

Course Syllabus Template

Course Title

Dates

Your name

Email

Telephone

Course Description

- Single paragraph description of course
- Learning objectives [You may present these in a line of “pearled” short descriptors; these objectives should coincide with our Self Study matrix of student learning outcomes as they apply to your course.]

- Learning objective 1
- Learning objective 2
- Learning objective 3

Blended Learning

Interactive online learning: [How will you implement via online forums (or other formats) some kind of interactive and inter-cultural learning among the classmates *while they are not in residential studies together?*]

Residential studies: [Explain how the students’ online learning precedes and follows from specific learning experiences and objectives during the residential study portion of the term. We cannot give enough “connectors” between the three parts of blended learning]

Applied research: [If appropriate, present ideas to students as to how you see this particular course helping with skill-building or applied research for their practicum work in their home communities]

Reading Resources

Assigned book(s) and article(s)

Online materials: [Future Generations continues to work on providing free or affordably accessed online databases and libraries. You may give hyperlinks here to other articles or freely accessed materials that serve specific assignments and learning objectives for your course. Explain what is to be online and what they can expect to receive during the residential]

Interactive Online Platform (Moodle)

State those Moodle functions that you’ll use and why. Christie and I are happy to assist!

Writing Assignments

Give guidance! A stumbling block for our students who come from such a wide diversity of cultural and educational backgrounds is that we lack a coherent set of expectations for writing. While we want to allow for the local wisdom and cultural context to shine through these students’ work, they simultaneously want to know what sort of rubric applies for the work they are doing in our Future Generations courses. Post to “Course Documents” on Blackboard sample writing/papers for students to see clearly what an assignment aims to accomplish and the format it should (may) follow.

By way of example (not meant as a requirement), here is my own rubric, QTCCFASRQ. I have developed it over many years in cross-cultural settings with undergraduate and graduate students. It is for analytical writing. Clearly, there are other genres for writing, but the majority of Future Generations coursework is asking for some form of critical analytical thought and exposition. This format encourages active questioning (Q) and critical forethought re one’s own and others questions, crafting a thesis (T) that answers the underlying question, clarity as to context (C) and conceptual (C) definitions and assumptions, factual – analytical – synthesizing (FAS) support of one’s thesis, a restatement (R) of whether/how the student may have found this exercise meaningful, and finally their proffer of further questions (Q) that arise from their work → which leads to a new cycle of QTCCFASRQ.

Students doing IC3 to build their English skills learn, first, a simpler version of QTCCFASRQ: it is TBER – Thesis, Bridge, Examples, and Restatement. The next level of writing exercises introduces QTCCFASRQ. As soon as a student can be weaned off of TBER, I encourage QTCCFASRQ since it more clearly lays out these expectations:

- Provocative and steady questioning
- The way in which hypotheses and thesis arguments follow from research questions
- The critically transparent, articulate role of the context and concepts that back-up one’s thesis;
- Clarification that “examples” must really contain facts and analysis, not simply descriptions;
- Restatements are NOT conclusions, but works in progress, leading to new questions; and
- The cycle repeats as one learns more and continues with community-based research/application

Hence you needn’t “teach” how to write in your course and you may make reference to TBER (level 2 of IC3 – *now being taught by Christie*) and QTCCFASRQ (level 3 of IC3 – *to be taught by Christie during Term II*)

Participation: With sensitivity to the time management constraints of most (if not all) of our students, explain what you expect in terms of full participation from students. For instance, if you include online forums for student-student interactive dialogue, then lay out windows of dates for posting (otherwise, a dialogue soon morphs into multiple unconnected monologues). *Explain your expectations if students know that they’ll be away from their desk in the field.* This is the Rule of Nawang – let your classmates and professors know when you’ll not be available. We, as instructors, should do the same!

Office hours: Provide some general guidance as to how and when you may be reached online. Or by phone and Skype, if you mean to be reached in these ways.

Honorable work: This is a tough one! With so many cultures involved, we are still grappling with an honest and constructive approach to honorable work and plagiarism. Here is the language that I’m currently using, but our Faculty College may revisit and change this language in the future. What is important, though, is that our various Master’s courses are consistent in how we view honorable work and plagiarism. Please insert some language as to your understanding of this topic. Consider below my language for this part of a syllabus:

The requirements of academic integrity preclude plagiarism of others’ words and ideas. Of course, these restrictions in no way limit your opportunity to discuss readings, formulate outlines, raise inquiries, and form groups for mutual assistance outside of class. Collaboration must end, however, when each student begins his/her final draft of written work. In-class exams are exclusively your own work product.

Plagiarism is presenting either the exact words or the ideas of someone else as though they are your own. It is a serious breach of honor and potential grounds for a zero on an assignment or exam. It may lead to a failing grade for the course. Whenever I suspect plagiarism, I will work with you to correct this pattern of behavior. If plagiarism recurs, I will refer the matter to the Academic Dean. Lack of understanding what constitutes plagiarism is not an excuse. If the following guidelines are not clear enough for you, please consult me prior to submitting written work:

- Quoting directly from sources without providing full and accurate citations;
- Paraphrasing or summarizing from sources without full and accurate citations;
- Quoting from sources without using quotation marks, even if you cite the source; “sources” include all printed and electronic forms of material (including CD-ROM and Internet materials), and the work of classmates, professors, and others.

Assignments and evaluation: Lay out assignments, percentage of grade, and dates for completion. You may also add a sentence as to the consequence of work submitted beyond assigned dates. Each term, we work with students on time management. *No more than two courses are fully engaged at any one time.* LeeAnn will post to you and the students a bar graph calendar, showing when each class is in session – online and during the residentials.

Typically, two courses begin with the first day of the term and end during or soon after the residential. And two courses begin during the residential program and conclude online at the end of the term.

Practicum work begins during Term I residential, but then extends the entire length of that term and the next three terms.

Pedagogy of Place courses are generally presented during residential studies and concluded at or near the end of the residential. Here is a sample matrix for laying out the pertinent information for your course:

Assignments	%	Dates

Grading: Track your grade in this course by adding the points awarded and then divide by the total possible up to that point in the course. Final grades follow this scale: 100-94 (A); 93-90 (A-); 89-88 (B+); 87-82 (B); 81-80 (B-); 79-78 (C+); 77-72 (C); 71-70 (C-); 69 and below (not passing).

Grading Rubric: The following matrix is *by way of example* – complete the boxes per your actual assignments.

1 st critical essay	2 nd critical essay	3 rd critical essay	1 st online dialogue	2 nd online dialogue	3 rd online dialogue	Online and residential synthesis	Final exam/essay	%
10	10	10	5	5	5	20	35	/100

Calendar: The following schedule is also by way of example – complete the dates, topics, readings, learning objectives, activities and assignments per your actual course structure. Work with LeeAnn to discern the weeks of the residential committed to your course.

COURSE CALENDAR

WEEK	TOPICS	READINGS	LEARNING OBJECTIVES	ACTIVITIES AND ASSIGNMENTS
FIRST MAJOR ONLINE SUBJECT/QUESTION/SKILLS				
10-14 September				
17-21 September				
24-28 September				
SECOND ...				
1-5 October				
8-12 October				
15-19 October				
RESIDENTIAL COMPONENT OF COURSE				
2-7 November				
POST RESIDENTIAL WRITTEN COMPLETION OF COURSE – PLEASE KEEP TO DATES ALLOTTED FOR YOUR COURSE				
3-21 December				