

Course Syllabus

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|---------------------------------|----------------------------|------------------------------------|
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| Materials/Texts | Schedule | Assignment Outline |
| Grading | Policies | |

Summary

| | |
|------------------------|-------------------------|
| Course Title | Faculty Online Teaching |
| Course No. | FOT |
| Start/End Dates | 8 weeks |
| Term/Module | Fall, Spring & Summer |

| | |
|------------------------|--|
| Delivery Method | Number of Face-to-Face Meetings |
| Online | 0 |

Instructor

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| | |
|-----------------------------|--|
| Name | Carla Sbrana |
| Email | sbrana@rowan.edu |
| Phone | |
| Virtual Office Hours | Post questions and comments for the instructor to the Office Hours discussion board (in Discussions Area). The instructor will respond within approximately 24 hours. For faster or more private correspondence, use email or phone. Synchronous office hours will be available. |

Objectives

Goal - Participants will gain the capabilities necessary to facilitate an active and engaging online learning experience for their students.

Learning Outcomes

Upon completion of this course, participants will be able to:

1. Distinguish between the roles of an online learner, instructor and designer through participation in the course.
2. Identify the techniques needed to be an effective online teacher through posts and assignments.
3. Differentiate between face-to-face and online education through readings, discussions and journal reflections.
4. Demonstrate the ability to use Canvas tools and gain awareness of Learning Management System (LMS) through participation in the course.
5. Practice online ethics/netiquette and academic integrity through posts and assignments.
6. Articulate the importance of instructor presence in an online course through discussions and journal reflections.
7. Develop clear, measurable learning outcomes as a group using Google Docs.
8. Demonstrate the importance of creating a sense of community in an online course through the group presentation and discussion.
9. Apply collaborative principles to create a group project.
10. Formulate engaging and active learning activity/activities for a module.
11. Discuss how copyright applies to online courses through posts.
12. Evaluate and select the appropriate technology tools needed for a learning activity in a module.
13. Provide appropriate feedback to peers by commenting on posts and assignments.
14. Design a rubric for an online learning activity to share with peers for feedback.
15. Compare online assessment methods with F-2-F, discussing their strengths and weaknesses through posts and journal entries.
16. Construct a week 1 module for an online course with appropriate active and engaging activities, presence, community building, and assessment.
17. Articulate how analytics and the evaluation processes involved with an online course would be used through discussions.

Prerequisites

None

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Materials and Texts

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Required:

Web Cam

All participants are required to use a webcam for this course. Participants may choose to use built-in device cameras (i.e. web cam built into your laptop or monitor). While tablet and smartphone cameras may work for certain activities, webcams connected to your laptop or computer will be required for use with conference calling and webinar activities. Webinar software is not currently supported on tablets and smartphones. Rowan Online recommends Logitech Brand USB Webcams. Suggested retailers for web cam purchases are Logitech.com and Amazon.com.

Rowan Google Drive

To log into your Rowan Google Drive, go to <https://www.google.com/drive/> and use your Rowan email and password. If you already have a personal Google Drive, you can add access to the Rowan account through the sign out/add account menu option (pull down menu in top right corner). See [Getting Started Help](#), if needed.

To link your Rowan Google Drive account to Canvas, see <http://www.rowanonline.com/support/kb/article/229>

All readings will be online.

Text (Optional - The Faculty Center has 2 copies that can be borrowed):

Vai, M., & Sosulski, K. (2011). *Essentials of online course design: A standards-based guide*. New York: Routledge.

Schedule

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The following schedule is tentative and may be changed with prior notification from the instructor.

| Week | Start Date | Readings, Activities & Assignments |
|------|------------|--|
| 1 | | Topic: <ul style="list-style-type: none"> What is Online Education? Readings: <ul style="list-style-type: none"> Readings 1 - WebCam Use Readings 2 - Roles of an online student, instructor & designer Lectures: <ul style="list-style-type: none"> Lecture 1 - Introduction to Course Lecture 2 - Rowan Online Course Overview Discussions: <ul style="list-style-type: none"> DQ 1 - Video Introduction DQ 2 - Differences F-2-F vs. online Assignments: <ul style="list-style-type: none"> Assignment 1 - Conference Interview - Due Week 2 Journal 1 - Strengths, weaknesses, & concerns Quizzes: <ul style="list-style-type: none"> Quiz 1 - Syllabus/Rowan Online Policies |
| 2 | | Topic: <ul style="list-style-type: none"> Getting Started Readings: <ul style="list-style-type: none"> Readings - Online Presence Lectures: <ul style="list-style-type: none"> Lecture 3 - Canvas Basics Lecture 4 - Netiquette Discussions: <ul style="list-style-type: none"> DQ 3 - Online Presence DQ 4 - Using Canvas Assignments: <ul style="list-style-type: none"> Assignment 2 - Personal Biography for a course Journal 2 - Online Presence Quizzes: <ul style="list-style-type: none"> Quiz 2 - Canvas Basics Quiz 3 - Netiquette |
| 3 | | Topic: <ul style="list-style-type: none"> Learning Outcomes & Best Practices Readings: <ul style="list-style-type: none"> Readings - Best Practices Lectures: |

| | | |
|---|--|---|
| | | <ul style="list-style-type: none"> • Lecture 5 - How This Works: Rowan Online Process (optional) • Lecture 6 - Rowan Online Best Practices • Lecture 7 - Learning Outcomes (Prezi) <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 5 - Best Practices <p>Assignments:</p> <ul style="list-style-type: none"> • Assignment 3 - Learning Outcomes (Group Project) - Due Week 4 • Journal 3 - Converting F-2-F to online |
| 4 | | <p>Topic:</p> <ul style="list-style-type: none"> • Building an Online Community <p>Readings:</p> <ul style="list-style-type: none"> • Building communities online <p>Assignments:</p> <ul style="list-style-type: none"> • Assignment 4 - Building Communities (Group project) - Due Week 6 with presentation to instructor due Week 7 • Journal 4 - Building communities in F-2-F <p>Quizzes:</p> <ul style="list-style-type: none"> • Mid-course Evaluation |
| 5 | | <p>Topic:</p> <ul style="list-style-type: none"> • Creating Active & Engaging Online Learning <p>Readings:</p> <ul style="list-style-type: none"> • Readings - Active Online Learning • Chart comparing Online Activities to F-2-F <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 8 - Bad Lecture Examples • Lecture 9 - Activities and Tools for Active and Engaging Learning <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 7 - Active Online Learning • DQ 8 - Bad Lecture Examples <p>Assignments:</p> <ul style="list-style-type: none"> • Journal 5 - Active learning activities & tools |
| 6 | | <p>Topic:</p> <ul style="list-style-type: none"> • Assessment and Feedback <p>Readings:</p> <ul style="list-style-type: none"> • Feedback • Rubrics <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 10 - Assessment tools in Canvas • Lecture 11 - Assessment (Integrity, types, construction) <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 9 - Feedback • DQ 10 - Assessment <p>Assignments:</p> |

| | | |
|-------------------|--|--|
| | | <ul style="list-style-type: none"> • Assignment 5 - Creating a Rubric • Journal 6 - Feedback and Assessment • Group presentation practice |
| 7 | | <p>Topic:</p> <ul style="list-style-type: none"> • Developing Course Content <p>Readings:</p> <ul style="list-style-type: none"> • Developing Content <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 12 - Copyright Issues <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 11 - Building Communities - based on presentations • DQ 12 - Copyright Issues <p>Assignments:</p> <ul style="list-style-type: none"> • Assignment 6 - Develop a Week 1 Overview • Journal 7 - Module development • Live Group presentations |
| 8 | | <p>Topic:</p> <ul style="list-style-type: none"> • Evaluating an Online Course <p>Readings:</p> <ul style="list-style-type: none"> • Assessment & Evaluation <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 13 - Evaluation - course, teacher, & student • Lecture 14 - Analytics - Canvas & Kaltura • Lecture 15 - Reports in Canvas <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 13 - Evaluation methods • DQ 14 - Thoughts on course <p>Assignments:</p> <ul style="list-style-type: none"> • Assignment 7 - Peer review of Week 1 Overview • Journal 8 - Perspective of online teaching <p>Quizzes:</p> <ul style="list-style-type: none"> • Course Evaluation |
| Optional I | Please note: This is an optional Module | <p>Topic:</p> <ul style="list-style-type: none"> • Hybrid Courses <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 15 (closed Week 8) <p>Assignments:</p> <ul style="list-style-type: none"> • Journal 9 (due Week 8) |

Assignment Outlines

All assignments will have specific directions in each overview. Students are expected to return work that is on time and high quality. (High Quality is defined as typed, spell checked, and cited in APA). Unless otherwise noted, all written assignments must be double spaced and in a 12 point font.

Assignment 1 - Conference Interview

The purpose of this assignment is to make yourself familiar with the conference tool and turning in documents in Canvas. You are going to interview another member of the class using the conference tool and write up a brief summary of your interview submitting it in Canvas.

Assignment 2 - Personal Biography for a Course

Every online course provides students with a personal biography of the instructor. For this assignment, you will use the template for the biography and share it with the class for peer review.

Assignment 3 - Learning Outcomes Case Studies (Group Project)

This will be a group project using Google Docs to revise 4 learning outcomes based on the lecture and reading materials. This is done asynchronously.

Assignment 4 - Building Communities (Group project)

Groups will research and create a presentation using Google Slides or Prezi on the whys and hows of building a community when teaching online. The presentation will be presented live (synchronously) to the instructor and other available class members using the conferencing tools.

Assignment 5 - Creating a Rubric

You will create a rubric for an activity and share it with the class for peer review.

Assignment 6 - Develop an Overview for Week 1 of a Course

You will develop an overview for week 1 of a possible online course with learning outcomes, active and engaging activities, and an assessment using Google Docs.

Assignment 7 - Peer Review of Week 1 Overview

You will comment on a partner's Overview using the assignment rubric and the Peer Evaluation feature in Canvas.

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Assessment and Certificate of Completion

A Certificate of Completion will be issued to everyone who successfully completes the course with a B or higher.

Grading

Final Grade Breakdown

| Grading Criteria/Assignment | Rubric | Due | Points/Percentage |
|---|--------|------------|--------------------|
| Assignment 1 | -- | Week 2 | 100 points |
| Assignment 2 | Rubric | Week 2 | 100 points |
| Assignment 3 (group) | Rubric | Week 4 | 100 points |
| Assignment 4 (group) | Rubric | Week 6 | 100 points |
| Assignment 5 | Rubric | Week 6 | 100 points |
| Assignment 6 | Rubric | Week 7 | 100 points |
| Assignment 7 | | Week 8 | 100 points |
| Quiz 1 | | Week 1 | 50 points |
| Quiz 2 | | Week 2 | 50 points |
| Quiz 3 | | Week 2 | 50 points |
| Online Participation on Discussion Boards | Rubric | 2 per week | 25 points each |
| Journal Entries | | 1 per week | 10 points each |
| Total | | | 1240 points |

Grading Scale

| | | | |
|----|-----------|----|--------------|
| A | 93 and Up | C | 74 – 76 |
| A- | 90 – 92 | C- | 70 – 73 |
| B+ | 87 – 89 | D+ | 67 – 69 |
| B | 84 – 86 | D | 64 – 66 |
| B- | 80 – 83 | D- | 60 – 63 |
| C+ | 77 - 79 | F | 59 and Below |

Rowan Online Standard Policies (addendum)

The current version of Rowan Online Standard Policies, which are an addendum to this syllabus, are found in the [Rowan Online Standard Policies document](#).