

**California Baptist University**

**Syllabus**

**Course Number and Title, 3 Units**

**2019, Term**

## COURSE DESCRIPTION

Copy and paste from CBU catalog

Prerequisites: None

## ONLINE LEARNING

*Include this section if the course will be offered in an online, hybrid, or virtual hybrid format*. *Otherwise, you will delete this section.*

CBU online, hybrid, and virtual hybrid courses offer a different platform for a variety of learners. This delivery platform comes with some additional expectations for students.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure that they complete all work in a timely manner.

Students access all course materials via the Blackboard site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study. These items can be found in the "technology help" folder located through the "student resources" link on the Blackboard course menu.

## INSTRUCTOR CONTACT INFORMATION

Instructor:
Office Location:
Telephone:

Email:
Office hours:

## REQUIRED TEXTS & RESOURCES

List all texts here in appropriate formatting.

The Campus Store provides textbook services for those students seeking to make an on-campus purchase and/or to utilize book vouchers. To check the campus store for books, [follow this link](https://bookstore.calbaptist.edu/buy_textbooks.asp).

2018-2019 Undergraduate Catalog (2018). Retrieved from <http://catalog.calbaptist.edu/index.php?catoid=3>

2018-2019 Graduate Catalog (2018). Retrieved from <http://catalog.calbaptist.edu/index.php?catoid=4>

MarylandOnline (2018). The Quality Matters Higher Education Rubric Sixth Edition.

## SUGGESTED RESOURCES FOR FURTHER STUDY

Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.

## COURSE OBJECTIVES

List course outcomes here. Alignment with university student outcomes (USOs), program outcomes (SLOs) and professional accreditation (if applicable) is helpful.

Course Objective #1**:** Student will be able to develop an alignment map (SLO, USO)

Course Objective #2**:** Student will be able to develop an alignment map (SLO, USO)

Course Objective #3**:** Student will be able to develop an alignment map (SLO, USO)

Course Objective #4**:** Student will be able to develop an alignment map (SLO, USO)

## Student Learning Outcomes (SLO) Descriptions

List SLOs for the program here.

SLO 1:

SLO 2:

SLO 3:

SLO 4:

## University Student Outcomes (USO) Descriptions

USO 1: Biblically Rooted (BR) – Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian’s role in fulfilling the Great Commission.

USO 2: Globally Minded (GM) - Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.

USO 3: Academically Prepared (APa) - Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual presentation.

USO 4: Academically Prepared (APb) - Demonstrate competency in mathematical, scientific, and technological skills.

USO 5: Equipped to Serve (ESa) - Transfer academic studies to a profession and the workplace.

USO 6: Equipped to Serve (ESb) - Implement a personal and social ethic that results in informed participation in multiple levels of community.

## ASSIGNMENTS OVERVIEW

List any necessary descriptions to explain course requirements

Name of assignment*.* Description

Name of assignment*.* Description example: Using a provided template, participants will create a “micro” version of a course Syllabus that includes all of the following: a) measurable Course Level Objectives, b) at least one (1) assignment description, c) a course schedule designed for one week (i.e., 1,000 minutes of student engagement time), and d) a late work policy. (CLO 2)

## ASSESSMENT POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, etc.) will accompany each major graded assignment. See the course website for specific assignment criteria and the accompanying grading instruments.

### Points Distribution

Graded assignments will be weighted as follows:

Assignment Points Possible

Assignment   Points Possible

Assignment Points Possible

Assignment Points Possible

Total Points

### Final Grades

Here is the standard grading scale that is used by CBU

The following scale will be used when calculating final grades:

A 93% - 100% A- 90% - 92.9% B+ 87% - 89.9%

B 83% - 86.9% B- 80% - 82.9% C+ 77% - 79.9%

C 73% - 76.9% C- 70% - 72.9% D+ 67% - 69.9%

D 63% - 66.9% D- 60% - 62.9% F <60%

### Checking Grades

Be sure to check your grades often via the “My Grades” section in Blackboard.

## COURSE SCHEDULE

Use this statement if offering online, hybrid, or virtual hybrid courses that coordinate with OPS schedule. Delete or change as needed.

Online courses begin on a Monday. Accordingly, an online course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday).

|  |  |  |
| --- | --- | --- |
| **Day** | **Learning Activities** | **Assignments Due** |
| **Day 1** |  *Theme: Creating a Roadmap for Student Success* |   |
|   | Course Design Process Overview & Practice Activity |   |
|   | Bloom’s Taxonomy / Writing Measurable Learning Objectives Overview and Practice Activity |   |
|   | Quality Matters (QM) Overview & Practice Activity |   |
|   | Rubric Practice Activity |   |
|   | CDW Overview |   |
|   | Independent Practice and Progress Check |   |
|   | “Micro-CDW” Assignment | **Day 1** |
| **Day 2** |  *Theme: Creating a Student-Centered Course Outline* |  |
|   | Icebreaker |   |
|   | One-Word Activity |  |
|   | Mini-CDW Peer Review |  |
|   | OPS Syllabus Template Overview and Practice Activity |  |
|  | Case Study Activity |  |
|   | WebEx Training (by OPS IT) |  |
|  | Work on Video Announcement |  |
|   | Independent Practice and Progress Check |  |
|   |  “Mini-Syllabus” and Video Assignment | **Day 2** |
| **Day 3** |  *Theme: Building Significant Online Learning Experiences for Students* |  |
|   |  Micro-Syllabus Peer Review |  |
|   | Blackboard Course Template Overview and Practice Activity |  |
|   | Applying the QM Rubric Overview |  |
|   | Review of Exemplar Online Courses |  |
|   | WebEx Training (by OPS IT) |  |
|   | Work on “Video Announcement” Assignment |  |
|   | Independent Practice and Progress Check |  |
|   |  “Video Announcement” Assignment | **Day 3** |
| **Day 4** |  *Theme: Review and Presentation* |  |
|  | Micro-Course Peer Review |  |
|   |  Review of Workshop Concepts |  |
|   | Apply Edits to Final Project |  |
|   | Presentation of Final Micro Courses |  |
|   |  “Micro-Course” (Critical Assignment) | **Day 4** |

\* The course schedule, located in the syllabus, always dictates the due date for a particular activity or assignment.

## COURSE POLICIES

### Adjust and add to the policies below to include all policies you plan to enforce.

### Professionalism

 All written work must be of professional quality. All written work must be keyed using a computer. Handwritten work will not be accepted. In addition, work that has excessive (more than 2 per page) or distracting grammatical, mechanical, or typographical errors will be graded accordingly. All written assignments should be written using the APA style format.

As a professional, you are expected to collaborate with your colleagues during in-class activities or out-of-class group projects, and to respect one another with exemplary listening skills during all interactions, presentations, and class discussions. This also requires supporting your classmates with positive body language and appropriate verbal communication.

### Regular Effective Contact

 Students and instructors will, at a minimum, adhere to the following:

* LancerMail should be used for all email communication and checked on a daily basis.
* Timely feedback for communication is 24 hours\* and may be handled by email, phone, or in person.
* Timely feedback for assessed work is 72 hours\* for minor assignments (section tests, smaller papers/projects) and 1 week\* for major assignments (midterm, final, major project/paper).

\* After submission deadline and/or excluding weekends

### Late Assignments

To encourage progressive and appropriate development of mastery, all work must be complete the date it is due. Late work will not be accepted, unless you are able to document compelling reasons or catastrophic events, and you confer with your professor beforehand. It is your responsibility to initiate communication with me when circumstances may preclude you from completing assignments in the prescribed manner.

CBU Online and Professional Studies requires all course instructors to provide students with their individual late policies for each course section.  Late policies are strictly adhered to unless deviation is approved by the course instructor prior to due date or unless verifiable, extreme and unforeseen circumstances prevail.  Please find your instructor’s late policy for this course below.

**\*Late work will not be accepted after the course end date.**

### Netiquette

"Netiquette" can be described as a set of guidelines that govern the behavior of Internet users. These guidelines are a collection of best practices that promote professionalism, respect, safety and good digital citizenship.

A summary of Netiquette guidelines has been created based on published sources such as Virginia Shea's online book, Netiquette (2004). The summary can be accessed via the following Web link: <https://bb1.cbuonline.edu/netiquette_rules_of_behavior_allyn_bacon.pdf>

All students are expected to follow Netiquette guidelines when communicating electronically with classmates and instructors.

### Academic Honesty

All violations of the Honor Code must be reported to the Student Services Office. **A first incident of violation of the Honor Code is handled at the discretion of the professor, in consultation with the Director of Student Conduct.** Judicial sanctions for an offense are handled on a case-by-case basis depending on the seriousness of the violation, prior violations, and other factors. Judicial sanctions may include, but are not limited to, loss of a letter grade, failure of the respective assignment/examination, or failure in the course in which the offense occurred, suspension, and/or expulsion from the University. A detailed discussion of academic dishonesty appears in the CBU Student Handbook.

### Students with Disabilities

Students who have a documented disability and wish to arrange the appropriate accommodation must contact the Coordinator of Disability Services at DSS@calbaptist.edu.

### Title IX Policy

California Baptist University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. For more information on CBU’s Title IX policy, procedures, and resources, please refer to the Title IX page via the CBU website at <https://calbaptist.edu/about/title-ix>

### Plagiarism

Plagiarism refers to representing work as your own without giving credit to the original author. Paraphrasing another person’s work without citing the author is also plagiarism. For this course, turning in work that you completed for another work is unacceptable. All university policies pertaining to plagiarism will be enforced in this course. You can read those policies in the CBU Student Handbook. If you plagiarize in this course, you will receive an F on the given assignment, and you may receive an F in the course overall. All violations of the Honor Code must be reported to the Student Services Office.