# INSTRUCTIONS: Text highlighted in yellow indicate areas where instructors need to insert course-specific information. Text highlighted in blue indicate examples that instructors can use, modify as needed, delete, and/or add to as appropriate. All other text should be left as is unless discussed with an Instructional Designer in TTaDA. After completing this syllabus template please delete this paragraph and remove all yellow and blue highlighting prior to distribution to students.

# SYLLABUS -- INSTRUCTOR & COURSE INFORMATION

This syllabus describes the requirements and procedures for Insert Course Name. You are responsible for knowing this material, so please read carefully. Any changes will be announced in a Blackboard Announcement. You will be responsible for any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.

## Professor / Instructor Contact Information

Name: Insert Instructor’s Name

Phone: Insert Instructor’s UND Business Phone Number

Email: Insert Instructor’s UND Email Address

Office Location: Insert Instructor’s Office Location if Relevant

Office Hours: Insert Office Hour Times -- May enter, by appointment or *See Faculty section in Blackboard* if preferred

## About the Professor / Instructor

Insert Information about Instructor Here

* \*Optional Example: For information about your instructor, view the “Week 1: Introduction Post and the Introduce Yourself Blog”, while there, introduce yourself by posting to the blog.

## Course Description & Objectives

Describe the course, ensuring consistency with the information in the Academic Catalog. Include in the description, the learning objectives for the course. For example, include this statement, After successfully completing this course, you should be able to: (and then list measurable, overall course objectives such as the three examples listed below.

* Summarize the major components of an online or blended learning course
* Evaluate methods for communicating with students
* Explore instructional media that support course objectives and learning outcomes

## Materials – Text, Readings, Supplementary Readings

Insert the Name of Textbook or Open Education Resource

Insert the Textbook’s ISBN #

Insert Information on any Supplementary Materials/Resources

## Technical Requirements/Assistance

You will use Microsoft Word to complete assignments (files created using Pages in Apple can be saved as a Word file before submitting). Students are expected to use their official UND email in the course. Visit the [Office 365 Email webpage](https://campus.und.edu/campus-services/uit/email.html) for information on your UND email and how to download/install a free version of Microsoft Office. For technical assistance, please contact UND Technical Support at 701.777.2222. Visit the [University Information Technologies (UIT) website](https://campus.und.edu/campus-services/uit/) for their hours, help documents and other resources.

## Minimum Technical Skills Needed:

In order to succeed in this course, at a minimum, you should be able to:

Insert minimum requirements expected and needed. In the bulleted example list below

* Navigate in and use basic Blackboard functions
* Download and open electronic documents
* Create, save, and upload/attach electronic documents
* Send, receive, and manage email

## Course Logistics

### Access and Log in Information

This course was developed and will be facilitated utilizing Blackboard. To get started with the course, please go to: <http://blackboard.UND.edu> and log in with your NDUS.Identifier, Username and Password. If you do not know your NDUS Identifier or have forgotten your password, please visit [Your NDUS Account page](https://campus.und.edu/campus-services/uit/ndus.html) on the UIT website.

### Course Overview

### Insert an explanation of how the course is organized for navigation in Blackboard. An example is shown below.

Example: The course content is organized into 6 or 12 weeks for summer semester. Each week contains a purpose, learning outcomes, and a variety of links to articles, video/audio files, and other instructional resources selected to enhance the learning experienceand support the various topics. Discussions, blogs, wikis, surveys, quizzes, tests and assignments will be used to assess your comprehension and application of those materials.

#### Example and optional addition: What Should Students Do First?

Prior to the start of the first week you should have completed the “Online Learning Readiness Qualtrics Survey”, reviewed the syllabus and taken the Syllabus Quiz.

#### Example and optional addition: How Students Should Proceed Each Week for Class Activities

On the left side course menu in Blackboard there is a “Lessons” tab. Inside Lessons you will find all the required readings, videos, and assignments/activities for the week. An overview of each week can be found in Blackboard under the Schedule tab.

### Resources

Many services are available to online students such as writing assistance from the UND Writing Center, free online tutoring from Smarthinking, and more. Visit the [Student Resources page](https://und.edu/academics/services/index.html) for more information. Students also have access to the UND Student Resource Site via Blackboard. It is recommended that you become familiar with the tools and tutorials within the site to better equip you in navigating the course.

## Course Requirements/Expectations

Insert the course requirements/expectations. An example is posted below.

1. The student will review the syllabus and course schedule posted in Blackboard.
2. The student will access and follow all course instructions found in the weekly area of the Blackboard course.
3. The student will listen to all online lectures provided in the individual weekly folders.
4. The student will complete and submit assignments, exams, quizzes, etc. by the dated noted in Blackboard and on the course schedule. **We will use Central Standard Time for due dates and times.**
5. The student will participate fully and in a timely manner to get the benefit of learning from instructor and/or peers.

## Communication

Insert information on how you will be communicating with students and how you would like them to communicate with you. Be sure to set expectations regarding response times. Some examples are provided below, please include all categories relevant to your instruction of this course:

### Announcements

Announcements will be posted in Blackboard on a regular basis. Be sure to check the class announcements regularly as they will contain important information about class assignments and other class matters.

### Email

You are encouraged to post your questions about the course in the FAQs discussion board forum in the Blackboard site. This is an open forum in which you and your classmates are encouraged to answer each other’s questions. But, if you need to contact me directly, check the Faculty tab in Blackboard or the syllabus for my contact information. I will respond back to you within 48 hours during the week or weekend.

### Discussion Forums, Blogs, & Wikis

These tools are an excellent way for you to engage with the course material and with your peers. Each week we will have at least one of these tools for you to participate in. You are expected to read all assigned discussion boards, blog posts, and/or wiki pages and provide thoughtful contributions.

### Netiquette

When participating in (an online) class it is important to interact with your peers in an appropriate manner. Always use professional language (no netspeak) in your postings and emails. Please be respectful of your classmates at all times even if you disagree with their ideas.

## Assessment & Grading

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Insert additional information about how students will be assessed and graded. We strongly recommend having a variety of smaller assignments, quizzes, projects, papers, discussions as opposed to relying solely on one or two “High Stakes Exams.”

### Assessments

In this course your learning will be assessed in the following ways: Insert a list and explain the assessments that will be used in the course, some examples are show below. Include all those that are relevant and add any not shown that you will be using in this course.

#### Introduce Yourself Blog

Introduce yourself in the Week 1: Introduce Yourself blog. Include your name, something about yourself, and a photo. The Introduce Yourself Blog is due on [date/time] and worth [x]points.

#### Graded Online Discussion

As this is an asynchronous, online, course your participation in the weekly discussions will be an integral part of your grade. Your posts should demonstrate that you have watched the lectures, read the assigned readings and have a clear understanding of the materials. You should provide evidence from the readings and/or other sources to support your arguments. You may also draw on your own personal experiences.

Each week you will need to make your first post to the discussion by Wednesday, midnight. Then contribute two additional posts, responding to different classmates, by Sunday, midnight. The online discussion is worth [x] points or (if weighting grades) will make up [x]% of your final grade. View the grading rubric in Blackboard for details on how posts will be evaluated.

#### Exam 1

Your first exam will take place [enter dates/times] and will cover [Lessons 1-4]. To prepare for the exam make sure to have read all of the assigned readings, watched the recorded lectures, and reviewed the provided study guide. The exam is worth [x]pts. Include information regarding ProctorU if applicable.

#### Quizzes

The course includes several Blackboard quizzes that will be worth [x] points each or (if weighting grades) will make up [x]% of your final grade. Quizzes include:

* + Syllabus Quiz [add dates/times]
  + Weekly Reading Quizzes [due Friday, by midnight]
  + Midterm Review Quiz [add dates/times]

#### Weekly Reflections

At the end of each week you will complete a weekly reflection where you will be asked to identify what you learned that week and what you still have questions about.

#### Final Presentation

Throughout the semester, you will work in small groups on [topic related to your course/field]. You may select your topic as a group but it must be approved by me before you begin working. You should submit your topic to the Wiki in Blackboard by [enter date/time]. Once approved, you will work together to research your topic and develop a 10-15 minute presentation. In Blackboard, you will see a “My Groups” link below the green navigation menu on the left side of your screen. Use that link to access tools (i.e., email, file share, group and collaboration tools) that will aid you in working together. You will use VoiceThread to record your group presentation. Further details, including the grading rubric and VoiceThread tutorials, can be found in the Week [x] folder in Blackboard. The presentation is worth [x] points or (if weighting grades) will make up [x]% of your final grade. The final presentation is due on Reading & Review Day by midnight.

## Grading Breakdown

Example: Insert appropriate percentages below by grade category. If the course uses Weighted Totals provide the breakdown of those weights as shown in an example in the table below. If weighted totals are not used delete that column of the table. When finished delete this paragraph.

| Grading Scale | Breakdown of Weighted Totals |
| --- | --- |
| A #% to #%  B #% to #%  C #% to #%  D #% to #%  F #% to #% | Reflections – 5%  Quizzes – 10%  3 Exams – 30% (10% each)  Assignments – 15%  Final Presentation – 40% |

## Course Evaluation

## Around the middle of the semester, we will complete a formative assessment to see how the course is going. Near the end of the semester, you will be asked to complete an online course evaluation form (SELFI). Your feedback on the course is extremely valuable to me. I read my students’ comments carefully and use them to improve the course the next time I teach it.

* When the time comes, please let me know which aspects of the course helped you learn—and which aspects might be modified to help future students learn more effectively.
* Please note that the course evaluations are anonymous and that I won’t see the results until after the grades for the course are submitted, allowing you to provide honest and constructive feedback.
* And if you have feedback to offer before the end of the semester, please let me know.

## Course Policies

### Assignment Policy

Due dates for each assignment or activity will be posted in Blackboard.

### Late Work

Insert your late work policy here. An example is provided below.

All assignments must be submitted by the due dates posted in the course. The acceptance of late assignments is at the discretion of the instructor, provided that you contact the instructor before the due date and ask for an extension. All requirements for this course must be completed during the course dates.

### Instructor Responsibilities and Feedback

Insert responsibilities students can expect the instructor to meet. Example provided below.

* + The instructor will provide feedback on all assignments and group activities by Wednesday of the following week.
  + The instructor will be available during appointed Office Hours to answer questions, provide feedback, and offer advice.

### Class Participation

Insert your expectations regarding class participation. An example is provided below.

Students are required to login regularly to the online class site. Students are also required to participate in all class activities such as discussion board, blogs, and wikis.

### Incompletes

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student’s control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark “I,” Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. More information regarding UND’s Incomplete policy can be found on [The Grading System webpage](http://und-public.courseleaf.com/undergraduateacademicinformation/undergraduateacademicinformation/thegradingsystem/).

### Copyright Notice

Insert copyright information here if needed

# UNIVERSITY OF NORTH DAKOTA POLICIES & RESOURCES

## Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student’s workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor’s discretion, may also receive a failing grade in the course. For more information read the [Code of Student Life](https://und.policystat.com/policy/6747183/latest/).

## Access & Opportunity, Disability Support and Medical Services

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please visit with me as soon as possible. My office hours are at the top of this syllabus. If you plan to request disability accommodations, you are expected to [register with the Disability Support Services](https://und.edu/student-life/disability-services/) (DSS) office online, (180 McCannel Hall, 701.777.3425).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. Examples of courtesy services include access to a test scribe if the student has a broken hand; lift equipped van transportation when the student has a broken leg or temporary accessible parking for a student using crutches for a short period. If you are unable to make your own arrangements, please contact DSS (777-3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

## Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem is not resolved, meet with insert name of conflict mediator or ombudsperson if available in your department, otherwise delete this sentence. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

## Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran’s status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to: Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, [UND.affirmativeactionoffice@UND.edu](mailto:und.affirmativeactionoffice@UND.edu) or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

## Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND’s Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the [Title IX webpage](http://und.edu/affirmative-action/title-ix).

## Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND’s Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services on the [Title IX webpage](http://und.edu/affirmative-action/title-ix).

## UND Cares Program

The [UND Cares program](http://und.edu/und-cares/) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

## How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please visit the [UND Cares program Webpage](http://und.edu/und-cares/).

### How to Recognize When a Student is in Distress

The term “distressed” can mean any of the following:

* + Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
  + Student has cut off or minimized contact with family or friends.
  + Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
  + Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
  + Student is acting withdrawn, volatile, tearful, etc.
  + Student is acting out of character or differently than usual.
  + Student is talking explicitly about hopelessness or suicide.
  + Student has difficulty concentrating or difficulty carrying on normal conversation.
  + Student has excessive dependence on others for company or support.
  + Student reports feeling out of control of one’s emotions, thoughts, or behaviors.

### UND Cares about Your Success

Important information is available to you through Starfish, which is an online system used to help students be successful. When an instructor observes student behaviors or concerns that may impede academic success, the instructor may raise a flag that notifies the student of the concern and/or refer the student to their academic advisor or UND resource. Please pay attention to these emails and take the recommended actions. They are sent to help you be successful!

Starfish also allows you to (1) schedule appointments with various offices and individuals across campus, (2) request help on a variety of topics, and (3) search and locate information on offices and services at UND.

You can log into Starfish by clicking on Logins on the UND homepage and then selecting Starfish. A link to Starfish is also available in Blackboard once you have signed in.

## Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly. For directions on how to make your syllabus and other course materials accessible, visit the [Creating Accessible Content webpage](https://und.edu/academics/ttada/academic-technologies/creating-accessible-content.html) on the TTaDA site.