

I. Course Information

Langston University

School/Department/Program

Course Title

Course Number, Semester/Year

Meeting Day, Time & Location (if synchronous i.e. virtual location: chat-room, etc.)

II. Instructor Information

- Office Hours (Pay attention to the time zone)
- Email Address
- Phone Number, Office Phone (Use discretion on providing your personal phone number), (Office Phone number)
- Office Location (Virtual Office)
- Contact Policy- Communicate to your students the preferred method of how you want them to contact you, for example, through a class specific e-mail address.

III. Course Description & Objectives

Catalog Description

Use course description from undergraduate/graduate catalog. Include **prerequisite(s)**; identify credit hours and course(s) required for completion prior to enrolling in this course.

Course Objectives (Behavioral)

Identify learning parameters of the course. Project the extent to which each learning parameter will be satisfied (i.e., upon completion the student should be able to...)

Rationale

Provide theoretical overview and/or justification for inclusion of this course in the program.

Course Requirements

List requirements and assignments for meeting the course objectives (Examples are: final exams, mid-term exams, daily assignments, research papers, pop quizzes, worksheets, discussions, postings, etc.) and also, include any fees in addition to tuition.

Assignment Submission Requirements: any requirements on how to submit assignments online for grading and the due date for each assignment should be stated. Also, state the policy for turning in a late assignment. State how many days after the due date students are allowed to turn in their late assignment without deduction in the grade. If points are going to be deducted for a late assignment, mention the number of points that will be deducted per day and provide the date that the assignment will no longer be accepted.

Hybrid/Blended

For Hybrid/Blended courses state what portion of the course will be on line and what portion will be face-to-face.

IV. Course Materials & Readings

Required Text(s) and Reading List

List required text(s) and supplementary reading lists here.

Special Software/Media Needs

List any software/media the student will have to purchase specifically for this course. For example, if it a course on Dreamweaver, then students will need to know that they will have to have access to, or purchase a copy of Dreamweaver for their computers.

V. Online and Technical Requirements

Prerequisite to Online Learning Courses

A short Online Learning Tutorial Orientation in D2L will be required for online students. Additionally online students are required to sign an online course contract (for totally online courses) after orientation. Students should submit the signed online course contract regarding the acceptance of rules and regulations of totally online course in the syllabus prior to starting their actual online course work.

Online Courses Information

These courses utilize the computer and the Internet to deliver content such as enhanced podcasts, and printed texts, lab work, and other project assignments, threaded discussions, and keeping track of grades. If you were taking the course in the traditional face-to-face format, your course would meet in a lecture classroom for two or three hours per week and each student would spend about 4-6 hours per week outside of class on homework assignments. Online students should be prepared to spend 3-5 hours per credit hour per week on the course activities since it may be necessary to account for communication delays and hardware problems more than they would in a face-to-face setting. Remember, the course may require MORE TIME than a traditional face-to-face class. Taking a course online requires both self-discipline and time management skills.

What will help students to succeed in the online course?

- **Strong discipline and desire to succeed:** A student will need to login to class often during a typical week, motivating himself/herself to meet the requirements for success.
- **Ability to work well independently:** Students must develop the support of fellow learners all taking the same class together, however it will be different from a typical classroom environment. If a student works well independently, his chance of success will be higher.
- **Computer Savvy:** If students are not familiar with the Internet and e-mail communication, we recommend that they take a computer enrichment class prior to enrolling in this course.

- **Technology Requirements**

All online courses require the following:

Hardware: Computer with personal access to the Internet and an e-mail account.

Software: Web-browser software, Adobe Acrobat Reader, quick time or Windows digital (audio, video) player, and Microsoft Office or an office suite with word processor, spreadsheets, and presentation software. If your course needs a particular piece of software, list that as well.

VI. Teaching & Learning Methods

Methods of Instruction

Describe instructional strategies to be used for mastering and meeting course content and objectives (i.e., seminars, discussion, lectures, group and individual projects, computer-assisted instruction, field trips, etc.)

- Communication: students to students (S2S), students to the teacher (S2T) and students to the course content (S2C) communication must be clear and state exactly how each communication will take place online. Also include:
 - How/when will you provide feedback and your average response time?
 - How/when/why should students contact you?
 - How/when/why should students communicate with each other?

Methods of Evaluation

Describe specific measures that will be used in determining the final course grade. Methods of instruction and course requirements should correlate with methods of evaluation. This should include:

1. Points for course requirements
2. Grading procedure
3. Class Participation, including how it will affect the grade
 - The teacher should have available upon request, written documentation of all methods used for evaluation.
 - Also, have a Proctored Exam Policy** if it is applicable to your course.

VII. Course Schedule

Schedule

1. List each topic to be covered during the semester on a weekly or daily basis.
2. List all test and quiz dates.
3. List due dates for special assignments (i.e., research papers, projects, etc.)
4. List mid-term and final examination weeks.

| Week | Topics/Modules | Assignments | Due Dates |
|------|----------------|-------------|-----------|
| | | | |

VIII . Grading Criteria

Include your grading criteria in this section.

IX. Student Requirements & Responsibilities

Include attendance/participation requirements and expectations, for example, if you will grade them on attendance, then tell them they are required to log-in a minimum of 3 times a week, etc.

Academic Integrity

The following will apply to cases of academic dishonesty. The instructor ordinarily has final authority over the grades given to students or the lowering of grades because of cheating or plagiarism. If it is established by clear and convincing evidence that cheating or plagiarism has occurred,

- a) The instructor will take the appropriate academic disciplinary action, which may include the awarding of an "F" on the particular assignment or in the course.
- b) The instructor will make a report of the incident and of action taken, if any, to the departmental chair, the Vice President for Academic Affairs, the Vice President for Student Affairs, and the student.
- c) The Student Disciplinary Committee may review the incident and impose conduct discipline, including conduct probation and suspension.
- d) The student may, if he/she so desires, discuss the matter with the Student Disciplinary Committee and/or the Student Judicial Court.

X. Course Policies

Netiquette (network etiquette)

Netiquette is a set of rules for behaving properly online in a virtual environment. In this environment students communicate with their classmates and instructor primarily in writing through the public course discussion board, e-mail, and sometimes chat sessions. Something about cyberspace makes it easy to forget that you're interacting with other real people. Therefore, to create a safe online environment all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual.

Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Please consider that **sarcasm** and **humor** can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance. As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

- Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
- Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
- Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.

- Never use profanity in any area of an online course. The transcripts of online course discussion boards, e-mail, and chat sessions are savable.
- When responding to messages, only use "Reply to All" when you really intend to reply to all.
- Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming."

Assignment Submission Policy

- Include how you want students to submit assignments, for example, via email or Dropbox.
- Define the file format of the assignment to be turned in. The file format such as Microsoft Word, PDF, PowerPoint, Rich Text Format, etc. and also different versions of the software (Microsoft Word 2003, XP or 2007) should be clearly defined as the acceptable format for assignments to be turned in.

XI. Institutional Resources

ITS Technical Help Desk: http://www.langston.edu/faculty_advisor/help_desk.aspx

D2L Online Support: 405.466.2008

Library Services: <http://192.135.141.50/joomla/lib/>

Financial Aid: http://www.langston.edu/financial_aid.aspx

Admissions: <http://www.langston.edu/admissions.aspx>

Bookstore:

<http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&demoKey=d&storeId=10745>

XII. University Policies

Langston University: Vision Statement

Langston University, a land grant Historically Black institution of higher learning, will continue its rich tradition of developing leaders from a diverse, multi-cultural student body through excellent teaching, research, community service and public and private sector partnerships. As Langston University moves from Excellence to Greatness, it will be recognized for providing solutions to problems facing underserved populations in Oklahoma, the nation, and the world.

Langston University: Core Values

1. **Strong work ethic and dedication:** We are united in our dedication to working as hard and as long as necessary in order to realize our vision of developing creative solutions to the problems facing underserved populations in Oklahoma, the nation and the world.
2. **Passion for learning:** Our zeal for knowledge, our quest to understand "why" and our desire to develop innovative answers, create a vibrant academic community.
3. **Courage to have exemplary character:** We are building a community in which high ethical and moral standards are maintained and valued by our faculty, staff, and students.
4. **Excellence:** We value, treasure and reward excellence in scholarship, teaching, and community service.

