



# Stony Brook University

Program/Department  
Hybrid/Online Syllabus

*Guiding comments align with the Open SUNY Course Quality Review Rubric standards  
Last updated July 7, 2020*

**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 Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through Stony Brook email.

**Commented [Office1]:** OSCQR 2.4: The syllabus is the legal document that governs student complaints. Protecting your right to change the syllabus and advising students how to access the most updated one is important. Do your best to plan the course carefully to minimize having to change the syllabus while the course is in progress.

## Part 1: Course Information

**Course title:**

**Course catalog # and section:**

**Credit hours:**

**Semester:**

**General education designation(s):**

**Prerequisites:**

**Instructor name:**

**Instructor's Stony Brook email, phone number, and time zone:**

**Office hours:**

**Commented [Office2]:** OSCQR 10: You must use your Stony Brook University email for all University-related communications.

**Commented [Office3]:** OSCQR 10: If you include a number, be sure to specify when you are available and include your time zone.

**TA Information:**

**Course Description:**

**Commented [Office4]:** OSCQR 2: The course description should match the SBU catalog description. If you are unsure, contact your respective program director or assistant to the chair.

**Required Course Textbook and Materials:**

**Commented [Office5]:** List required textbook/materials, including the ISBN. By using proper APA or MLA formatting for your required texts and throughout your course you are exemplifying proper academic integrity for students.

**Recommended Readings/Bibliography:**



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### Course Delivery Mode and Structure:

This is a **hybrid [or online] course, delivered both in the Blackboard learning management system (LMS) and in face-to-face meetings.** Students must be mindful of all course expectations, deliverables and due dates, especially because the online portion of the course requires significant time management. All assignments and course interactions will utilize internet technologies. See “Technical Requirements” section for more information. **In Blackboard, you will access online lessons, course materials, and resources. EACH WEEK HAS \_\_ LEARNING MODULES; with deadlines on \_\_include time zones\_\_.** Some variations will occur.

**Commented [Office6]:** Will the course be delivered synchronously (in real time), asynchronously or blended? If there are any on-campus requirements, such as class meetings or exams, provide dates and locations.

**Commented [Office7]:** OSCQR 7,11, 12: Indicate the rhythms of the course so students know how the modules or lessons unfold. Use a consistent and predictable structure for students and you.

### How We Will Communicate:

Course-related questions should be posted in the General Questions Forum in the course Discussion board. For personal/private issues, email me directly. If you use Blackboard’s **email tool** from the course site, it will automatically include your full name, course name and section when you send me an email. **Please allow between 24-48 hours for an email reply.** Your Stony Brook University email must be used for all University-related communications. You must have an active Stony Brook University email account and access to the Internet. All instructor correspondence will be sent to your SBU email account. **Plan on checking your SBU email account regularly for course-related messages.** To log in to Stony Brook Google Mail, go to <http://www.stonybrook.edu/mycloud> and sign in with your NetID and password.

**Commented [Office8]:** OSCQR 38: Let learners know how you prefer to be contacted (email, phone) and how quickly you will respond (ex., 24-48 hours). State explicitly that learners must use SBU email for all communications to ensure compliance with FERPA policies. Protect your time by directing students to course resources prior to contacting you.

Regular announcements will be sent from Blackboard. These will be posted in the course site and may or may not be sent by email.

Regular communication for both instructors and students is essential in online classes. Logging in once a day, checking the discussion board and participating with your peers ensures that you are able to remain an active member of the class and earn full points for participation.

**Commented [Office9]:** Letting students know you are logging in regularly models good conduct for online classes and shows that interaction is needed.

### Technical Requirements:

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades and feedback. The Blackboard course site can be accessed at <https://blackboard.stonybrook.edu>

**Commented [Office10]:** OSCQR 5, 11: The technical requirements let learners know what types of software you plan to use in the course. If the software is unique (ex. MS Project), which may not be available on their desktop or laptop, you should provide a link where they can download/access the software.

If you are unsure of your NetID, visit <https://it.stonybrook.edu/help/kb/finding-your-netid-and-password> for more information. You are responsible for having a reliable computer and Internet connection throughout the term. **Caution!** You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet. It may not be possible to submit the files required for your homework assignments.

**Commented [Office11]:** OSCQR 8, 11: Non-matriculated students often have difficulty locating their NetID. You should also include this information in a welcome email or when you email the syllabus to rostered students.

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

**Commented [Office12]:** If your students need a specific skill set to complete their tasks, list them here.

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:

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- PC with Windows 10 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 or Firefox; Mac users may use Chrome or Firefox. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Blackboard.)
- High speed internet connection
- Word processing software (Microsoft Word, Google Docs, etc.)
- Headphones/earbuds and a microphone
- Webcam (recommended)
- Printer (optional)
- Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).

**Technical Assistance:**

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

- Phone: 631-632-9800 (client support, Wi-Fi, software and hardware)
- Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
- If you are on campus, visit the Walk-Up Tech Support Station in the Educational Communications Center (ECC) building.

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

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

- 1.
- 2.
3. etc.

**How to Succeed in this Course:**

- Complete all assigned readings in the course
- *List the activities, time-management tips, etc. that will result in success*
- How much time should students devote to an online course? Time on task information, see NY State Education Department: <http://www.nysed.gov/college-university-evaluation/distance-education-program-policies>

**Part 3: Course Schedule**

**Commented [Office13]:** OSCQR 6: Check the Blackboard login screen every semester to note any changes to this information.

**Commented [Office14]:** OSCQR 9: Learning objectives describe the skills, knowledge and values students will gain by completing the course. Use active verbs to describe behaviors that are observable and measurable. Avoid words like "know," or "understand." Ask your program director if there are specific objectives for the course. If not, contact a CELT instructional designer to work with you.

**Commented [Office15]:** OSCQR 39: Insert a bulleted list of course assessments and activities, and the weeks they are due. It is better to include a list of POSITIVE items that can result in success instead of only negative items that result in failure.

**Commented [Office16]:** OSCQR 48: Online students need good time management to succeed. Provide a breakdown of the activities, assessments and course information for the semester. Align all activities and assessments to the learning outcomes. A detailed course schedule allows you to populate your weekly learning modules with the appropriate content.

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[specify which weeks have in-person meetings, where/what time and which weeks are completely online] \*\*\*subject to changes\*\*\*

Week or Learning Module	Topic and Student Learning Outcomes	Readings, etc.	Activities, etc.	Due Dates
1				
2				
3				
4				

Commented [Office17]: Week 1 activities should include an ice-breaker, a syllabus quiz, and activities that familiarize students with the main elements of the course.

Commented [Office18]: Weekly or module learning outcomes show how different parts of the course work together to meet course level learning outcomes.

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

**Assessment and Grading:** Briefly list and describe the assignments students will complete during the course. The assignments should align with the course learning objectives. For best results, work with a CELT instructional designer.

**Viewing Grades on Blackboard:** Points and feedback for graded activities will be posted to the My Grades tab in the Tools area of Blackboard. Include explicit language about when you will provide grades and feedback when student work is submitted. For example, discussion boards, VoiceThreads, journals will be graded within 48 hours of closing each week. Submitted papers will be graded within 2 weeks of being submitted.

In this course, you will be assessed on the following: [See example. Adapt to fit your needs.]

Activity/Assignment	Points / %	Due Date
Discussion boards (5)	25	Weeks 1, 2, 4, 6, 10
VoiceThread Project	10	Week 3
Group Case Study #1	15	Week 5
Group Case Study #2	15	Week 7
Quizzes	15	Weekly
Final paper or project	20	Week 9
Total	100	

Commented [Office19]: OSCQR 39, 44, 46: The assessment and grading policies establish your expectations and describe how you will evaluate student achievement and calculate final grades. List all graded items under "Assignments," and the relative value of each under "Points/%" Indicate how each assessment will be weighted. For example, discussion forum is a type of assessment that should be worth 25-40% of the total course grade. Describe the assessments in more detail in the paragraphs that follow.

Commented [Office20]: OSCQR 9a, 39, 44: Describe the major assignments and other graded items. Indicate where more information can be found on the Bb site. Include the day and time the assessment is due. Bb Assignments can include group project wikis, VoiceThread posts, written assignments, quizzes and exams. Assume online exams are "open-book." Indicate preferred file format, and information to be included.

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Activity/Assignment	Percentage	Due Date
Discussion boards (5)	5% each (25% total)	Weeks 1, 2, 4, 6, 10
VoiceThread Project	10%	Week 3
Group Case Study #1	15%	Week 5
Group Case Study #2	15%	Week 7
Quizzes	1% each (15% total)	Weekly
Final paper or project	20%	Week 9
Total	100%	

**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	Points or Percentage
A	
A-	
B+	
B	
B-	
C+	
C	
C-	
D+	
D	
F	

- Additional information
  - [Undergraduate Grading System](#)
  - [Graduate Grading System](#)

**Attendance Policy:** *How will attendance and participation impact face-to-face meetings and required online course activities?*

**Commented [Office21]:** Align your letter grades schema with your department's policies. You should also integrate the schema into the Grade Center in Blackboard.

**Commented [MO22]:** Letter grade schema may vary depending on the department or faculty member. Enter the points or percentage range for each letter grade so that students are clear on what their numerical grade translates to.

**Commented [Office23]:** OSCQR 5: Students' "attendance" in an online course is demonstrated by their participation. Having this policy prevents students from completing only major assignments and ignoring all discussion and interaction activities in order to pass with a B or C. Articulate clearly how students attend, or fail to attend the online class. Alternatively, weight the discussion board and participation activities enough to appropriately impact the final grade. Some classes require little discussion; others are almost entirely based on discussion.

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**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.

**Commented [Office24]:** OSCQR 44: Whether or not you accept late assignments or rewrites, a statement that explains your policy is strongly advised. Ask your program director if there is a uniform policy across all courses. Discussion forums should have deadlines; allowing students to post after the deadline is **not** recommended. Deadlines alleviate workload for all by keeping the class focused on one topic/module at a time, making it easier for you to grade discussion participation.

### Discussion Board Grading Rubric

Interpretation Points	Quality of posts	Frequency	Mechanics
Exemplary 5, full points or higher	The comment is accurate, relevant, properly attributed and evidence-based as well as original and well written. Adds substantial learner presence to the course and stimulates additional thought about the issue under discussion. Collegial and friendly tone.	Participates steadily throughout the week (or module) and responds to instructor and/or peers on or before deadline. <i>[You may require students to post at least 1-2 times by midweek and 1-2 responses by week's end to facilitate discussion.]</i>	Free of spelling and grammatical errors.
Accomplished 3 to 4	The comment lacks at least one of the above qualities, but is above average in quality. Makes a significant contribution to our understanding of the issue being discussed.		One or two minor errors.
Developing 2 to 3	The comment lacks two or three of the required qualities. Comments which are based solely upon personal opinion or personal experience often fall within this category.	Few posts. Posts are bunched into one or two days at the end of the week.	
Needs work 1 to 2	The comment presents little or no new information. However, may provide social presence and contribute to a collegial atmosphere.	Few posts. Deadlines are not met.	Multiple spelling and grammar errors or inappropriate.

**Commented [Office25]:** A discussion forum grading rubric provides learners with an overview of discussion grades postings are evaluate. (This particular rubric is one example.)

Include any other rubrics you plan to use for grading assignments so that your students clearly understand expectations. Also, post all rubrics in appropriate places in the online course site.

Contact CELT for assistance with rubrics.

### Part 5: Course and University Policies

#### University Policies:

#### Student Accessibility Support Center Statement:

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and Disabilities.

**Commented [Office26]:** OSCQR 5: Stony Brook University requires these statements in every syllabus. You will find the most up-to-date version of this language at: [http://www.stonybrook.edu/commcms/provost/faculty/handbook/academic\\_policies/syllabus\\_statement](http://www.stonybrook.edu/commcms/provost/faculty/handbook/academic_policies/syllabus_statement)

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**Academic Integrity Statement:**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Academic Judiciary.

**Commented [Office27]:** OSCQR 5: While this addition is not part of the required university statements, it is recommended.

**Critical Incident Management:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

**Course Policies:**

**Understand When You May Drop This Course:**

It is the student's responsibility to understand when they need to consider withdrawing from a course. Refer to the Stony Brook Academic Schedule for dates and deadlines for registration: [http://www.stonybrook.edu/commcms/registrar/calendars/academic\\_calendars](http://www.stonybrook.edu/commcms/registrar/calendars/academic_calendars).

**Commented [Office28]:** OSCQR 5: While the following items are not part of the required university statements, they are recommended.

**Incomplete Policy:**

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an incomplete. **If you need to request an incomplete for this course, contact me for approval as far in advance as possible.**

**Commented [Office29]:** OSCQR 5: An incomplete converts to an F at the start of the following semester. Faculty can set a completion deadline that is appropriate for the situation.

- [Undergraduate Course Load and Course Withdrawal Policy](#)
- [Graduate Course Changes Policy](#)

**Course Materials and Copyright Statement:**

Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.

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### Online Communication Guidelines and Learning Resources:

Maintain professional conduct both in the in-person 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 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 refer to the original post 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 our online classroom. 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.

Commented [Office30]: Making the communication process explicit for both instructor and student is critical in an online class.

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**Part 6: Student Resources**

Academic and Major Advising (*undergraduate only*): Have questions about choosing the right course? Contact an advisor today. Phone and emails vary-please see website for additional contact information; website: <https://www.stonybrook.edu/for-students/academic-advising/>

Academic Success and Tutoring Center (*undergraduate only*):  
<https://www.stonybrook.edu/tutoring/>

Amazon @ Stony Brook: Order your books before classes begin. Phone: 631-632-9828; email: Bookstore\_Liaison@stonybrook.edu; website: <http://www.stonybrook.edu/bookstore/>

Bursar: For help with billing and payment. Phone: 631-632-9316; email: bursar@stonybrook.edu; website: <http://www.stonybrook.edu/bursar/>

Career Center: The Career Center's mission is to support the academic mission of Stony Brook University by educating 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: 631-632-6810; email: sbucareercenter@stonybrook.edu; website: <http://www.stonybrook.edu/career-center/>

Counseling and Psychological Services: CAPS staff are available by phone, day or night.  
<http://studentaffairs.stonybrook.edu/caps/>

Ombuds Office: The Stony Brook University Ombuds Office provides an alternative channel for confidential, impartial, independent and informal dispute resolution services for the entire University community. We provide a safe place to voice your concerns and explore options for productive conflict management and resolution. The Ombuds Office is a source of confidential advice and information about University policies and procedures and helps individuals and groups address university-related conflicts and concerns. <http://www.stonybrook.edu/ombuds/>

Registrar: Having a registration issue? Let them know. Phone: 631-632-6175; email: registrar\_office@stonybrook.edu; <http://www.stonybrook.edu/registrar/>

SBU Libraries: access to and help in using databases, ebooks, and other sources for your research.

- Research Guides and Tutorials: <http://guides.library.stonybrook.edu/>
- Getting Help: <https://library.stonybrook.edu/research/ask-a-librarian/>

Student Accessibility Support Center: Students in need of special accommodations should contact SASC. Phone: 631-632-6748; email: sasc@stonybrook.edu; <https://www.stonybrook.edu/sasc/>

Support for Online Learning: <https://www.stonybrook.edu/online/>

Commented [Office31]: OSCQR 6: Students taking an online class may not be physically near the Stony Brook campus. Providing campus resource information ensures that all students have access to the resources they need for success.

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Writing Center: Students are able to schedule face-to-face and online appointments.  
<https://www.stonybrook.edu/writingcenter/>