



Stony Brook University

*Program/Department
Hybrid/Online Syllabus
Last updated February, 2021*

Commented [LU1]: The boiler-plate language in this template is meant to help you create your syllabus quickly, but be sure to personalize it where appropriate so it has your "voice."

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Part 1: Course Overview

Course Information:

Course title:

Course catalog # and section:

Credit hours:

Semester:

Course Meeting Time/Delivery Mode:

General education designation(s) (SBC):

Prerequisites:

Required Course Textbooks and Materials:

Recommended Course Readings and Materials:

Course Description:

Course Delivery Mode and Structure:

This is a _____ course. All assignments and course interactions will utilize internet technologies. See "Technical Requirements" section for more information. In Blackboard, you will access online lessons, lectures, course materials, and resources. Each week has _____ learning modules; with deadlines on _____, EST. Some variations will occur.

Instructor Information:

Instructor name:

Instructor's Stony Brook email:

Instructor's phone number:

Instructor's time zone:

Office hours:

Commented [LU2]: If your course is remote but synchronous, include the day and times of live class meetings. If the course has no/minimal required live meetings, indicate "asynchronous". If the course is both synchronous and asynchronous, indicate that it is blended and refer students to the course schedule for details.

Commented [LU3]: Undergraduate only.

Commented [LU4]: Include full citations with ISBNs.

Commented [LU5]: Must be identical to what appears in university bulletin.

Commented [LU6]: Indicate whether yours is a blended or fully online course (synchronous or asynchronous) and how it will be delivered (in the Blackboard learning management system, in face-to-face on campus meetings, in Zoom meetings or a combination of these.)

If you are teaching your course synchronously, note that you can require students to be on camera, but only if you have specified the same here in the syllabus.

Commented [LU7]: Indicate a consistent rhythm for the course so students know how the modules or lessons will unfold.

Commented [LU8]: Number

Commented [LU9]: Include time zone.

Commented [LU10]: Stony Brook email address must be used for all University-related communication.

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TA Information:

How We Will Communicate:

Regular, professional and respectful communication is essential in online classes. Review the [Online Communication Guidelines](#) carefully and contact me with any questions you may have.

To make sure you are receiving all communication in this course:

- Log into Blackboard once a day, check announcements and the discussion board.
- Regular Announcements will be posted in Blackboard and may or may not be sent via email.
- Course-related questions should be posted in the General Questions forum in the course Discussion board, so everyone can benefit.
- 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. 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 [LU11]: This is required by University policy to ensure compliance with FERPA policies.

My Role as the Instructor in Class Discussions:

As the instructor, I will serve as a "guide" in our online classroom. Discussions through Blackboard encourage conversation and learning with your peers. While I might not respond to every post, I will read what is posted, and reply to:

- assist each of you when it comes to making connections between discussion, lectures, and readings.
- fill in important points that may have been missed.
- re-direct discussion if it gets "off track."
- highlight key points or identify valuable posts.

I might also summarize at the end of each discussion, module, or week.

Commented [LU12]: This whole section may be deleted if you are not using the Discussion Board or any other asynchronous discussion tool.

Commented [LU13]: Letting students know you are a part of the class models good conduct for online classes and shows that interaction is needed.

How to Succeed in this Course:

Online learning requires more from students. You will need to take greater responsibility for managing your time and participating fully in the class. For asynchronous classes, you should set aside 5-10 hours per week. For synchronous and blended learning, slightly less. For this class, you must also

- Check Blackboard and your SBU email regularly
- Keep track of all due dates and plan ahead!

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- Complete all assigned readings in the course
- Complete all graded assignments on time:

Commented [LU14]: In the following bullets, list the course-specific activities, time-management tips, etc. that will result in success. For your reference, time on task information, is available from the NY State Education Department: <http://www.nysed.gov/college-university-evaluation/distance-education-program-policies>

There are multiple resources, university offices, and help desks that are available to assist you with everything from advising, tutoring, accessibility, online-specific support, and much more.

Review some [Academic Success Strategies](#) and visit the [Student Resources](#) page to ensure your success in this course.

Technical Requirements:

Commented [LU15]: Add to this section any additional technical requirements, such as particular software applications, etc.

Having a reliable computer and Internet connection throughout the term will benefit you. **Caution!** For many classes, you will be at a disadvantage if you attempt to complete all coursework on a smartphone or tablet. It may not be possible to submit the files required for your homework assignments. If you need to borrow a device, please visit [SBU's Laptop Loan Program](#).

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 M-F 9:00-5:00 (device support, Wi-Fi, software, hardware, logins)
- Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
- Email blackboard@stonybrook.edu

Part 2: Course Learning Objectives

Commented [LU16]: Well-crafted objectives are concrete, specific, measurable/observable, achievable, and relevant. Instead of thinking about what the course will do, think what students should be able to do, having taken the course. Include any required departmental objectives. If none, use CELT's learning objectives app to craft your own: <https://apps.tlt.stonybrook.edu/bloomsTaxonomyWheel/>

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

- 1.

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Part 3: Course Schedule

The possibility exists that unforeseen events will make schedule changes necessary. Any changes will be clearly noted in course Announcements or through Stony Brook email.

Week or Learning Module	Week or Module Learning Objectives	Activities, assignments, assessments, etc.	Due Dates
1			
2			
3			
4			

Commented [LU17]: In this section, specify which weeks have in-person meetings, where/what time and which weeks are completely online. Include details for each week/module of class, as shown in the table below.

Commented [LU18]: Week or Module objectives are highly recommended.

Part 4: Grading, Attendance, and Late Work Policies

Assessment and Grading:

[Viewing Grades on Blackboard:](#) Points and feedback for graded activities will be posted to the My Grades area.

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

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 [LU19]: 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.

Grading rubrics are highly recommended. If you use rubrics, indicate where students will find them in Blackboard.

Commented [LU20]: Include explicit language about when you will provide grades and feedback after students submit work. For example, 'Discussion boards, VoiceThreads, journals will be graded within 48 hours of closing each week. Submitted papers will be graded within 2 weeks.'

Commented [LU21]: See the example tables below, select and adapt one to fit your needs.

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OR

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:

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:

Late Work Policy:

Commented [LU22]: As illustrated below, a table showing points or percentage to letter grade equivalents is required by CAS.

Commented [LU23]: Indicate how attendance and participation will be counted in online course activities.

Commented [LU24]: Indicate your policy on late submission of work and any associated grading penalties. Such a policy is required by CAS.

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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.	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.	Participates steadily throughout the week (or module) and responds to instructor and/or peers on or before deadline.	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.	One or two minor errors.
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 [LU25]: This sample rubric can be used to score online discussions, blogs, wikis, and journals. If you intend to grade discussions, make sure you provide a rubric to your students early in the semester so they understand how their online participation will be evaluated. You can include it here in your syllabus or post it online in your course, or both. You can also adapt this sample to fit your needs.

Commented [LU26]: You may require students to post at least 1-2 times by midweek and 1-2 responses by week's end to facilitate discussion.

Commented [LU27]: You may require students to post at least 1-2 times by midweek and 1-2 responses by week's end to facilitate discussion.

Part 5: University and Course 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, Stony Brook Union Suite 107, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Commented [LU28]: These statements are required by the University and may not be removed. See [Minimal Instructional and Student Responsibilities](#).

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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.

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

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

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:**

If you need to drop or withdraw from the course, it is your responsibility to be aware of the tuition liability deadlines listed on the registrar's [Academic Calendar](#). Before making the decision to drop/withdraw you may want to [contact me or] refer to the University's policies:

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

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

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approval as far in advance as possible. You should also read the University's policies that apply to you:

[Undergraduate Bulletin](#)

[Graduate Bulletin](#)

Course Materials and Copyright Statement:

Course material accessed from Blackboard, Zoom, Echo 360, VoiceThread, etc. 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.

Commented [LU29]: This statement is optional.