SYLLABUS DEVELOPMENT TOOL

This document has been designed to serve as a tool to guide you in the development of your syllabus. All required syllabus sections/components are noted in bold within the following table of contents. Also notated within this syllabus tool are Quality Matters (QM) standards. The QM rubric which includes these standards has been adopted as the framework for effective online course development.

Special Note: The following table of contents does not need to be included in your syllabus, but rather provides a visual framework of the finalized format and components to be included in a syllabus and is provided as a navigational outline for this syllabus tool.

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HEADER

(Insert each of the following pieces of information into the syllabus template provided.)

- Course Code with Section Number/Course Name
- Term / Year (i.e. Spring 2010)
- Instructor (Name & Title)
- Office location: Building, Room #
- Office phone & fax numbers
- Office hours/Virtual office Hours – face to face and online
- University Email address

COURSE INFORMATION (QM 1.2, 1.4, 2.1)

(Provide course information to include materials required for the course, course description, and student learning outcomes.)

Materials – Text, Readings, Supplementary Readings

[Insert full bibliographic entry for each textbook required for the course. Use either the MLA, Turabian, or APA format. The format used should be the writing style format you require students to use in your course.]

- Required materials (include information on how to secure the required materials)
- Required readings (include information on how to secure the required materials)
- Supplementary readings (include whether they are required or recommended)

Course Description (QM 1.2)

- [Insert Course Description Statement – from catalogue/academic department]
- Course pre-requisites, co-requisites, and other restrictions
- Rationale of the course:
  - How the content will benefit the student; how the course relates to the content, primary concepts and principles of the discipline
  - Types of knowledge and abilities that will be emphasized
  - How and why the course is organized in a particular sequence (explanation of learning modules, etc)

Student Learning Outcomes (QM 2.1)

[Insert outcomes (usually no more than 5 or 6 outcomes) as established by your academic department. Outcomes should be stated clearly and concisely in non-subjective terms. Student learning outcomes should be observable, measurable and stated in student perspective. It is what the student will be able to do or know as a result of learning activities in your course. A good learning outcome identifies: 1) who will perform the task, 2) what action they will take when performing the task, and 3) ends with some result/product/artifact of that task which is measurable.]
Examples from varied disciplines:

- The student will construct an appropriate bibliography from scholarly sources of material for study and research.

- The student will be an active and engaged participant in discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

- The student will analyze the effect of enterprise systems and other technologies on the revenue collection process.

- The student will describe and synthesize learning, theory, educational technology and instructional design as it relates to teaching and learning through empirically based research.

- The student will demonstrate an understanding of the interrelationships between art and elements of its surrounding contextual environment including but not limited to commerce, aesthetics, entertainment, history, science, and socialization.

[Resource for writing effective outcomes/objectives: http://www.nwlink.com/~donclark/hrd/bloom.html]

COURSE REQUIREMENTS (QM 1.2, 2.1, 3.1, 3.2, 3.3)

Instructional Methods / Activities / Assessments (QM 1.2, 2.1, 3.1, 3.2, 3.3)

Align instructional methods, activities, and assessments to each student learning outcome. This pattern provides a visual relevancy of activities and assessments related to the course and unit outcomes/objectives.

(When possible, link to a copy of the assessment instrument (rubric) when applicable. This pattern provides a visual relevancy of activities/assignments related to the course and unit outcomes/objectives.)

It is suggested that courses include an introductory statement such as the following:

“This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.”

Example 1:

Mini-Research Paper: 100 points (5% of total course grade)
Student Learning Outcome #1: The student will describe and synthesize learning, theory, educational technology and instructional design as it relates to teaching and learning through empirically based research.

This mini-research paper is assigned as a means of recapping your previous learning in other coursework. By writing this mini-research paper you will demonstrate your ability to describe and synthesize learning, the theory associated with learning, and how instructional design relates to teaching and learning. You will also demonstrate your writing and research skills.

Assessment Method: Your mini-research paper will be graded using a Mini-Research Paper Rubric provided by the instructor. [Note: Link to the mini-research paper rubric. This allows the student to see the expectations you have set.]

Example 2:

Exams: 100 points each (60% of total course grade)

Student Learning Outcomes #2 & 3: [Insert text of objective/learning outcome(s)]

Assessment Method: Multiple Choice and Essay Exam

State whether the exams are open- or closed-book, the material over which the student will be tested, and how the student will take the exam (eg. eCollege Exam tool, paper-based, in-class exam, take home exam, etc.).

Example: Closed book exams will cover the required textbook reading and the content of the online lectures. Complete the exams online by accessing the eCollege exam tool. The exams will be timed and grades made available to students following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Example 3:

Discussion Forums: 8 total @ 25 points/discussion = 200 points

Student Learning Outcome #2: The student will be an active and engaged participant in discussion forums within his/her learning community by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

The discussion forums are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion
forums will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities).

Assessment Method: Each forum will be graded using the Discussion Forum Rubric. [Link to the rubric]

Grading (QM 3.2)

Clearly communicate your method of grading. Are you grading on a standard 10-point scale (A, B, C..)? Pass/Fail? Are you grading solely on points, or using weighted categories? Be specific in the weight each exam and assignment will carry. An example in table format is helpful for students to understand your method of grading.

Example of grading by points:

Total Points Possible for Semester = 490

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>490-441</td>
<td>A</td>
</tr>
<tr>
<td>440-392</td>
<td>B</td>
</tr>
<tr>
<td>391-343</td>
<td>C</td>
</tr>
<tr>
<td>342-294</td>
<td>D</td>
</tr>
<tr>
<td>293-0</td>
<td>F</td>
</tr>
</tbody>
</table>

(Note: grading by points allows the students to easily calculate their current grade by dividing their points earned by the total possible points they could have earned to date.)

Example of weighted categories grading:

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Exams</td>
<td>60%</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>
TECHNOLOGY REQUIREMENTS *(QM 1.2, 1.7, 6.4)*

Include a statement describing the technology requirements for the course and information students will need to use the technology. In the case of a web-enhanced course, briefly describe the eCollege components that will be used in your course *(QM 1.2)*.

Provide clear instructions on required software and plug-ins along with instructions on obtaining and installing them. Examples of information to include in this section are as follows:

*The following information has been provided to assist you in preparing to use technology successfully in this course. [List those technologies needed for your course.]*
- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone (if required for synchronous sessions in an online course)
- Word Processor (i.e. MS Word or Word Perfect)
- [List other related hardware or software necessary for your course]*

*Additionally, the following hardware and software are necessary to use eCollege:*

*Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).*

*Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.*

*It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.*

ACCESS AND NAVIGATION *(QM 1.1, 1.2, 7.1)*

*eCollege Access and Log in Information* *(7.1)*

[Insert statement such as the following: *This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu.*]

*You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.*]


**Being a Successful Student**

- What Makes a Successful Online Student?
- Self-Evaluation for Potential Online Students
- Readiness for Education at a Distance Indicator (READI)
  - Login Information: Login = tamuc; password = online

**How is the eCollege Course Organized?**

[Provide a brief statement as to how eCollege will be used for your course. For an online course, include how the course information is organized. Are you using learning modules, units or weeks? Does each unit or module correspond to a week of the term?]

**What Should Students Do First? (Online Courses)**

[Indicate what students should do first once they have accessed the course and the syllabus. Do you have a “Start Here” module they need to complete that has a syllabus quiz? Is there an introductory assignment or discussion post they need to complete? Do they need to send contact information to the instructor via the email tool?]

**How Should Students Proceed Each Week for Class Activities? (Online Courses)**

[Explain to students how they should access the materials in order to successfully complete the course activities. Where are necessary files located? Are you using the eCollege assignment drop box to submit assignments?]

**Online Course Examples:**

1. The student will access and follow all course instructions found in the weekly/unit content area of the eCollege course. The weekly/unit content area of our course is found on the left navigation bar.

2. The student will listen to all online lectures provided in the [insert here where in the course they will find the links to your online lectures, i.e. by clicking on the “lecture” link in each week/unit of the course]

3. The student will complete the assigned ‘online’ exams by accessing the ‘exam’ tool in the eCollege course. [insert info on where the exams are located, i.e. under each corresponding weekly content page, under a ‘exam’ area you created in your course, so forth]

4. The student will respond to posted online course discussion questions using the eCollege discussion tool [insert info on where the discussion questions/forums are located].

5. The student will complete and submit assignments electronically using the eCollege dropbox tool/tab [Indicate where students will find assignment instructions and that the dropbox is found under the “dropbox tab” on the top toolbar in eCollege.]
6. The student will complete an on-going semester project in accordance with the instructions given in this syllabus. [Insert specifics on where to find this information.]

COMMUNICATION AND SUPPORT (QM 1.3, 6.6, 7.1)

In this section, provide information about the communication tools you will use in your course and how they will be used:

- Email
- eCollege Virtual Office
- ClassLive Pro or eCollege Chat (fully online courses only)
- eCollege Announcements

Interaction with Instructor Statement (QM 1.3)

[Indicate the primary tool that you will use to communicate with students. Where students should send personal concerns or questions? In your online course, should students use the course email tool, and/or will you use the virtual office?]

State your communication policy clearly: When and how often can students expect to receive a response to their e-mails or discussion board postings (in online course)? Within 24 or 48 hours? Will you only email students at their myLeo email address (recommended)? Customize this statement based on your course needs and also state any additional communication policies and netiquette for your course. (Resource: Core Rules of Netiquette).

eCollege Student Technical Support (QM 6.6, 7.1)

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

University Student Technical Support

[Include resources applicable to your specific course (i.e. Math Lab, Writing Center)]
COURSE AND UNIVERSITY PROCEDURES/POLICIES (QM 7.3, 8.1)

Course Specific Procedures

[Insert course policy statements required by your academic college, academic department, and/or you personally. Possible types of policies are provided.]

Academic Honesty Policy

Example wording:

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

[Provide link(s) to official documents from University web page if made available by your department.] [Suggest web resources to students for reference regarding what constitutes plagiarism and how to avoid it. Suggested sites may include: http://www.plagiarism.org/ or http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml]

Examination Policy

You may choose to state whether your tests are open- or closed-book exams and your policy on the student not meeting the exam due date. Explain your policy should a student lose Internet connection during an exam.

Attendance Policy

(State your policy if you have one.)

Assignment Policy

State how students will know what the official due dates are for each assignment, where they will find assignment instructions, what file type assignments should be saved as (eg, .DOC or .RTF), where/how files should be submitted (i.e. eCollege dropbox).

Late Work

The faculty member has the prerogative to accept or not to accept late work. Specify your policy in this section.
Drop a Course
You may choose to include the following, “A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled ‘Drop a class’ from among the choices found under the myLEO section of the Web page.”

Incompletes
Indicate whether or not you give incompletes and under what situations. If you give incompletes, you may want to let students know that they only have access to their eCollege course for two weeks following the final day of the term.

Administrative Withdrawal
State your policy in order to reserve the right to administratively drop a student for excessive absences.

University Procedures

ADA Statement (QM 7.3, 8.1)

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See [provide link to current ‘Code of Student Conduct’ from Student Guide Handbook])

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COURSE OUTLINE/CALENDAR (QM 1.1, 1.2)

Provide a general description of the subject matter of each lecture or discussion. The format of this information can vary depending on course delivery method (online or web-enhanced), but it is required that a minimum of the following information be included:

Lecture/Discussion 1: (General description of topic)
Lecture/Discussion 2: (General description of topic)