

Read through the marginal comments to get a sense of the things you should think about as you review your syllabus for online learning.



School of Name
Department of Name
Program credential and level

Course Number
Course Name

Approved by Education Council: Date	Credits: 3
Term: Date	Total Course Hours: 45 hours
Prerequisite: None	Lecture Hours: 45
	Lab Hours: 0
Co-requisite: None	Clinic Hours: 0
	Practicum Hours: 0
Instructor: Your name	Office Hours: Dates and Times
Lecture: Date	Office: 2-340
Lab: None	Phone:
	e-mail:

CALENDAR DESCRIPTION

Provide the calendar's description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

COURSE DESCRIPTION

Provide an additional course description only if more detail than what is in the calendar description is required. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

COURSE GOAL and LEARNING OBJECTIVES

Provide a main goal or goals for the course as a whole. Then, provide specific learning objectives.

By the end of this course, students will be able to:

Commented [EB(1)]: Consider offering office hours on BigBlueButton in Moodle instead of face-to-face. You can still schedule a set time when you will be available and can also schedule set appointments.

Commented [EB(2)]: Clearly communicate when, if any, class sessions will take place that are **required** for students to attend. You may choose to meet twice a week, weekly, biweekly, or a few times throughout the term. Consider using BigBlueButton to host your class. Think about:

- Does my content need to be delivered live?
- What skills do I need to demonstrate to my students in real time?
- What skills do my students need to demonstrate to me in real time?
- How often do my students need to engage with me and with one another in real time?

Commented [EB(3)]: Look at your calendar description to confirm the following:

- What is the main content you need to cover?
- What learning objectives are implicit or explicit in this description?
- What will your students need to be able to do after taking this course?

Commented [EB(4)]: When you review your course description, think about including more information about how the course will function. Consider adding:

- What routine will the students follow each week?
- What are the main learning activities?
- What do students need to know about how and when the learning will take place?

Commented [EB(5)]: Review your existing goals and objectives carefully. Where do they come from? Ask yourself:

- Can these outcomes be met by another means?
- What assessments will help me know that my student has mastered the skills or knowledge?

- Identify and describe the main perspectives and organizing concepts of XXX
- Explain and question XXX and apply XXX
- Explain and illustrate XXX
- Critically analyze and evaluate XXX
- Apply XXX
- Research a topic and write a XXX
- Plan, organize and present a logical written argument
- Engage in a collaborative discussion with peers
- Identify examples of XXX

ACADEMIC HONESTY AND STUDENT CONDUCT

Students are expected to conduct themselves with academic integrity and in accordance with CNC's established standards of conduct. Penalties for misconduct, including plagiarism, cheating and personal misconduct are outlined in the Academic Conduct and Student (Non-Academic) Conduct documents found in the policies section of CNC's website. All students should familiarize themselves with these documents.

Academic Conduct <http://tools.cnc.bc.ca/CNCPolicies/policyFiles.ashx?polld=175>

Student (Non-Academic) Conduct <http://tools.cnc.bc.ca/CNCPolicies/policyFiles.ashx?polld=174>

Commented [EB(6): In an online class, you may never meet your students. Though you shouldn't make changes to this language, consider adjusting your activities in some of the following ways:

- Choose higher level thinking skills (analysis, evaluation, creation, application) over memorization and recall to assess knowledge
- Ask the students to submit an Academic Honesty letter with their work
- Consider more regular assessments (e.g. weekly) that are lower stakes so you get a better sense of the student's abilities and their development over the term

ACCESSIBILITY SERVICES

Students who require academic accommodations as a result of a disability should advise both the instructor and Accessibility Services. Students requiring support should familiarize themselves with the Accommodations for Students with Disabilities policy.

<http://tools.cnc.bc.ca/CNCPolicies/policyFiles.ashx?polld=137>

Commented [EB(7): Consider how you could support students with disabilities in an online class. Can you:

- Make an exception to grant more time
- Offer choice in submission (e.g. written, audio, or multimedia)
- Provide readable PDF and other electronic documents
- Find videos with subtitles or close captioning (and turn on that feature in videos you create and upload)

CLASSROOM BASED RESEARCH

If classroom based research is conducted, the class will be instructed on appropriate ways of conducting research with human subjects based on the CNC Policy and Procedure for Ethical Research. The ethical framework for this study will be articulated by the instructor in the classroom.

REQUIRED REFERENCES

You can access the textbook for this course for free through Open Campus.

Author Surname and initial	Title of material	Current Edition	Place of Publication	Published

Commented [EB(8): As you review the class readings, consider using Open Education Resources and other online materials to supplement your references. Review the options on OpenCampus BC to find resources that are relevant for your subject and free for your students!

EVALUATION METHODS AND % OF TOTAL GRADE

STUDENT EVALUATION		LETTER GRADE / PERCENTAGES	
Reading Quizzes		A+	90 % - 100 %
Discussion Forum Postings		A	85 % - 89.9 %
Written Assignment		A-	80 % - 84.9 %
Weekly Activities		B+	76 % - 79.9 %
Presentation		B	72 % - 75.9 %
Final Exam		B-	68 % - 71.9 %
		C+	64 % - 67.9%
The final Exam may not exceed 20-40% of the final grade or as specified by an external agency such as ITA. Competency based grading scale courses may weight a final exam up to 60%. Please review the Grading and Evaluation of Student Performance Policy http://cnc.bc.ca/Visiting/CNC_Policies.htm		C	60 % - 63.9%
		C-	55 % - 59.9%
		D	50 % - 54.9%
		F	0 % - 49.9%

Commented [EB(9)]: Many of your existing assignments can convert nicely to an online format. As you review each one, think about your available options. Here are a few to consider:

- In-class participation could happen in discussion forums
- Check in assessments can happen in quiz
- Written assignments can be submitted in assignment
- Multimedia can be submitted in assignment or shared in wiki, database, or discussion
- Handwritten work can be photographed or scanned and submitted in assignment
- Presentations can be recorded as video and submitted or completed in BigBlueButton
- Demonstrations of technique can also be recorded
- Oral assessments can take place in BigBlueButton
- Peer review can take place in review
- Personal reflections, notes, or other debriefing can take place in journal

COURSE SCHEDULE

You will be working through this course on your own time. There will be work to complete with deadlines every week. Use this calendar to guide your term.

Commented [EB(10)]: Consider providing a bit more detail and multiple timelines every week for activities in your schedule. A sample template is included below. Students benefit from routine, so try to schedule similar due dates every week (e.g. discussion posts due Wednesday night, replies due on Sunday; reflections due Fridays, etc)

Time	Topic	To Do	To Submit	Resources & Commented
<i>Week 1</i>				
<i>Week 2</i>				
<i>Week 3</i>				
<i>Week 4</i>				
<i>Week 5</i>				
<i>Week 6</i>	<i>Reading Week</i>			
<i>Week 7</i>				
<i>Week 8</i>				
<i>Week 9</i>				
<i>Week 10</i>				
<i>Week 11</i>				
<i>Week 12</i>				
<i>Week 13</i>				
<i>Final Exam</i>				

Commented [EB(11)]: Once you update your schedule, you can use it as a map to help you lay out your Moodle site.