**Important Note:** Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. It is your responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through email.

|  |  |
| --- | --- |
| **Part 1: Course Information**  **Course Title:** |  |
| **Section:** |  |
| **Credit Hours:** |  |
| **Instructor Name:** |  |
| **Instructor Contact Information:** |  |
| **Email:** |  |
| **Phone:**  **Office Hours:** |  |

**Course Description:**

**Required Course Textbook and Materials:**

**Recommended Readings/Bibliography:**

**Course Delivery Mode and Structure:**

This is a/an \_\_\_\_\_\_\_\_\_\_, online course, delivered in the Sakai learning management system (LMS). Students must be mindful of all course expectations, deliverables and due dates. All assignments and course interactions will utilize internet technologies. See “Technical Requirements” section for more information. In Sakai, you will access online lessons, course materials, and resources. EACH WEEK HAS \_\_ LEARNING MODULES/UNITS/LESSONS;with deadlines on \_\_\_\_\_\_. Some variations will occur. Learning Module Quizzes will be open from \_\_\_\_\_\_\_\_\_.

## How We Will Communicate:

Course-related questions should be posted in the General Questions Forum in the course Discussion board. For personal/private issues, my preferred method of contact is via email listed at the top of this syllabus. If you use Sakai’s Email Tool, it will automatically include your full name, course name and section when you send me an email. I strive to respond to your emails as soon as possible, but please allow between 24-48 hours for a reply. Your Shepherd University email must be used for all University related communications. You must have an active Shepherd University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Shepherd University e-mail account.* Please plan on checking your SU email account regularly for course related messages.

Regular announcements will be sent from Sakai. These will be posted in the class and may or may not be sent by email I will participate and post regularly in the discussion board and provide feedback on assignments within 48 hours.

Regular communication is essential in online classes. When we are participating in class discussions the expectation is that you will respond regularly to your peers and questions posed to your responses. Logging in regularly, checking the discussion forum and participating with your colleagues ensures that you are able to remain an active member of the class.

**Technical Requirements:**

This course uses Sakai for the facilitation of communications between faculty and students, submission of assignments, and posting of grades.The Sakai course site can be accessed at [https://courses.shepherd.edu/portal](https://courses.shepherd.edu/portal%20). If you are unsure of your Shepherd username and password, visit <https://www.shepherd.edu/itservices/for-new-students> for more information. You are responsible for having a reliable computer and Internet connection throughout the term.

Students should be able to use email, a word processor, spreadsheet program and presentation software to complete this course successfully.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

* PC with Windows 8 or higher (we recommend a 3-year Warranty)
* Macintosh with OS 10.11 or higher (we recommend a 3-year Warranty)
* Intel Core i5 or higher
* 250 GB Hard Drive
* 8 GB RAM
* Latest version of Chrome, Firefox or Explorer; Mac users may use Chrome, Firefox or Safari.
* High speed internet connection
* Printer
* Word processing software (Microsoft Word, Pages, etc.)
* Speakers (either internal or external) or headphones
* Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).
* Adobe Flash player with the latest update is crucial for playing multiple videos throughout the course

## Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Sakai you can:

* Phone:
  + (304) 876-5457 (client support, wifi, software and hardware)
* Submit a help request ticket: [itworkorder@shepherd.edu](mailto:itworkorder@shepherd.edu)

**Part 2: Course Learning Objectives and Assessment**

**Learning Objectives and Activities:**

Upon completion of the course, students will be able to:



**Assignments and Expectations:**

***Participation/Discussion Forums (xx%)****:*

***Writing Assignments (xx%)***

***VoiceThread Presentation (xx%):***

***Group Wiki Case Study (xx%)***:

***Final Project: Evaluating Cultures of Inclusion (xx%):***

## Part 3: Course Schedule Example

# *\*\*\*subject to changes\*\*\**

* **Week/Learning Module 01: Topic** 
  + Learning Objectives…
  + Read …
  + Complete …
* **Learning Module 02.1 (Due Wednesday, July 20, by Midnight): The Critical Theory and Scholarship of Women’s Studies** 
  + Learning Objectives
* Describe the differences between the theoretical approaches of key feminist theorists
* Explain the core components of standpoint theory
* Assess the strengths and weaknesses of two critical models
  + Read/Listen:
* *C2F*: Chapter 5 “Feminism and Gender” and Chapter 6 “Feminism and the Developing World” pp. 55-79
* Recorded Lecture, Blackboard, 28 minutes
  + Complete:
* Discussion Board 2.1: “The Scholarship of Women’s Studies”
* Quiz 2.1
  + Coming Up:
* Famous Feminists Wiki Due Thursday evening.

**Part 4: Grading, Attendance, and Late Work Policies**

**Assessment & Grading:**

***Viewing Grades on Sakai:*** Points you’ve earned for graded activities will be posted to the Gradebook in the Tools area of Sakai.

In this course, you will be assessed on the following:

|  |  |
| --- | --- |
| **Percentage/Points** | **Activity/Assignment** |
| 25 | Discussion Participation (Semester Long) |
| 10 | Student-Led Discussion Project (As assigned) |
| 10 | 3-2-1 Analysis Paper (Week 3) |
| 5 | Formal Paper Proposal (Week 5) |
| 20 | Formal Paper (Week 6) |
| 10 | Quizzes (3 lowest grades dropped) |
| 20 | Final Exam (Week 8) |
| **100** | **Total Possible** |

***Letter Grades:***

# Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

|  |  |  |
| --- | --- | --- |
| Letter Grade | GPA/Points | Performance |
| A | 4.0 | Excellent Work |
| B | 3.0 | Good Work |
| C | 2.0 | Average Work |
| D | 1.0 | Poor Work |
| F | 0.0 | Failing Work |

**Attendance and Late Work Policy:**

*Version with absenteeism penalties*: Attendance in this online course is accrued through your timely participation in discussions and completion of assignments. Failure to participate will **reduce your grade in two ways**: through grade penalties as well as **additional penalties apply for absenteeism.** I will calculate your attendance by assigning proportionate value to the missed learning module items. Students absent for an excess of four “classes” (i.e., one week’s worth of activities) will earn a full letter grade deduction on their final grade for each additional “absence.”

*Version without absenteeism penalties:* Attendance in this online course is accrued through your timely participation in discussions and completion of assignments. Failure to participate in required course activities will impact your final grade.

***Late Work Policy:*** I will/will not accept late work. [Policy details] Late work is not accepted after the closing of each \_\_\_\_\_\_\_, late work only accepted in cases of \_\_\_\_\_, etc.

***Discussion Board Grading Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory**  **= 0** | **Limited**  **= 1** | **Proficient**  **= 2** | **Exemplary**  **= 3** |
| **Critical Analysis (Understanding of Readings and Outside References)** | Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application. | Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited. | Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation. | Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation. |
| **Participation in the Learning Community**    **Participation in the Learning Community** | Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions. | Discussion postings sometimes contribute to ongoing conversations as evidenced by   — affirming statements or references to relevant research or,  — asking related questions or,  — making an oppositional statement supported by any personal experience or related research. | Discussion postings contribute to the class' ongoing conversations as evidenced by  — affirming statements or references to relevant research or,  — asking related questions or,  — making an oppositional statement supported by any personal experience or related research. | Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or   — asking a new related question or  — making an oppositional statement supported by personal experience or related research. |
| Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module. | Discussion postings respond to most postings of peers several days after the initial discussion. | Discussion postings respond to most postings of peers within a 48 hour period. | Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module). |
| **Etiquette in Dialogue with Peers** | Written interactions on the discussion board show disrespect for the viewpoints of others. | Some of the written interactions on the discussion board show respect and interest in the viewpoints of others. | Written interactions on the discussion board show respect and interest in the viewpoints of others. | Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs. |
| **Quality of Writing and Proofreading** | Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication. | Written responses include some grammatical, spelling or punctuation errors that distract the reader. | Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. | Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. |

**Part 5: Course and University Policies**

**Student Accessibility Support Services Statement:**

The Office of Accessibilty Support Services at Shepherd University believes that, "the first step to success is access." Accessibility Support Services is committed to working closely with individuals with exceptionalities to meet their academic and housing needs. Students requesting any related accommodation should contact the Office of Accessibility Support Services at 304-876-5122. This includes, but is not limited to students with visual or hearing impairments, students with diagnosed disabilities that affect their learning and in need of academic accommodations, and students requesting specific housing accommodations for health-related reasons. Students must be registered with the Office of Accessibility Support Services and present their certified accommodation letter to each of their instructors as early in the semester as possible prior to using any granted academic accommodation. For more information, please visit <http://www.shepherd.edu/accessibility>.

**Attendance Policy**:

You **MUST** attend your classes regularly and engage in the requirements for each class; otherwise, **your financial aid may be revoked** either partially or in full. This would result in an amount due by you to the University immediately. Please refer to <http://www.shepherd.edu/financialaid> for more details.

**Academic Integrity Statement:**

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student Handbook:** <https://www.shepherd.edu/student-handbook> **Important Note:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Judicial Affairs.

## Understand When You May Drop or Withdraw From This Course:

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to the Shepherd University Academic Schedulefor dates and deadlines for registration:<https://www.shepherd.edu/calendar>

**Online Communication Guidelines and Learning Resources:**

***Maintain Professional Conduct Both in the Classroom and Online:*** The classroom is a professional environment where academic debate and learning take place. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the Student Code of Conduct, and students are subject to disciplinary action for violation of that code. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer. I reserve the right to remove any discussion messages that display inappropriate language or content.

***Online Post Etiquette:***

* Offensive language or rudeness will not be tolerated. Discuss ideas, not the person.
* Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations).
* If you are responding to a message, include the relevant part of the original message in your reply, or make sure to refer to the original's contents so as to avoid confusion;
* Be specific and clear, especially when asking questions.
* Use standard punctuation and capitalization. Using all UPPERCASE characters gives the appearance of shouting and makes the message less legible;
* Remember that not all readers have English as their native language, so make allowances for possible misunderstandings and unintended discourtesies.

***Online Classes Require Better Communication:*** It is important to remember that we will not have the non-verbal cues that occur in a face-to-face classroom. I cannot see the confused, frustrated, or unhappy expressions on your face if you encounter problems. You must communicate with me so that I can help.To make the experience go smoothly, remember that you’re responsible for initiating more contact, and being direct, persistent, and vocal when you don’t understand something.

***My Role as the Instructor:*** As the instructor, I will serve as a “guide” in terms of the Discussion Board. While I will not respond to every post, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

* To assist each of you when it comes to making connections between discussion, lectures, and textbook material.
* To fill in important things that may have been missed.
* To re-direct discussion when it gets “out of hand”.
* To point out key points or to identify valuable posts.

***Student Resources:***

* [Advising](http://www.stonybrook.edu/commcms/advising/) Assistance Center: Have questions about choosing the right course? Contact an advisor today. Phone: (304) 876-5317 (option 2); email: [advising@shepherd.edu](mailto:advising@shepherd.edu);
* website: <https://www.shepherd.edu/aac-students>
* Order your books before classes begin. Phone: (304) 876-5219;
* website: <https://www.bkstr.com/shepherdstore>; Email: <shepherd@bkstr.com>
* Finance Office: For help with billing and payment. Phone: (304) 876-5284;
* Career Services: The Career Center's mission is to educate students about the career decision-making process, helping them plan and attain their career goals, and assisting with their smooth transition to the workplace or further education. Phone: (304) 876-5814; email: [jobweb@shepherd.edu](mailto:jobweb@shepherd.edu); Website: <https://www.shepherd.edu/career-center>
* [Counseling](https://www.shepherd.edu/counseling): Staff can be reached 24-7. [https:www.shepherd.edu/counseling](http://www.shepherd.edu/counseling)
* Library: Access to online databases, electronic journals, eBooks, and more! <https://www.shepherd.edu/library>
* Registrar: Having a registration issue? Let them know. Phone: (304) 876-5463; email: <register@shepherd.edu>; <https://www.shepherd.edu/registrar>
* [Academic Support Center](https://www.shepherd.edu/academic-support/): 24-7 tutoring available; schedule online or via Sakai.