Course Syllabus

Course Name

Semester Year

Instructor Information

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Name, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Campus Address and through the Virtual Classroom</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Monday - Friday 7:30 am - 4:30 pm and through the Virtual Classroom</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Email:</td>
<td>UAB Email only <a href="mailto:instructor@uab.edu">instructor@uab.edu</a></td>
</tr>
</tbody>
</table>

I want to be responsive to your needs. Please post questions dealing with course content via a Reply to the FAQ discussions forum via the Discussions link in the menu on the left. This way you can check to see if your question has already been asked and answered. I typically check the forum most often--once in the morning and once in the evening, but definitely within 24 hours.

For questions that you do not want to share with the class, call or send me an email. Please allow 24 hours for a response to calls or emails during the work week.

*QMS 5.3: The instructor's plan for classroom response time and feedback on assignments is clearly stated*

Course Clock

The class will use the Central Time Zone for all scheduled due dates. View the U.S. Official Time Zone Site.

Course Description/Purpose

This course is designed to provide faculty with the resources they need to develop and deliver online instruction effectively. Its main focus in pedagogy; however, it also includes best practices, tips and strategies for developing and delivering effective online instruction, tutorials for using Canvas, and numerous resources. It is designed to provide faculty the opportunity to experience the online environment from the student, design, and instructor perspectives.

*QMS 1.2: Learners are introduced to the purpose and structure of the course*
Course Pre- and Co-requisites

None

*QMS 1.6: Prerequisite knowledge in the discipline and/or any required competencies are clearly stated

Learning Objectives (*QMS 2.1: The course learning objectives, or course/program competencies, describe outcomes that are measurable.)*

1. Review resources and procedures relating to online course development and delivery
2. Recognize the paradigm shift in teaching and learning necessary for an effective online instruction
3. Experience the characteristics, benefits, and challenges associated with online learning from a student perspective
4. Create measurable learning objectives, assessments, activities, and materials that:
   - engage learners and promote active learning to maximize student mastery and retention of course objectives
   - incorporate universal design principles
   - promote 21st century learning
   - comply with regulations associated with copyright, Fair Use, and the TEACH Act and the American with Disabilities Act (ADA),
   - meet quality standards and recommendations associated with best practices, SACS and other accrediting bodies.
   - implement various technologies for enhancing online learning
   - Develop effective course management strategies (e.g., record keeping, communications, participation)

Be sure that your objectives are measurable (begin with an action verb that can be measured through an assessment). Learn more in Module 1. Try to keep course objectives to a manageable number between 5 and 9 because research indicates that students may be overwhelmed with too many objectives.

Required Texts and Materials

- MarylandOnline (2014). *Quality Matters Rubric Workbook for Higher Education* *(Fifth ed.)*. Annapoils, MD
- Canvas Training sessions
1.5: Minimum technology requirements are clearly stated and instructions for use provided

1.7: Minimum technical skills expected of the learner are clearly stated

Recommended Texts and Materials

1. Read *Teaching Online: A Practical Guide*, by Susan Ko and Steve Rossen, to learn how teaching online can benefit you
2. UAB Online’s Canvas Success Site. It is a must have resource for instructors and students.

Grading

The activities (assignments, quizzes, discussions, and participation in groups) in this training are designed to provide you experience with various Canvas tools and/or processes that will impact the development, review, or management of your online course. Grades will be posted to allow you to see what students will see and experience what students experience in relation to monitoring their own progress. **Important Note:** In order to earn training certification, **all** items must be complete including collaborations posts and responses at **80% or better**.

Grade Distribution

<table>
<thead>
<tr>
<th>Activity (Project, Test, or Assignment)</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Map</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Assessments Assignment</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Learning Activities/Materials Assignment</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Module Map</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Canvas Training Session</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Video Bio</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Assignment points and percentage</strong></td>
<td><strong>800</strong></td>
<td><strong>80%</strong></td>
</tr>
<tr>
<td>Participation (Discussions, Live Chat, etc.)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Points and Percentages</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=</td>
<td>1530-1700</td>
<td>90-100%</td>
</tr>
<tr>
<td>B=</td>
<td>1360-1529</td>
<td>80-89%</td>
</tr>
<tr>
<td>C=</td>
<td>1190-1359</td>
<td>70-79%</td>
</tr>
<tr>
<td>D=</td>
<td>1020-1189</td>
<td>60-69%</td>
</tr>
<tr>
<td>F=</td>
<td>0-1019</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Feedback/Grading Response time: In your course, you will want to give students an idea about how quickly you will provide feedback and grades and descriptions of activities. The example below follows best practices and is recommended.

- Questions on the FAQ or via email will be answered within 24 hours during the work week.
- Feedback/grades will be posted within 48 hours after the activity's submission due date.
- Final grades will be posted by the due date listed in the Academic Calendar.

*QMS 5.3: The instructor’s plan for classroom response time and feedback on assignments is clearly stated*

Developing/Revising Your Course: As you complete modules in this course, you will be working toward developing or revising your modules, syllabus, schedule, orientation, of your own course within your shell.

Quality Assurance: After development, you'll work with your designer to conduct a Quality Matters (QM) audit of your course.

Assignments: There are 10 assignments that allow you to apply concepts you are learning towards the development of your course in some way. Each counts 100 points and collectively account for 50% of the course grade.

Quizzes: There is a quiz per module. These aid you in assessing whether or not you have comprehended the assigned readings. Each counts 100 points and collectively account for 25% of the course grade. The lowest quiz score will be dropped.

Participation: Meaningful dialogue is an important component of this course to increase learning and sharing of ideas. Participants are expected to communicate and complete peer evaluations in the following forms (discussions, wiki, blog, live chat, etc.). There will be one interactive with your peers in each module. Students are required to actively participate in EACH module’s discussion throughout the semester. My role is to be an observer and facilitator. I will be reading all messages, and I will participate in the discussion as appropriate. Each group activity counts 100 points and collectively count for 25% of the course grade. The lowest discussion score (wiki, blog, journal, live chat, discussion) will be dropped.
Policies

Netiquette

Student to Student Etiquette There are course expectations concerning etiquette or how we should treat each other online. It is very important that we consider the following values during online discussions and when emailing fellow students:

- Respect: Each student’s opinion is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way. Do not insult the person or their idea. Do not use negative or inappropriate language.
- Confidentiality: When discussing topics be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.
- Format: When posting use proper grammar, spelling, and complete sentences. Avoid using ALL CAPITALS. This signifies that you are yelling. Avoid using shortcuts/text abbreviations such as ‘cu l8r’ for ‘See you later.’
- Relevance: Think before you type. Keep posts relevant to the discussion board topic.

Student to Instructor Etiquette In addition to the above values, I expect that each student will submit completed assignments in a timely manner.

Instructor to Student Etiquette Students can expect that the instructor will also follow the values listed above by checking and responding to emails and grading assignments in a timely manner.
Policies and Services, such as disability services, etc., can be found in the navigation bar at the top of the screen under *Student Resources.*

The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, harassment, misconduct, or assault we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit [http://www.uab.edu/titleix](http://www.uab.edu/titleix) for UAB's Title IX Policy and UAB's Equal Opportunity and Anti-Harassment Policy.

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted Disability Support Services, please call 934-4205 or visit [http://www.uab.edu/dss](http://www.uab.edu/dss).

*QMS*

- **1.4:** Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided
- **7.2:** Course instructions articulate or link to the institution’s accessibility policies and services.
- **7.3:** Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the courses and how learners can obtain them.
- **7.4:** Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.

*Quality Matters Rubric-2014*