



Course Syllabus

Course Description	This course is designed to prepare the graduate student or faculty to teach courses using best practices in the online environment. Major topics to be covered include teaching adult and online learners, course design, developing course content, course delivery, engagement, and teaching presence.
Prerequisites	None
Instructor	Analisa McMillan, MEd, PhD (c) Director of Educational Design and Development Department of the Dean College of Public Health Office: MCPH 2051 Phone: 402-552-7263 Email: analisa.mcmillan@unmc.edu
Class Days, Times, Location	March 2 - 29, 2020. This course is a fully online course that is completed asynchronously using the UNMC Canvas Learning Management System (LMS). You are expected to log into Canvas at least 3 times a week to participate in discussions, complete tasks, and assignments for that week.
Office Hours	There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, Canvas Conference, or in person. OR, by appointment.
Course Texts	No required Textbooks
Required Readings	Reading for a particular class should be completed before completing the required activities
Course Format	This course is a fully online course that will include video lectures, textbook readings, journal articles, group projects, individual assignments, and participation in the discussion board.
Course Website	https://unmc.instructure.com (use your NetID and password)
ADA Policy	Students with disabilities who are in need of accommodations should contact the Student Disability Services office (see below). In order to be eligible for accommodations, the student is responsible for registering with this office and providing documentation of disability. The student must register and provide documentation well in advance of the semester for which the accommodation is needed (6 weeks is suggested). Once the request has been approved, an individualized accommodation plan will be formulated, and an official "Letter of Disability Accommodation" will be issued to the student. The student must deliver the letter to the instructor before accommodations can be made.
ADA Contact	Kelly Swoboda, LMHP Student Disability Services Bennett Hall, Room 6001, Campus ZIP 4255 E-mail: Kelly.swoboda@unmc.edu Phone: 402-559-5962

Course Learning Objectives:

At the end of this course, students should be able to do the following:

1. Recognize the key elements of adult learning theory
2. Evaluate personal teaching style and online teaching readiness
3. Recall key traits of adult and online learners
4. Recognize the effect online accessibility has on users
5. Generate a task analysis for course content/module video
6. Create objectives using the 4 parts of an objective
7. Give examples of assessment and presentation strategies
8. Create discussion board posts question that promotes meaningful discourse.
9. Identify Canvas course building best practices
10. Create a weekly announcement video using best practices
11. Provide valuable assessment feedback
12. Identify elements of a syllabus
13. Construct an instructor presence action plan for the course taught
14. Identify time management techniques for online instructors

Course Assignments

1. **Personal teaching styles and online readiness paper (20%)** -Complete at least one teaching style inventory, and the online teaching readiness assessment (Links on Canvas). Write a brief summary (minimum 500 words but no more than 1000 words) of your inventory results/online readiness results and describe the effect they may or may not have on your teaching style, presence, and abilities.

3. **Objective worksheet (10%)**

Using the objective worksheet, you will create 5 learning objectives using the 4 parts of an objective in the correct order. The worksheet is located in Canvas and has point allocation information included.

2. **Topic analysis (10%)**

Complete a topic analysis for module content that you will be teaching or currently teach. You can complete the topic analysis using an outline, table, or diagram.

4. **Create discussion board question (10%)**

Create a discussion board question using the best practice/guidelines on one of the topics found in module 3. Post your discussion board to the Module 3 discussion board and reply to at least 2 peers postings sharing feedback, and/or answering the question.

5. **Create a weekly announcement video and complete peer-review process (20%)**

Create a 5-10 minute weekly announcement video using VidGrid for a class you are teaching or may teach in the future. Include a recap of the week before, an overview of the week ahead and other important information (assignments, issues, etc.). Canvas will automatically assign a peer reviewer for your video after the due date. You are then required to use the rubric to review your peer's video within 3 days for full points.

6. **4 Module quizzes (20%)**

Complete the 4 module quizzes at the end of each section. Quizzes will consist of T/F, multiple-choice, and matching.

6. **Discussion Board Participation (10%)**

Students are expected, unless otherwise noted, to participate in **all** of the online discussion boards. Discussion boards can include questions where an original post is required, sharing an assignment to the DB, researching

tech/teaching tools, etc. Each discussion board is worth 2 points. See discussion board rubric for more information on scoring.

Grading: For assignments that require rubrics refer to the attached rubrics for grading details. Additional information about the grading criteria for each component will be distributed with the assignment. The relative weight of each course component is as follows.

- 20% Personal teaching styles and online readiness paper
- 20% Task/topic analysis
- 10% Objective worksheet
- 10% Create Discussion Board Questions
- 20% Weekly Video Announcement/peer editing
- 10% Discussion Board Participation
- 20% Module quizzes (4)
- 100%

Grading Scale: The grading scale for the course is shown below and is consistent with UNMC policies.

Grade Point:	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Final Percentage:	100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	<60
Letter Grade:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Class Policies

Instructor Expectations

- Email** The instructor will typically respond to email within 24 hours or less if sent Monday – Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to return emails. The instructor will give students advance notice if possible when they will be out of the office.
- Discussion Board** The instructor will be an active reader and will occasionally post throughout the semester.
- Feedback** All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback will be delivered via the Canvas Grade Center. If warranted, additional feedback may be sent via Canvas email or viewed in the comments section the graded assignment. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in areas you are not.
- Grading** Assignments, projects and discussion board postings will be graded no more than one week after the due date. Early submissions will not be graded before the final due date.
- Telephone Messages** The instructor will respond to telephone messages within 24 hours Monday thru Thursday. Calls left on a Friday will be returned that day if possible, if not they will

be returned on Monday. Email is best and emails may be returned over the weekend hours.

Student Expectations

- Assignments** All assignments will be submitted through Canvas via the discussion board, assignments links located in the weekly modules, syllabus link or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work email or call the instructor for guidance.
- Participation** Your active participation is an integral part of your learning experience in this course.
- Communication** Class members are expected to follow common courtesy in all communication to include email, discussion boards, and Canvas. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as professionals.
- Contributions** Students are expected to offer individual contributions in class and on individual assignments and collaborate with fellow students on assignments for which students may work together.
- Discussion Board** Students are expected to participate in the course or Group Discussion Board on Canvas. Throughout the semester, students will be assigned discussion board questions that will be addressed in the student's original post. Students are also expected to reply to at least two peers' postings per discussion board. Peer replies should be thoughtful, reflective and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning and relevant information on the topic.
- View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>
- Email** All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.
- View the following link for more information on email etiquette: <http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>
- Late Work** Late submissions will receive a 10% reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise.

Course Outline

This schedule may change as the semester progresses, according to student enrollment and needs.

Session	Date	Topic	Reading Assignment	Class Activity/ Due Date	Learning Objectives
1		Course overview, Online and Adult learners, adult learning theory, online and teaching inventories	Read and view content in Module 1	<input type="checkbox"/> Introduction Discussion Board Due no later than 11:59 pm on Wednesday, March 4 <input type="checkbox"/> Week 1 quiz due no later than 11:59 pm on Sunday, March 8 <input type="checkbox"/> Assignment: Teaching styles and readiness paper due no later than 11:59 pm on Sunday, March 8 <input type="checkbox"/> Discussion Board Replies: Introduction : Due no later than 11:59 pm on Thursday, March 8	1, 2, 3
2		Course design and content revision	Read and view content in Module 2	<input type="checkbox"/> Week 2 quiz due no later than 11:59 pm on Sunday, March 15 <input type="checkbox"/> Discussion board: Backward Design due no later than 11:59 pm on Sunday, March 15 <input type="checkbox"/> Assignment : Objectives Worksheet due no later than 11:59 pm on Sunday, March 15	4, 5, 6
3		Course Delivery and engagement		<input type="checkbox"/> Discussion Board Replies : Backward Design Due no later than 11:59 pm on Thursday, March 19	7, 8, 9

				<input type="checkbox"/> Assignment Task Analysis due no later than 11:59 pm on Sunday, March 22 <input type="checkbox"/> Week 3 quiz due no later than 11:59 pm on Sunday, March 22 <input type="checkbox"/> Assignment create discussion board Questions due no later than 11:59 pm on Sunday, March 22 <input type="checkbox"/> Discussion board: Post Discussion board Questions assignment on Discussion Board due no later than 11:59 pm on Sunday, March 22	
4		Course delivery and engagement		<input type="checkbox"/> Discussion Board Replies : Discussion Board Questions Due no later than 11:59 pm on Thursday, March 26 <input type="checkbox"/> Discussion board CATS 3-2-1 due no later than 11:59 pm on Thursday, March 26 <input type="checkbox"/> Assignment : Weekly announcement video due no later than 11:59 pm on Thursday, March 26 <input type="checkbox"/> Week 4 quiz due no later than 11:59 pm on Sunday, March 29	10, 11, 12, 13, 14

				<ul style="list-style-type: none"><input type="checkbox"/> Peer review of Weekly video due no later than 11:59 pm on Sunday, March 29<input type="checkbox"/> Discussion Board replies due no later than, due no later than 11:59 pm on Sunday, March 29	
--	--	--	--	---	--

Grading Rubrics

Online Discussion Rubric (2 points)			
Criteria	Fully Met	Partially Met	Not met
Quantity of Discussion Post	<p>Posted the required number of original posts and peer replies.</p> <p>All posts were completed before due date/time.</p> <p>(1 Point)</p>	<p>Posted the required number of original posts but not peer replies, or posted peer replies but not an original post.</p> <p>The original or the peer posts were completed before due date/time.</p> <p>(0.5 points)</p>	<p>Did not post the required original post or the number of peer replies.</p> <p>Posted original and peer replies after due date/time.</p> <p>(0 points)</p>
Quality of Discussion Post	<p>All posts reflected scholarly deliberation and synthesis of material from the readings</p> <p>Post content is related to the discussion topic and prompts further discussion amongst peers.</p> <p>(1 Point)</p>	<p>At least half of the posts reflected scholarly deliberation and synthesis of material from the readings</p> <p>Post content is somewhat related to the discussion topic and/or partially prompts further discussion amongst peers.</p> <p>(0.5 points)</p>	<p>Less than half of the posts reflected scholarly deliberation and synthesis of material from the readings</p> <p>Post content is not related to the discussion topic and/or partially prompts further discussion amongst peers.</p> <p>(0 points)</p>

Personal teaching styles and online readiness paper			
CRITERIA	Fully Met	Partially Met	Not Met
<p>Teaching Style Inventories Section</p> <p>(10 points)</p>	<p>Author's message is easy to understand and conveys the message using critical and original thought while providing examples.</p> <p>(7-10 points)</p>	<p>Author's message is evident and there is some evidence of critical and original thought and includes examples.</p> <p>(3-6 points)</p>	<p>Author's message is vague and there is some evidence of critical and original thought but no examples are present.</p> <p>(0-2 points)</p>
<p>Online Readiness Assessment Section</p> <p>(10 points)</p>	<p>Author's message is easy to understand and conveys the message using critical and original thought while providing examples.</p> <p>(6-10 points)</p>	<p>Author's message is evident and there is some evidence of critical and original thought and includes examples.</p> <p>(3-5 points)</p>	<p>Author's message is vague and there is some evidence of critical and original thought but no examples are present.</p> <p>(0-2 points)</p>

Task/Instructional Analysis (10 Points)			
Criteria	Fully Met	Partially Met	Not Met
Topic analysis content breakdown (0-8 points)	Information presented clearly and efficiently breaks down the instructional content to define the knowledge, and the topic is broken down into greater detail. (7-8 points)	Most information presented breaks down the instructional content to define the knowledge, and the topic is broken down into some detail. (3-6 points)	Some information is presented that breaks down the instructional content knowledge and may be broken down into some detail. (0-2 points)
Grammar/ Mechanics/ Readability (0-2 points)	The written text contains no errors in spelling, grammar, punctuation or sentence structure. (2 points)	The written text contains a few errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. (1.5 points)	The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. (0-1 points)

Create a Discussion Board Question (10 points)			
Criteria	Fully met	Partially met	Not met
Discussion board question	The discussion board question asked appropriate questions and tasks, that elicited, engaged and challenged each students thinking. (8-10 points)	The discussion board question partially asked an appropriate question and tasks, that elicited, engaged and challenged each students thinking and/ or the question was more factual and did not engage students thinking. (3-7 points)	The discussion board question did not ask appropriate questions. The questions was factual and did not challenge each students thinking. (0-2 points)

Weekly announcement video and peer-feedback/review (20 points)			
Criteria	Fully Met	Partially Met	Not Met
Weekly Announcement Content (10 points)	The video announcement included all required components (recap, overview, important information) (8-10 points)	The video announcement included at least 2 required components (recap, overview, important information) (4-7 points)	The video announcement included 0-1 required components (recap, overview, important information) (0-3 points)

Weekly Announcement Video Length (2 points)	The video meets the required time limit of 5-10 minutes (2 points)	The video is over/under the required time by no more than 3 minutes. (1 point)	The video is over/under the required time by more than 4 minutes. (0 points)
Video Production (5 points)	The video picture and audio quality were clear and easy to see and understand. (4-5 points)	The video picture and audio quality were clear and easy to see and understand. (2-3 points)	The video picture and audio quality were not clear, nor easy to see and/or understand. (0-1 points)
Peer editing (3 points)	The student followed the rubric and gave constructive feedback and suggestions. (3 points)	The student mostly followed the rubric and/or gave somewhat constructive feedback and suggestions. (2 points)	The student did not follow the rubric and/or did not give constructive feedback and suggestions. The student did not complete the peer editing/feedback portion of the assignment. (0-1 points)