

MODULE EIGHT: During this module we will create and finalize our syllabus. Make sure that the goals and objectives match the assessment criteria and that you have included all key elements discussed during the course: personal contact information, course number and credits, time frame of the course, suggested reading links and/or textbooks, grading scale, etc.

ASSIGNMENTS: Open the Syllabus Template and modify it according to the needs of your class. Make only one post with the syllabus attached

ANNOUNCEMENTS: I'll be more than happy to review, and offer suggestions, on your other course documents if you'd like.

TERMINOLOGY:

- *Goals/Objectives* – main points or intentions of a course
- *Syllabus* – a general table of contents for a course

SUGGESTED READINGS:

1. Writing a syllabus – course goals, etc.
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/writesyl.htm>
2. Scroll to locate the section titled: ***Design an effective syllabus.***
<http://www.sanjuancollege.edu/pages/2850.asp>
3. *Essential Elements: Prepare Design and Teach Your Online Course, Elbaum, McIntyre, & Smith -*
4. Theory and Learning Resources, Pedagogy, etc.
http://www.wabashcenter.wabash.edu/resources/teach_web.aspx

COMMENTARY/LECTURE:

A. SYLLABUS (A syllabus will be the final project for the course, submitted during week 8. Please add to your syllabus each week as we cover various syllabus elements.)

A syllabus is a formal table of contents for a course and will most likely be students' first contact with you as an instructor (the welcome document will be the next). Read the suggestions below and visit the web sites for suggestions (creating a welcome/introduction document, or discussion post, for students entering your course is your assignment this week).

There are some basic formatting dos and don'ts associated with word processing: do not use more than two fonts and one or two graphics for example, and if you want sounds, use a microphone and record your voice as you read the syllabus, do not include sound effects.

Visit the sites in the reading section above for more information; visit this site for word processing information: <http://wordprocessing.about.com/cs/programs/a/5Mistakes.htm>

What a syllabus should include: parts of an online course syllabus should include:

- course number, name, and description (brief and interesting - entice students to take your course)
- amount of credits
- dates and times, no abbreviations, and include time zones and year
- instructor information including contact and office hours
- weekly schedule with assignments
- method of assessment
- grading scale
- required and suggested readings (textbooks with ISBN number and purchase information)
- course attendance policies and expectations
- list of standards used for the course
- bibliography, list of suggested readings, and name and ISBN numbers of required textbooks

- university policies or expectations, i.e. plagiarism
- goals/objectives that are a match with standards if applicable

More on goals and objectives:

- **goals** are where we want to be, and **objectives** are methods or steps we should take to get there.
- Sometimes goals and objectives are used interchangeably – this depends on syllabus criteria of the teaching establishment. Goals and objectives tell students what you want from them and what the course will offer. Use active measurable verbs such as ‘explain’ and ‘demonstrate’ – not words like ‘learn.’
- Visit this site for a list of active verbs: <http://www.writeexpress.com/action-verbs.html>

New terminology has evolved for writing objectives relative to technology:

‘Navigating’, ‘wrap text’, ‘use the ... menu bar ...tool palette,’ ‘import’ or ‘export’ ...graphics ...pictures), ‘attach documents’, ‘cut, copy, paste’, are some new additions to the action verb list for writing realistic objectives pertaining to technology. The general rule, of course, is to choose words when writing objectives that involve technology and words that are appropriate to the action.

Think of what it is you want your students to do during the course. A general rule is to examine the activity or software that online students are using, decide on objectives and learning outcomes, choose a tech tool and method to assess, then choose wording.

B. Standards - matching to syllabus goals and objectives - The standards used when teaching is dependent upon the teaching establishment. In teaching about the use of the Internet online, we use as our standards those available from the **International Society for Technology in Education (ISTE)**, which are called the **National Educational Technology Standards (NETS) for Teachers**. When you teach about theology, your institution likely has its own standards – perhaps the *Program for Priestly Formation* or *Pastores dabo vobis* or some other like documents. Macros standards like those provided by ISTE or by the Association of Theological Schools help orientate us in our decision-making of what goes into a given syllabus because we, ultimately, want to be able to demonstrate through the courses that we teach that we are meeting some of the standards of the agencies that accredit us.

<http://www.iste.org/AM/Template.cfm?Section=NETS> and
<http://www.ats.edu/accrediting/pages/standardsofaccreditation.aspx>

At the 2010 Biennial Meeting of Presidents and Rectors in Montreal, ATS approved the following technology changes to the General Institutional Standards:

1 Purpose, Planning, and Evaluation

1.2 Planning and evaluation

1.2.1 The purpose statement shall guide the institution in its comprehensive institutional planning and evaluation procedures and in making decisions regarding programs, allocation of resources including the use and support of educational technology, constituencies served, relationships with ecclesiastical bodies, global concerns, institutional flexibility, and other comparable matters.

2 Institutional Integrity

2.10 Institutions shall establish and enforce policies for the appropriate and ethical use of instructional technology, digital media, and the Internet that are consistent with the institution’s educational purposes and environment.

3 The Theological Curriculum: Learning, Teaching, and Research

3.2.2 Teaching

3.2.2.2 Instructional methods should use the diversity of life experiences represented by the students, by faith communities, and by the larger cultural context. Instructional methods and the use of technology should be sensitive to the diversity of student populations, different learning styles of students, the importance of communities of learning, and the instructional goals. The integration of technology as a teaching tool and resource for learning shall include careful planning by faculty and administration to ensure adequate infrastructure, resources, training, and support.

3.2.2.3 Courses are a central place of interaction between teachers and learners. The way the instructor arranges the work and structures the class should encourage theological conversation. Courses and programs of study should reflect an awareness of the diversity of worldwide and local settings. In the development of new courses and the review of syllabi, faculty should interact with one another, with librarians, with their students, with the church, and with the developing fields of knowledge. Faculty should be appropriately involved in the consideration of ways in which technology might enhance or strengthen student learning.

5 Library and information resources

5.2 [Library] Contribution to Learning, Teaching, and Research

5.2.1 The library accomplishes its teaching responsibilities by meeting the bibliographic needs of the library's patrons; offering appropriate reference services; providing assistance and training in using information resources and communication technologies; and teaching information literacy, including research practices of effectively and ethically accessing, evaluating, and using information.

5.2.2 The library promotes theological learning by providing instructional programs and resources that encourage students and graduates to develop reflective and critical research and communication practices that prepare them to engage in lifelong learning.

5.2.4 The library should provide physical and online environments conducive to learning and scholarly interaction.

6 Faculty

In order for faculty members to accomplish their purposes, theological schools should assure them appropriate structure, support, and opportunities, including training for educational technology.

6.2 Faculty Role in Teaching

6.2.3 Full- and part-time faculty should be afforded opportunities to enhance teaching skills, including the use of educational technology as well as training in instructional design and in modes of advisement appropriate to distance programs, as a regular component of faculty development.

6.2.4 Appropriate resources shall be available to facilitate the teaching task, including but not limited to, classroom space, office space, educational technology, and access to scholarly materials, including library and other information resources.

6.2.5 Schools shall develop and implement mechanisms for evaluating faculty performance, including teaching competence and the use of educational technology. These mechanisms should involve faculty members and students, as well as administrators.

6.3 Faculty Role in Student Learning

6.3.2 To ensure the quality of learning, faculty should be appropriately involved in development of the library collection, educational technology, and other resources necessary for student learning.

9 Institutional Resources

9.4 Institutional Data information technology resources

9.4.1 To the extent that a theological school uses technology to deliver its educational programs, the school shall maintain adequate personnel and financial and technological resources to sustain its technology infrastructure.

9.4.2 For planning and evaluation, the school shall create and use various kinds of institutional data and information technology to determine the extent to which the institution is attaining its academic and institutional purposes and objectives. To the extent possible, it should use the most effective current technologies for creating, storing, and transmitting this information within the institution, and it should share appropriate information thus generated among institutions and organizations. The kinds of information and the means by which that information is gathered, stored, retrieved, and analyzed should be appropriate to the size and complexity of the institution.

9.8 Instructional technology resources

Institutions using instructional technology to enhance face-to-face courses and/or provide online only courses shall be intentional in addressing matters of coherence between educational values and choice of media, recognizing that the learning goals of graduate education should guide the choice of digital resources, that teaching and learning maintains its focus on the formation and knowledge of religious leaders, and that the school is utilizing its resources in ways that most effectively accomplish its purpose. They should also establish policies regarding the appropriate training for and use of these resources.

9.8.1 Students should be adequately informed regarding the necessary skills and mastery of technology to participate fully in the programs to which they are admitted. Institutions are encouraged to provide opportunities for students to gain these skills as part of their program of study.

9.8.2 Sufficient technical support services should ensure that faculty are freed to focus upon their central tasks of teaching and facilitating learning. Support services should create systems for faculty development and assistance to ensure consistent, effective, and timely support.

9.8.2.1 Timely technological support services should include (1) staff with a sufficiently high level of technical skills to ensure student facility in handling software and the technological aspects of course offerings and (2) the systemic evaluation and upgrading of technological resources and services consistent with the learning goals of theological scholarship.

9.8.2.2 A technological and support services program should include technological training and should ensure adequate support services personnel for faculty and students.

9.8.3 Institutions shall develop and implement ongoing evaluation procedures for the use of instructional technology that involve appropriate groups of people in the evaluation process.

A program trying to demonstrate compliance with the 2010 changes to the General Institutional Standards, for instance, would want to develop some kind of mechanism by which to do so. ISTE-NETS provides the kind of framework that is useful in a graduate theological school's demonstration of its adherence to ATS. According to ISTE-NETS,

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Given what you now know about how these standards can affect your course design, you will want that understanding reflected in the kind of syllabus you put together, derived not in superfluous technological integration but in a very real and positive response to the nature of the course you teach.

C. FORMATTING and WRITING COURSE CONTENT - Suggestions:

- Make print size large enough for all ages
- Create weekly course documents as short as possible
- Use bullet points for lists
- Highlight or bold important information
- Use no more than two colors - web addresses show two colors once visited so course content immediately starts off with at least two colors
- Use no more than two different font types, styles, and formatting or the content will look too busy
- Use white space when possible to avoid the sense that words are crammed together
- Don't make students search for information in a different place every week (assignments, deadline dates, etc) – create consistent course documents– use a template (more on templates later)
- Weekly documents should follow the course objectives and provide information sequentially
- Provide deadlines
- Create headers and footers so students will know where they are when they open course documents - students often take more than one online class at a time, sometimes from different universities
- Do not provide multiple link options for students to reach the same area - create one link to assignments and one to lecture material, i.e. if two links are needed, make sure that the links have the same name (this will eliminate emails from students asking if they have completed all necessary work for the week)
- All course documents should be accessible from the home page and labeled properly - and do not label discussion links with 'cute' names such as **tyme-out** or **coffee-klatch** – if two discussion links are necessary - one for informal discussion and one for assignment discussions, i.e., name them appropriately
- *Personal experience:* One fall, a single eight-week course of 16 students created nearly 350 personal questioning emails to the instructor during the first week of class - many could've been avoided if the instructor had posted clear instructions from the start (remember that each email should be answered personally)

B. ASSIGNMENTS – 2, create one document, reply to others:

- **1 of 1:** Create a syllabus by adapting to your needs the template below.

*This concludes the course! Thank you for being here!
Please don't hesitate to call or email, even after our class has ended! Mary*

Online Syllabus Template:



Replace with your own logo

Course Number: Course Title

Course Instructor's Name: # of Credit Hours

Online Office Hours:

Contact information:

1. COURSE DESCRIPTION

2. PROGRAM INTERFACE GOALS (when applicable)

Human Identity – Students will

Spiritual Identity – Students will

Ministerial Identity – Students will

3: GLOBAL VISION GOALS

Evangelization/inculturation – Students will

Ecumenism/unity – Students will

Interfaith Dialogue – Students will

Authentic Human Development – Students will

3. ENVISIONED OUTCOMES

- Students will
- Students will
- Students will

4. COURSE SCHEDULE (Assignments Due Thursdays by midnight; Peer Responses Due Saturdays by Midnight)

Week 1 –
Materials:
Assignments:

Week 2 –
Materials:
Assignments:

Week 3 –
Materials:
Assignments:

Week 4 –
Materials:
Assignments:

Week 5 –
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Week 6 –
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Week 7 –
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Week 8 –
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Week 10 –
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Week 11 –
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Week 12 –
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Week 13 –
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Assignments:

Week 14 –
Materials:
Assignments:

Week 15 –
Materials:
Assignments:

Week 16 –
Materials:
Assignments:

4. COURSE REQUIREMENTS

5. RESOURCES (list books, etc., here)

6. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

GRADING SCALE:

Grading Rubric for the Major Papers and Discussion Board (DB) Posting					
0 – Major Paper 0 – DB Posting	3 – Major Paper 2 – DB Posting	6 – Major Paper 4 – DB Posting	9 – Major Paper 6 – DB Posting	12 – Major Paper 8 – DB Posting	15 – Major Paper 10 – DB Posting
CONTENT					
Absence of Understanding Analysis shows no awareness of the discipline or its methodologies as the relate to the topic	Lack of Understanding Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.	Inadequate understanding Analysis is sometimes unclear in understanding or articulating concepts of the discipline.	Adequate understanding Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.	Solid Understanding Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.	Insightful understanding Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts.
RESEARCH					
Missing Research Paper shows no evidence of research: citation of sources missing.	Inadequate research and/or documentation Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.	Weak research and/or documentation Inadequate number or quality of sources; many facts not referenced; several errors in citation format.	Adequate research and documentation but needs improvement Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.	Solid research and documentation A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors	Excellent critical research and documentation Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format
WRITING & EXPRESSION					
Incomplete writing Analysis is only partially written or completely misses the topic	Writing difficult to understand, serious improvement needed Analysis fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence	Episodic writing, a mix of strengths and weaknesses. Analysis noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering;	Acceptable writing, but could use some sharpening of skill Analysis is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more	solid writing, with something interesting to say. Analysis is an adequate response to the topic; some depth and com-plexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate	command-level writing, making a clear impression Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development ; superior syntax and diction; error-free grammar, mechanics, and

	structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage	simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage	vigor; overall control of grammar, mechanics, and usage, but some errors	syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error	usage
COMMUNITY INTERACTION (50-word response)					
Indequate response Response merely provides laudatory encouragement for original post, e.g., "Excellent post! You really have thought of something there."	Poor response Response misses the point of the original posting	Weak response Response summarizes original posting to which it responds	Acceptable response Response makes a contribution to the posting to which it responds	Individually-conscious contributory response Response makes a contribution to the posting to which it responds and fosters its development	Community-conscious contributory response Response makes a contribution to the learning community and fosters its development

ACADEMIC HONESTY POLICY

Students are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of another person merely as a means to another person's ends.

Three types of plagiarism include but are not limited to the following:

- 1) the deliberate word-for-word copying of someone else's work as your own;
- 2) the rewording or rearranging of another's work, which is either a deliberate or an unintentional display of inexperience in research;
- 3) the use of an aid or tutor who does so much of the student's work that the student can no longer call the work his own.

To address this issue, students

- should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites;
- should not copy more than two paragraphs from any source as a major component of papers or projects;
- should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites; and
- should not overly-rely on the assistance or tutoring of another member of the academic community in the completion of his coursework.
- should follow the Chicago Style Guide when referencing all research sources (A useful Chicago guide can be found at http://www.chicagomanualofstyle.org/tools_citationguide.html).

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

ATTENDANCE POLICY

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required to be in class 3 hours a week and prepare for class discussions 4.5 hours a week. Expect to devote at least 7 quality hours a week to this course. A failure on the student's part to actively participate in the life of the course may result in a reduction of the final grade.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F unless the requirements stipulated on the incomplete form are met by the date listed.