllabus and resume(s), if not cited in the faculty table required in Task 4: Faculty.

• Syllabi demonstrate that at the course level the requirements for expected time on task meet the requirements of CR 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved stated learning objectives.
Our university has an existing syllabus template which covers all the basics:

- Contact Info
- Course Pre-Requisites
- Course Description
- Course Objectives
- Course Structure
- Course Readings
- Course Requirements
Existing syllabus template was missing crucial online components:

- Communication policy
- Netiquette
- Virtual contact information
- Expectations for interactions
- Learning Time Rubric

Redesigning the Syllabus

To contact professor: [email address]
Phone: [xxx-xxx-xxxx]
Virtual Office hours: [Day(s) of Week] [Time of Day] or by appointment
Other means of virtual contact, e.g. Skype ID, Twitter handle, etc.

Course Pre-requisites
For example: Students must complete ___ and ___ before taking this course.

Course Description
[The online course -- what it is, the purpose, and how it fits into the program or supports other courses, needs, etc.]

Course Objectives
By the end of this course students should be able to:

- 

Course Structure
This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using NYU Classes located at https://newclasses.nyu.edu.

Grade Breakdown (%)
- Weekly Assignments: %
- Engagement (forums and virtual sessions): %
- Low-stakes Assessments (within modules): %
- Midterm Exam/Project: %
- Final Exam/Project: %
- Group Project: %
## Learning Time Rubric

Below is an example of a rubric you must create for your course syllabus. You may choose your own breakdown of what is required, such as live webinar sessions. Consider this a general rubric for your class, but you may choose to make one for each week of learning.

<table>
<thead>
<tr>
<th>Learning Time Element</th>
<th>Asynchronous* / Synchronous**</th>
<th>Time on Task for Students (weekly estimate)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Asynchronous</td>
<td>1.5 hours</td>
<td>Interactive module format. It may take some students longer to complete. Expect low-stakes quiz questions throughout module.</td>
</tr>
<tr>
<td>Weekly Discussion Board</td>
<td>Asynchronous</td>
<td>1 hour</td>
<td>Students are expected to post initial response to weekly topic questions. See Interaction Policy.</td>
</tr>
<tr>
<td>Weekly webinar session</td>
<td>Synchronous</td>
<td>1 hour</td>
<td>We will have a weekly webinar session to review materials and answer questions. Attendance is required.</td>
</tr>
<tr>
<td>Assessment (lab)</td>
<td>Asynchronous</td>
<td>30 minutes</td>
<td>Complete lab for each week.</td>
</tr>
<tr>
<td>Assessment (homework)</td>
<td>Synchronous</td>
<td>1 hour</td>
<td>We will review homework assignments during additional webinar sessions. Attendance is optional.</td>
</tr>
</tbody>
</table>

*Asynchronous learning is defined as any non-real time student learning, such as recorded lecture, podcast, interactive module, articles, websites, etc. This also includes any student-to-student or faculty-to-student communication that may happen with an asynchronous tool, such as discussion board, chatroom, e-mail, text, etc.

**Synchronous learning is defined as any real-time student-to-student and/or faculty-to-student learning, such as a live webinar session or other video/audio communication service.
Redesigning the Syllabus

Syllabus Checklist

• In order to simplify the process of creating syllabi, we created a checklist for faculty

• Faculty can use their existing syllabus but make sure all necessary information is included

• Leave flexibility for faculty or individual departments to make stylistic decisions
Online Syllabus Checklist

☐ Syllabus Heading
☐ University name
☐ Name of Department
☐ Course # and name of course
☐ Semester and year
☐ Professor's name

☐ Contact Information
☐ Email
☐ Phone number
☐ Virtual office hours
☐ Other means of contact (Skype, Twitter, etc.)

☐ Course Prerequisites

☐ Course Objectives (4-6 measurable objectives)

☐ Course Structure
☐ Grade Breakdown
  ☐ Weekly assignment
  ☐ Engagement (forums and virtual sessions)
  ☐ Low stakes assessments within modules
  ☐ Midterm exam/project
  ☐ Group project
☐ Details on lectures, discussion, recitations, labs, course readings, case studies, fieldwork, etc.

☐ Course Communication
☐ Announcements
☐ Email
☐ Discussion Forums
☐ Weekly Virtual Meetings
☐ Netiquette

☐ Interaction Policy

☐ Readings
☐ Required text(s)
☐ Optional/recommended text(s)
☐ List of e-resources to access readings

☐ Course Requirements
☐ Description of expected online participation and weekly course activities
☐ Breakdown of graded course assignments
  ☐ Name of each assignment or exam
  ☐ Date due
  ☐ Percentage of final grade
  ☐ Brief description of assignment/exam
☐ Detailed weekly course schedule
  ☐ Date of each module
  ☐ Topic/Title of each module
  ☐ Objective(s)
  ☐ Reading(s)
  ☐ Engagement – discussion forums and webinar sessions
  ☐ Assessment(s)

☐ Moses Center State of Disability

☐ NYU School of Engineering Policies and Procedures on Academic Misconduct
From both a student and an instructor perspective, what problems may arise if the syllabus is not specifically designed for an online class?
No Need To Be Static

Syllabi can be:

• Hyperlinked documents
• Webpages
• Interactive modules (Module 0)
Redesigning the Syllabus
Redesigning the Syllabus

FUNDAMENTALS OF BIOLOGICAL ANTHROPOLOGY
Department of Anthropology, University of Notre Dame

FOCUS:

- Course: ANTH 30101
- Term: Fall 2011
- Instructor: Dr. Susan Sheridan
- Office Phone: 847-363-1470
- Office Hours: Tu 1-3 pm (September 27)
- W 1-2 pm (September 19)
- Email: sheridan.15@nd.edu

This course provides an overview of biological anthropology, using the evolution of Homo sapiens sapiens as a model for discussing the myriad of topics within the subdiscipline. We will survey how the field synthesizes the biological and cultural processes at work in shaping human adaptation, past and present.

As part of the University’s Green Initiative, all readings for the class are available on CourseConcours, as are all PowerPoint lectures and handouts. Your grades will likewise appear on CourseConcours as materials are completed.

The topics below usually cover several class periods.

Dates are not specifically assigned per topic, to permit you to guide the depth of discussion. However, exam dates are set and will encompass the material covered up to that point. These dates will not change.

Using primate evolution to Homo sapiens sapiens as a model to explore the subfields of biological anthropology;

- Exploration of our evolution by means of natural selection using a form/function/adaptation approach;
- Learning how to build models to understand our evolution, and our place in the natural world;
- Review of major hominin fossil finds;
- Development of a critical approach to the analysis of anthropology in the professional and popular press.

Course Objectives

All required readings appear together in CourseConcours, in a folder using the headings listed below. The articles provide a mix of material from the popular press (Scientific American, Discover, etc.) and professional literature (Science, American Journal of Physical Anthropology, etc.). The “extra” folders are readings with further information for those interested in the topic (historic pieces, recent publications, articles you identify during the semester). You will not be responsible for these “extra” on your exams.

READINGS

Course Description and Objectives

In this course, we explore US history since the end of the Civil War and Reconstruction. You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources; setting events, documents, and people in their historical contexts; and crafting interpretations and historical narratives from the “raw material” of the past. In this course, you should expect to do much more than memorize facts or dates — you will be busy actively doing history, not passively learning about history. Since it fulfills your “Constitutions” requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with M.A. General Laws, Chapter 73, Section 24A, which reads: “All state colleges of the Commonwealth of Massachusetts shall be taught as required subjects for the purpose of fulfilling the students, morally and intellectually, for the duties of citizenship and of school teaching.”

What’s in this syllabus

- Course details
  - Website: http://arabianshark.net/wcncs2
  - SASS: USM: CON
  - David Smoryński and Holly Smoryński, For the Record: A Documentary History of America, 1685-1865 (Holt, Rinehart, & Winston, 1974), ISBN: 0030570454

- Course Requirements
  - Grading Scale & Syllabus
- Details of the “Document Day”
- Policies & Resources

- # - 2
- # - 3
- # - 4
- # - 5
Redesigning the Syllabus

Course Information:
This course has a blog component.

Attainment Policy:
Attendance is mandatory. All activities, class discussions, and exams must be attended. If you miss a class, your instructor will provide you with a make-up. If you miss more than 2 classes, you may be dropped from the course.

Late Paper Policy:
If you are unable to submit your work on time, you must submit it as a late paper. Late papers will be accepted, but you will lose 10% of your grade for each day the paper is late. If you have a valid reason for not submitting your work on time, you should contact your instructor. If you receive approval for a late submission, you will need to submit your work within 24 hours of receiving approval.

Essential Questions:
- What is an Outsider? Who decides? Who defines an Outsider?
- What does it mean to be an Outsider?
- What goes on when we are challenged by an Outsider?
- What social, economic, political, and historical forces define an Outsider?
- To what norm does society define an outsider’s identity?
- Who sets and who sets the rules of the Outsider?

Course Requirements:
- Personal Inquiry and Research Project: This project will consist of a research paper, a literature review, and a presentation. The research paper will require you to conduct in-depth research on a topic relevant to the course. The literature review will require you to analyze and evaluate the existing research on the topic. The presentation will require you to deliver a coherent and well-organized presentation of your research findings. The project will be due on the last day of class.
- Outlier Blog Project: This project will require you to create a blog that will reflect your learning and reflections on the course. You will be required to post at least 5 blog entries. The blog entries should be between 500-1000 words and should reflect your learning and reflections on the course. The blog entries should be engaging and well-written. The blog will be due on the last day of class.
- Grading Breakdown:
  - Participation: 30%
  - Performance: 70%
  - Final Grading: 100%

The grading breakdown will be based on the performance of each component. The final grade will be calculated based on the performance of each component. The final grade will be a composite of all components.

Collaborative Learning:
The course will use collaborative learning to enhance learning. Students will be required to work in groups to complete assignments and projects. The groups will be formed based on the interests of the students. The groups will be required to complete a final project that will reflect their learning and reflections on the course. The final project will be due on the last day of class.

Required Texts:
- American Born Chinese, Gene Luen Yang
- The Help, Kathryn Stockett
- The Road, Cormac McCarthy
Helpful Resources

- The Open Syllabus Project
- Professors, Students and the Syllabus
- Building Your First Syllabus
- Universal Design for Learning: A Rubric for Evaluating Your Course Syllabus
- Hacking the Syllabus
- Hybrid Pedagogy: Syllabus as Manifesto
- The 3 Essential Functions of Your Syllabus
- Creative Approaches to the Syllabus
- Creating An Interactive Syllabus
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Instructor name &amp; contact info, class time and location</td>
<td>in addition: course prerequisites (if any) course description</td>
<td>In addition, how the course fits into the larger program/department curriculum, field, supplemental readings, and resources</td>
</tr>
<tr>
<td><strong>Overall tone</strong></td>
<td>Mechanical, dictatorial</td>
<td>teacher-oriented</td>
<td>student/learning oriented (eg: first person)</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>not articulated</td>
<td>stated in general, but vague and unmeasurable terms</td>
<td>Listed with appropriate, descriptive verbs that lend themselves to measurement and seek higher levels of learning</td>
</tr>
<tr>
<td><strong>Course format</strong></td>
<td>vague, or cryptic descriptions of course expectations and how class time will be used</td>
<td>mutual role expectations for students and instructor are explained, together with various teaching methods and modes</td>
<td>Role expectations and class format are explained in such a way that students understand the underlying rationale and benefits for them</td>
</tr>
<tr>
<td><strong>Instructor Beliefs &amp; Assumptions</strong></td>
<td>little or no accounting of the instructor’s teaching philosophy, beliefs or assumptions about learning</td>
<td>section describing the instructor’s beliefs or assumptions about teaching and learning that guide the course</td>
<td>Well articulated and thought out rationale that includes the values and/or experiences that guide the instructor’s teaching practice</td>
</tr>
<tr>
<td><strong>Class Schedule</strong></td>
<td>little or no information of what course topics will be covered each week</td>
<td>course topics broken down by class period</td>
<td>Fully articulated and logically sequenced course schedule with chronological topics listed for each class, along with required readings and preparation necessary from students</td>
</tr>
<tr>
<td><strong>Assignments required</strong></td>
<td>course assignments listed but with no due dates</td>
<td>course assignments listed with clear due dates</td>
<td>Assignments listed with due dates, with explanation of late policy and other requirements that might affect grades</td>
</tr>
</tbody>
</table>
# Redesigning the Syllabus

**Center for Teaching Excellence**

**Syllabus Rubric**

<table>
<thead>
<tr>
<th>Academic policies &amp; procedures</th>
<th>little or no information</th>
<th>description of academic integrity policy</th>
<th>information about all pertinent academic policies, including academic integrity, diversity and inclusivity, accommodating students with disabilities, class attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Students’ Learning</td>
<td>little or no information about how the students will be graded; whatever information is included reinforces a grade-focus</td>
<td>Each graded assignment is clearly described with its relative value towards the overall course grade</td>
<td>Each assignment includes descriptions of its rationale for inclusion in the course and what the student should get out of completing it; use of rubrics with quality criteria specified</td>
</tr>
<tr>
<td>Alignment</td>
<td>no clear connection between stated course goals/objectives and assessment schema</td>
<td>some assignments’ connection with stated course goals/objectives is apparent</td>
<td>all assignments are linked with a specific course goal/objective and are likely to provide sufficient evidence to adequately assess each goal/objective</td>
</tr>
<tr>
<td>Diversity of teaching &amp; assessment methods</td>
<td>course teaching and assessment methods are similar; eg: all lectures; all tests</td>
<td>Evidence the instructor has employed a diverse set of teaching and assessment methods</td>
<td>Diverse assessment methods and evidence that the instructor has taken into account the diversity of students in choosing teaching and assessment methods</td>
</tr>
<tr>
<td>Continuity of Feedback to students on their learning</td>
<td>little or very infrequent venues for giving students feedback on their progress in the course</td>
<td>adequate opportunities for students to get feedback on their progress in the course</td>
<td>all course requirements have sufficient means by which the instructor can keep students adequately appraised of their relative progress in the course</td>
</tr>
<tr>
<td>Opportunities for students to provide evaluative course input</td>
<td>students only opportunity to provide input on their experiences in the course to the instructor is at the end of the course</td>
<td>Instructor has developed and scheduled a mid-semester course evaluation opportunity for the students</td>
<td>Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester</td>
</tr>
</tbody>
</table>
Redesigning the Syllabus

Successes and Challenges

- Many faculty have been following our template for their online courses.

- Interaction policies, netiquette, required software and links to required texts, learning time rubric are just a few components faculty are still working on adding to their syllabi.
Redesigning the Syllabus

- What features within the LMS can you use to encourage students to refer back to the syllabus?
- What components do you plan to include in your syllabus?
More than Just a Document:
Redesigning the Syllabus for Digital Environments

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