

SYLLABUS: ONLINE, HYBRID, AND WEB- ENHANCED

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THE SYLLABUS

- The Syllabus is required per the Board Rules and common practice.
- Depending on the mode of the course, content may need to be modified.

DISTRICT GUIDELINES: LACCD BOARD RULE

Chapter VI Instruction | Article VII Academic Standards

6703.10 Syllabus.

During the **first week** of classes, the Instructor of Record shall provide students, the Department Chairperson, and the Office of Academic Affairs, either hard copy or electronically, a **syllabus** that clearly states the **work product** which will be the basis for determining each student's grade as well as the **grading criteria**.

DISTRICT GUIDELINES (CONT.): LACCD BOARD RULE

Chapter VI Instruction | Article VII Academic Standards

6703.10 Syllabus.

The syllabus shall include the **approved course student learning outcomes**, an **accommodation statement** for students informing the services available through the DSPS office, **instructor contact information**, and a reference to the **student code of conduct as it relates to academic dishonesty** (Board Rule 9803.28)

CAMPUS GUIDELINES: LAVC CURRICULUM COMMITTEE (VCCC)

Suggested Elements for a Course Syllabus (VCCC)

"A detailed syllabus is a valuable learning tool for students and lessens their initial anxieties about the course." Barbara Gross Davis, *Tools for Teaching*, Jossey-Bass, 1993, p. 15.

- Many are already Board Rules....
- But some are not...

BASIC COURSE INFORMATION (VCCC)

- College Name
- Course Section, Title, Location, Semester/Date
- Instructor's name, office hours, phone extension, email address, webpage URL
- Prerequisite information: course name and specific exiting skills, as appropriate
- Required textbook, title, author, edition, as well as any recommended materials
- Provide an overview of the course's purpose
- State general learning goals or objectives, class format, and instructional methods.
- Approved course SLOs

BASIC COURSE INFORMATION: SCHEDULE (VCCC)

- Tentative Schedule:
 - Include a tentative schedule for the date and time of each class meeting.
 - List the topics, themes, or concepts to be covered each class session or week. Pre-class reading assignments & Non-grades assignment

BASIC COURSE INFORMATION: GRADING (VCCC)

- Grading System: Explain how students will be evaluated and graded (Board Rule Chapter VI Article VII, 6705.20)
 - Number and types of graded exams, quizzes, projects, and papers
 - Grading System – how are assignments weighted?
 - Briefly explain the content and format of each type of assignment
 - Discuss other factors affecting a student's grade – participation, etc.
 - Provide a grading scale – if appropriate

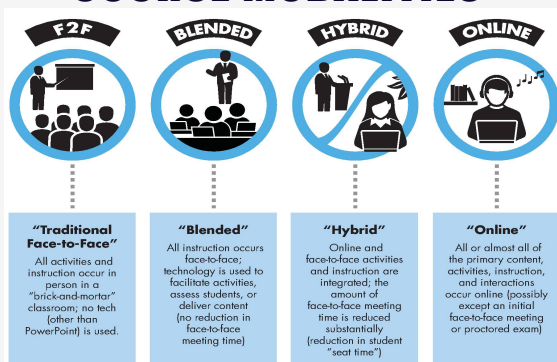
BASIC COURSE INFORMATION: POLICIES (VCCC)

- State your policy regarding absences, tardiness, late work, and make-up exams, include important dates (such as drop dates) and statement that after census week it is the student's responsibility to drop.
- Refer students to current college schedule for "Standards of Student Conduct."
- Include a statement on plagiarism, classroom disruption, cell-phone noise, or other issues.
- Provide an accommodation's statement for student registered through SSD.

BASIC COURSE INFORMATION: ADVICE (VCCC)

- Describe special class procedures – collaborative learning, group assignments, etc.
 - Give advice or information on how to study for the class.
- Items that you may NOT state in the syllabus which are against district policy:
- You may not fail a student in the class because of cheating. They can be failed on the assignment, however.
 - Attendance may not be part of the grade. However, participation may be graded as well as assignments which require attendance.

COURSE MODALITIES



Technology-Enhanced Course Model Spectrum

LAVC FACE-TO-FACE COURSES

- What's unique?
 - Professor and Students do meet face to face
 - AND voluntarily use Canvas or other LMS to enhance the face-to-face course. (Web-enhance or Blended)
 - Professor can explain information in person - yet all syllabus policies should be in writing AND posted online (Academic Affairs – Syllabus Repository)

LAVC HYBRID COURSES

- What's unique?
 - Professor and Students do meet face to face, as listed in the schedule of classes,
 - AND online, with required online activities

LAVC ONLINE COURSES

- What's unique?
 - Professor and Students do not meet face to face
 - They only meet online, in Canvas

ADDITIONAL STUDENT RESOURCES FOR ONLINE AND HYBRID CLASSES

Add the following links to your Canvas Course:

- LAVC uses CANVAS as the Learning Management System for all online and hybrid classes.
- Technology: browsers, how to login
- Virtual Valley Canvas Student Resources: Text and Video Orientation
- Virtual Valley Help Desk and 24/7 Help Information
- Computer Lab available – LARC 2nd floor

ONLINE/HYBRID COURSES SUGGESTIONS

- Standards for online behavior, including your rules for “netiquette”
- Expectations regarding how long you will take to reply to students’ emails
Example:” I will respond to your email within 24 hours, M-F, and 48 hours on weekends and holidays.”

ONLINE/HYBRID COURSES SUGGESTIONS

- Explain your role in the course and discuss how you will provide regular effective contact.

Examples: “I’m looking forward to working closely with you this semester, and you can expect me to play an active role in the course. I will post announcement every week, join you in weekly class discussions via ConferZoom.”

or

“To help you understand course concepts, facilitate class discussions in the Discussion Forums in CANVAS, provide detailed feedback on major assignments using the featured rubric. Please reach out to me if you need help.”

ACCESSIBILITY FOR FACE-TO-FACE, BLENDED, ONLINE, AND HYBRID CLASSES

Present ALL students with maximum opportunity to access distance education resources “anytime, anywhere” without the need for outside assistance

Tips for Posting your Syllabus (Digital Text)

- Was it created with the Canvas Syllabus tool, or another format?
- Did you use Heading Styles?
- If you used tables, did you define header cells for the rows and columns?
- If you have images or tables, did you provide Alternate Text descriptions?

ACCESSIBILITY (CONT.)

- If you have Links, did you use descriptive hyperlinks?
- If you used Lists, were they created using the Bulleted or Numbered list tool in the Rich Content Editor?
- If you used the Rich Content Editor, did you use the Accessibility Checker? Caveat: the Accessibility Checker doesn't check for Hyperlinks and Headings
- If you used Word or a PDF, did you inspect the document for Accessibility issues?

LET'S DISCUSS!

- Questions?
- Comments?
- Suggestions?
- Examples?