[Course name]
[Department Name]
[Semester/year]

[Course abbreviation and number]

This syllabus template can help guide you in constructing a syllabus for your course, and provide some examples of common sections of syllabi at Wayne State University. Instructions are in *Italicized blue text* and sample language is included underneath. Please feel free to use the sample language as written or modify it to meet your needs.

Instructor: John Doe
Building: Education
Room: 111
Email: OTL@wayne.edu
Office Phone: (313) 577-0001
Office Hours: 3-5pm, Tuesday and Thursday

Class Format: Traditional with online components
Course Website: blackboard.wayne.edu

Course Time: 12-2pm, Tuesday and Thursday
Course Location: 1000 Old Main

Welcome Message

Write a welcome message to your students. The purpose is to establish a comfortable class environment and motivate students.

Welcome to [insert course name]! I look forward to working with you this semester. I designed this course to be challenging and academically rigorous to maximize your learning. Knowing that I require students to work hard, I also provide various ways to support you throughout the semester. To be successful in this course, you will need to readily study the material, actively participate in class (including being prepared for each session), and engage in learning over the semester. If you follow these guidelines, I'm confident you will do well. Welcome to the course!

Communicating with Me

State how you would prefer to be contacted with course questions (email, phone, etc.). It's also a good idea to provide a consistent time frame for responding to emails/questions

Email is the quickest way to reach me, but I may be reached through any of the methods listed in this syllabus. I check e-mail daily beginning Mondays after 5 pm through Saturdays at 5 pm, and I agree to respond to your inquiries within 24 hours during this time.

Course Description

Describe the specific major and minor topics to be covered in the course. Explain how the topics covered will give the students a better understanding of the course's field, and how the course contributes to a well-rounded education for those students not majoring in the

field. Discuss the format of the class, and how class sessions and assignments will be carried out (i.e., online face to face, lecture or discussion style).

The Hybrid Teaching course has been designed to help future instructors prepare to teach in a hybrid or online environment. The course is grounded in a strong foundation of online course design principles and best practices. This is a hybrid learning opportunity and conducted in both synchronous and asynchronous online formats. There will be two face-to-face meetings every month, where we will get together as a class to present and discuss projects; however, the bulk of the discussion and learning will take place online. The exams and assignments will be turned in online.

Participants will be introduced to best practices in hybrid and online teaching and learning (e.g., course design, instruction, and assessment). Our goal is to model these practices in a highly interactive, project-based experience. Participants will be introduced to and guided by three overlapping and positively interdependent frameworks for inclusive online course design and instruction:

- Evidence-based Teaching Methods
- Multicultural Course Design Frameworks
- Blackboard Exemplary Course Rubrics

Using the material you've learned in this course, you will be asked to construct your own hybrid course using the Blackboard Learning Management System (LMS). Specifically, you will be guided through the development of several multimedia modules with organized content. This course will help you build a foundation for further learning in

Course Learning Outcomes

List as specifically as possible the learning outcomes the students should achieve during your course. Well stated learning outcomes have two components: substance (the subject matter) and form (the action the student must perform with regard to the substance). They should be objective, measureable, and align with program-level outcomes.

In the course, participants will:

1. Review best practices for hybrid and online teaching
2. Discuss various frameworks for designing hybrid and online courses
3. Identify the basic operations and features of a Blackboard classroom from both student and instructor perspectives
4. Explore strategies that emphasize active learning and student engagement in hybrid and online environments
5. Design at least one module for a hybrid or online course

Course Materials & Technology Requirements

Describe how you will provide course materials (announcements, syllabus, assignments, notes, etc.). Further describe what technology (software and hardware) you require students

to have access to for the course. It is helpful to provide the link (see example below) to the WSU site listing recommendations for computer hardware.

All content materials (announcements, course syllabus, weekly outcomes, reading assignments, and instructions via videos or PowerPoint presentations) will be provided in Blackboard. You can access this site through the WSU Blackboard System at www.blackboard.wayne.edu. You must have regular access to a computer (not a mobile device) and regular access to the internet.

The following link is a guide to assist you in the process of selecting a computer for use while at Wayne State: Recommended Hardware

Technical Support

If your course requires software or computer hardware, list resources for students to receive technical support, or to troubleshoot problems with the equipment.

If you experience technical problems in this course, you should do the following:

1. Try a different browser (Mozilla Firefox or Chrome).
2. Shut down your computer, then try again.
3. If the problem persists, contact the Help Desk at helpdesk@wayne.edu or 313-577-4778.

Textbook

If applicable, list the textbook(s) and other materials required for the course. Include where students can purchase the items (e.g., bookstore, Amazon) and list the ISBN if available. If no textbook is required, state this to avoid confusion and questions.

This course requires the following textbook:

Caulfield, J. (2011). How to Design and Teach a Hybrid Course: Achieving Student-Centered Learning through Blended Classroom, Online and Experiential Activities. Stylus Pub. Sterling, VA. (ISBN-10: 1579224229). Available on Amazon and through the Wayne State Barnes and Noble Bookstore.

To participate in the virtual sessions of the course a headset, a microphone, and a web cam are required. If you don't already have these, be sure to purchase items that are compatible with your computer.

Library Materials

List optional reading materials, and where to find these. Briefly describe why you picked the optional reading materials.

The following text is optional, but may give you more details on the material we cover, and help you design a better course in the future:

Bollden, K. (2015). Online teaching practices: Sociomaterial matters in higher education settings. Linköping, SE: Linköping University (electronic resource) (ISBN 9789175191232)

Available through the WSU Library System here.

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Remote Library Access

To assist students in working from home, provide a link to tutorials on how to access the WSU library system remotely.

The ability to access library resources form home will allow you to keep up with your coursework should you be unable to travel to campus for whatever reason, or if you decide to work on a project off campus.

The following videos and tutorials from the WSU Library System Instruction team will help you learn more about accessing the WSU Library System remotely: http://library.wayne.edu/blog/instruction/

Course Policies

Learner Expectations

State your expectations for the students in the course. If the course is online, specifically discuss that the online course requires the same workload as an equivalent face-to-face course.

This is a fast-paced course that requires engagement. Make sure to review the due dates for the assignments to orient yourself to the flow of learning. You are expected to log into the course site on the first day of each learning unit to access the new learning unit, orient yourself to the due dates for the week, and plan your time.

Online courses can be deceiving. Often new online learners expect them to be easier than face-to-face classes and are surprised to learn how challenging they can be. If you find yourself need assistance, it is your responsibility to reach out for extra help. I am here to help you as needed, but I need you to maintain open communications with me throughout the class. Ensure that you have approximately 4 hours per unit to spend on this learning community and take time to identify where and when you will do your learning.

In this course, you will not be a passive learner. In order for this course to be successful, you will need to interact with each other and me. My role is to facilitate interactions in the course, but your participation is required. As a "knowledge-generator", you will be responsible for constructing and managing your own learning. This will make you an active partner in generating knowledge. Therefore, as you are learning, so are your peers. We all must be committed to this new learning environment and need to establish purposeful connections. The success of this course depends on the quality of our interactions.

Online Netiquette

You may want to include some rules for online engagement in your course, especially if students are required to post on the discussion board in Blackboard.

- Check Blackboard and your WSU email daily.
- Never share your ID and password with anyone.

- Respect others and keep an appropriate tone, even when their opinions differ from your own.
- Capitalize only to highlight an important point or to distinguish a title or heading. An entire word or sentence in caps is often considered shouting and is strongly discouraged.
- Avoid negativity and inappropriate materials. If you wouldn't say it in person, don't say it online.
- Double check your grammar and spelling mistakes. The way we write is the way we portray ourselves.
- Avoid slang, abbreviations, and the use of emoticons.
- Respect others' time and privacy, and avoid sending unnecessary emails.
- Stick to the point, and focus on making a clear and relevant contribution.

Diversity Statement

To foster an inclusive learning environment where all students feel valued and to help ensure all students feel welcomed to contribute to the course discussions, include a diversity statement.

This course values the contribution of diverse perspectives. Each person brings unique viewpoints which enrich our learning. This class welcomes people of all ages, ethnicities, gender, religions, sexual orientation, disabilities, nationality, military status and socioeconomic background. We support an inclusive learning environment where diversity and individual differences are appreciated. Please respect the views of your fellow students.

Community Ground Rules

To foster a climate conducive for everyone's learning (even if the discussion topics are controversial), provide some ground rules for the course. Here are some examples of ground rules. To promote buy-in from students, it may be advantageous to develop these as a class early in the semester.

1. Consider yourself a member of a community. A community is a group of individuals, working together to support a common goal or interest. We are working together to support the successful achievement of our learning outcomes.
2. Log-in and participate regularly to group conversations and activities.
3. Treat the diverse contributions made by other community members with respect.
4. Have patience and a sense of humor with technology.
5. Be a learner. Keep an open mind when introduced to new ideas that may challenge your perceptions.
6. Ask for help when you need it, and assist others when possible.
7. Understand that communications shared through text have higher likelihood of being misinterpreted than spoken words. Therefore, when you type a thought or comment, read it carefully before submitting it. If you question the way it is worded, read it aloud. If you still question the way it's phrased, re-write it.

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8. Contribute regularly to group dialogue, including discussion board postings, replies, and other group activities. The contributions of each individual plays a role in the collective strength and diversity of our community.
9. If, at any time, you feel that any of these ground rules has been violated by a member of our community, you are encouraged to bring your concern directly to me. Clearly identify which group rule has been violated and included specific evidence of the violation in your email or phone call. Your concerns will be addressed promptly and in an individualized manner.

Source: Community Ground Rules

Grading Scale

Give specific descriptions of how students will be evaluated, including due dates for materials and specific grading details for individual assignments where appropriate.

Note: some dual courses (such as courses listed as both 5000 and 6000 level) may have different grading requirements. Be sure your course reflects these. Provide a grading scale, like the example listed below (your actual percentage ranges per grade may differ).

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59% or less

Student Services

WSU offers a variety of services to assist students academically.   It is helpful for your students to include these in your syllabus, and direct your students to seek these services as well as attend your office hours.

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clas.wayne.edu/writing/ to obtain information on tutors, appointments, and the type of help they can provide.

Office hours are a valuable time for you to engage with your instructors one-on-one, particularly if you have more questions about the material. Additionally, sometimes discussing the course

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material with an expert in the field can help you make connections and synthesize information, ultimately improving your knowledge and learning critical thinking ability.

Library Research Assistance

Inform your students that library can help assist them with research for their class projects.
Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on campus or online personalized help. Contact them at https://library.wayne.edu/forms/consultation_request.php

Class Recordings

Some students record lectures for later study. You may want to include the following (from the Office of the Provost) so your students don't disseminate recordings of your class to a non-WSU audience.
Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Additionally, the university also has video and audio equipment in many classrooms. The video and audio is captured using the Echo 360 lecture capture system, which interfaces and stores the lectures on Blackboard for student access. If the classroom you are teaching in is equipped with lecture capture technology, you should have received an email towards the beginning of the semester. More information regarding lecture capture can be found here.

Academic Integrity

Describe what academic integrity is as it relates to your course, and provide a link for students to access the university's policy on plagiarism.
Developing an original project or original writing product helps you refine your critical faculties, exercise creativity, and promotes the greatest amount of learning. Merely copying material offers very little educational value, and your time in University is most valuable when spent on activities with the maximum potential to promote learning. To promote learning, students should avoid plagiarism, the act of stating or implying that another person's work is your own. Plagiarism includes submitting a paper that you have not written on your own, copying answers or text from another student and submitting it as your own, citing data without crediting the original source, proposing another author's idea as if it were your own, submitting someone else's presentation, program, spreadsheet, or other file with only minor alterations, fabricating references.

Students are expected to be honest and straightforward in their academic studies. Some of the written assignments will be submitted to SafeAssign to review assignment submissions for plagiarism potential, and to help you identify how to properly attribute sources rather than paraphrase. To review the university's academic integrity policy, please go to: http://doso.wayne.edu/academic-integrity.html

All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

Course Drops and Withdrawals

Let students know when they can withdraw and drop your course, and how this affects their grade and transcripts. Provide a link to the WSU policies on course withdrawal.

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step.

More information on this can be found at: http://reg.wayne.edu/pdf-policies/students.pdf

Accommodations for Students with Disabilities

Include a statement discussing how you will accommodate students with disabilities in your course, and where students can go on campus for information. Provide the address and contact information for the Student Disability Services (SDS).

If you have a documented disability that requires accommodations in order to effectively participate in this class, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). **Once you have your accommodations in place, please contact me to discuss your individual needs.** Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observations

WSU is a multicultural institution, and students may need to take time off for cultural or religious holidays not officially recognized by the university. Add the following statement to your syllabus, alerting students that they should clear time off with you to prevent conflicts with exams, presentations, or other assignments.

It is university policy to respect the faith and religious obligations of individuals. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Course Schedule

List the topics and assignments to be covered by week for the class in a table format, such as the example below. To allow flexibility in your schedule, include a statement that mentions how you will inform students of changes.

These topics, assessments, and corresponding activities are subject to change. In the event that the schedule changes, I will send an announcement to the class.

Topics	Assignments	Timeline
Who are you? - Your background - How you learn	Read Caulfield, Chapter 1 Watch introductory video in folder "Week 1: Who Are You?" on Blackboard Post to discussion board in folder "Week 1: Who Are You?" on Blackboard	Blackboard learning module, "Week 1: Who Are You?" opens on August 31. All assignments are due by September 7.

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