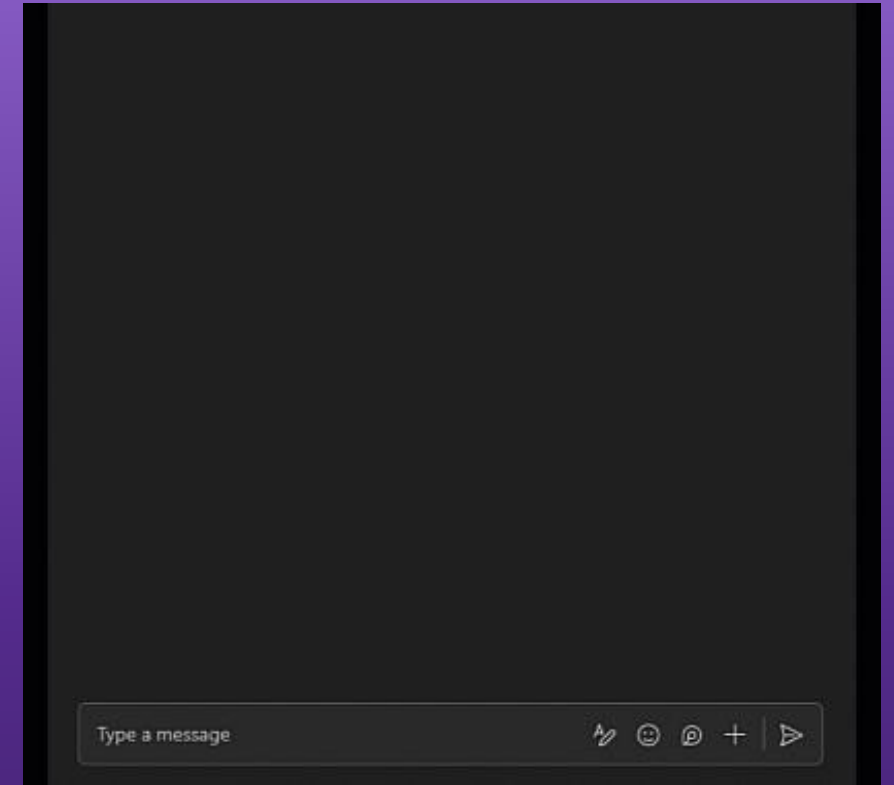


Creating a Student Centered Syllabus

Center for Innovation in Teaching & Learning



Activity: Give a GIF

Post a GIF in the chat of how you feel about the start of the semester.

MEET OUR TEAM

Instructional Designers



Heather Rippetoe

College of Education
Whitson-Hester School of Nursing
College of Fine Arts



Mallory Matthews

College of Business
Interdisciplinary Studies
Agriculture & Human Ecology



Lacy Means

College of
Arts & Sciences



Carrie Roberson

College of
Engineering

SESSION RESOURCES

- Session will be recorded.
- Slide deck will be shared.
- We will be in the chat to answer any questions.
- Book a [consultation](#) with your instructional designer!



AGENDA

- OLC Overview
- Syllabus Overview
- Student Friendly Language
- Student Accountability with Syllabus
- Syllabus Breakdown

OLC Overview

OLC Rubric

OLC QUALITY SCORECARD SUITE



OSCQR Course Design Review

OLC Quality Scorecard Suite: OSCQR 3.1

Need ideas? Click on a standard below for explanations and examples from <https://OSCQR.suny.edu>

Estimated time needed for revision:

Sufficiently Present

Minor Revision

Moderate Revision

Major Revision

Not Applicable

Action Plan

1/2 hour or less

1/2-2 hours

2+ hours

1. COURSE OVERVIEW AND INFORMATION		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
1.	Course includes Welcome and Getting Started content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	A printable syllabus is available to learners (PDF, HTML).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Course provides access to learner success resources (technical help, orientation, tutoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Course information states whether the course is fully online, blended, or web-enhanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	Course provides contact information for instructor, department, and program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

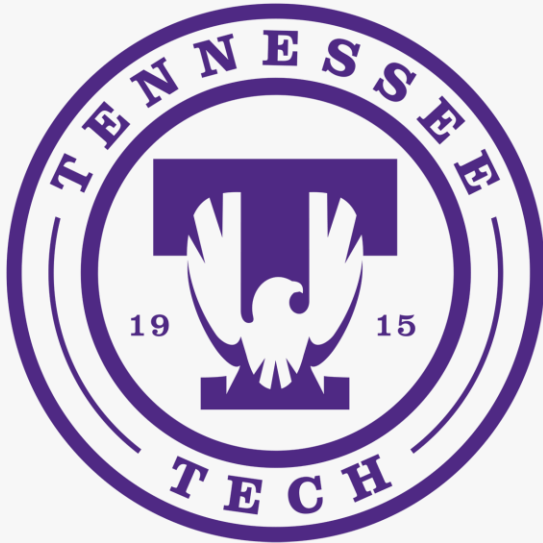
- [Online Learning Consortium \(OLC\)](#)
- [OLC Rubric PDF](#)

Course Overview and Information

1.	Course Overview and Information
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Syllabus Overview

Important Tennessee Tech Syllabus Links



- [Course Syllabus Requirements](#)
- [Syllabus Information Guide](#)
- [Syllabus Template](#)
- [AI Syllabus Statement Options](#)

ACCESSIBILITY

- [Document Accessibility](#)
- [Syllabus Information](#)
- [Learner Success Resources](#)
- [Accessible Education Center](#)

**“ACCESSIBILITY
ISN’T EXTRA STEPS;
IT’S STEPS YOU’VE
MISSED.”**

[@NickTillem](#)
Instructional Designer

Communication Protocols

Clear
Communication

Contact &
Response

Expectation
Setting

Netiquette &
Community



Answer in Chat:

**What challenges do you face
when designing your syllabus?**

Creating a Course Schedule

15-Week Course Schedule

Week	Topics	Activities and Assignments
1. What are we doing here?	<ul style="list-style-type: none">• Getting to know the participants• Looking with student eyes• Course & program maps: theory & examples• Course goals & outcomes	<ul style="list-style-type: none">• Read/Watch:• Do: Discussion: What brings you here, what's your experience with course design, what's one question you have, were you able to find a course map through your dept/program or search engine & if so, what do you notice?
2. What learning theories can help me think about course design?	<ul style="list-style-type: none">• Community of Inquiry• Moore's 3 Interactions• Gagne's 9 Events	<ul style="list-style-type: none">• Read/Watch:• Do: Discussion: Reflect on a time you experienced one of these theories in a learning situation. It can be a formal or informal learning situation. (Reflection prompts will be expanded/specified.)
3. What do I want students to know and do?	<ul style="list-style-type: none">• Exploring Bloom's taxonomy• Developing (or revising) course learning objectives (SMART & ABCD)	<ul style="list-style-type: none">• Read/Watch: In-video formative quiz to check comprehension• Do: Write (or revise) and submit for grading 3-5 course-level learning objectives in either SMART or ABCD style

Course Schedule Template

Schedule for [Class Name]

Week 1 [Dates] [Module Title]	Learning Objectives <ul style="list-style-type: none">• [list learning objective(s) being addressed this week] Scheduled Event <ul style="list-style-type: none">• [List scheduled event(s) for the week (e.g., f2f meeting, online chat session, etc.)]•	Assignments <ul style="list-style-type: none">• [List basic assignments/activities here with due dates]
Week 2 [Dates] [Module Title]	Learning Objectives <ul style="list-style-type: none">• [list learning objective(s) being addressed this week] Scheduled Event <ul style="list-style-type: none">• [List scheduled event(s) for the week (e.g., f2f meeting, online chat session, etc.)]	Assignments <ul style="list-style-type: none">• [List basic assignments/activities here with due dates]
Week 3 [Dates] [Module Title]	Learning Objectives <ul style="list-style-type: none">• [list learning objective(s) being addressed this week] Scheduled Event <ul style="list-style-type: none">• [List scheduled event(s) for the week (e.g., f2f meeting, online chat session, etc.)]	Assignments <ul style="list-style-type: none">• [List basic assignments/activities here with due dates]

Course Schedule Template

Course Schedule

Module #	TOPIC	Assignment	Due Date	POINTS
0	Welcome & Getting Started Syllabus and Introductions	Intro. Discussion		20
1	Sowing the Seeds of Success Meet the Faculty & Shipley Tour	Infographic		25
1	Connecting Agricultural Pathways Careers in Agriculture	Module 1 Discussion		20
2	Nurturing Academic Success Time Management and Goal Setting	Weekly/Monthly Schedules		25
2	Google Scholar Intro to APA How to give a Presentation	APA Certification		20
	Counseling Center Stress Management	Ag Advisor Presentations		25
2	16 Personality Types and Study Skills Professionalism and Social Media Awareness; create LinkedIn Account	LinkedIn Account		25
		Module 2 Discussion		20
3	Growing Professionalism Create Handshake Account	Handshake Account		35
3	How to Write a Cover Letter	Resume		25
	How to Write a Resume	Cover Letter		20
-	NO CLASS - Enjoy Fall Break	-		-
3	Financial Literacy	Budget		25
	Outline of Presentations	Presentation Outline		15
3	First Draft of Final Project	Rough Draft		15
	Interacting with peers	Module 3 Discussion		20
4	Cultivating Career Readiness Create a 4-year Degree Plan	Degree Plan		25
4	Internships	Internship Application		25 20
4	Work on Final Project & Presentations	Final Project / Presentations		50
4	Presentations of Final Projects	Final Written Draft		50
		Module 4 Discussion		20
			Total	500

Syllabi Examples - Course Schedule

Syllabi Examples – Course Breakdown

Course Breakdown

Discussion Posts / Participation

Twenty points per module will be devoted to participation points. Since this is an online course, participation will be validated with interaction between your peers and the instructor through discussion posts. To earn full discussion points you must answer all the prompts in the post and also respond to at least two posts from your peers (refer to rubric for more clarity).

Infographic

The purpose of this assignment is to gain a broader understanding of how agriculture is connected to other domains. There is also a lot of flexibility with how you choose to create and submit this assignment. Some examples include utilizing Canva to create an infographic.

Weekly & Monthly Schedule

Time management is possibly the single-most important skill to develop for a successful career, academically and professionally. Establishing and maintaining a routine is beneficial to providing the structure necessary to create a strong academic foundation. Students will develop a weekly schedule that accounts for every activity including, but not limited to, sleeping, eating, class, exercise, studying, work, social engagement, etc. They will also submit a monthly schedule for the semester that includes their due dates and any other pertinent information.

Topics to be Covered:

Module 1: Sowing the Seeds of Success

- Campus orientation & resources
- Problem Solving

Module 2: Nurturing Academic Excellence

- Self-management/Time management
- Learning Strategies

Module 3: Growing Professionalism

- Career Exploration
- Communication Skills
- Critical Thinking

Module 4: Cultivating Career Readiness

- Computer Skills
- Study Skills
- Basic Research Skills (Information Literacy)

Syllabi Examples - Grading Breakdown

Grading and Evaluation Procedures

Learning Activity / Assignment	Due Date	Points	
		Possible	Earned
Module 0 Participation / Intro. Discussion		20	
Module 1 Participation Discussion		20	
Ag Connections Infographic		25	
Module 2 Participation / Discussion Post		20	
Weekly and Monthly Schedules		25	
Ag Advisor Presentation		25	
LinkedIn Account		25	
Outline Presentation		15	
Module 3 Participation / Discussion Post		20	
Handshake Account		45	
Resume		25	
Cover Letter		20	
Budget		25	
Research Paper Rough Draft		15	
Internship Application		25	
Module 4 Participation / Discussion Post		20	
APA Certificate Completion		20	
4 Year Degree Plan		25	
Research Project Presentation		50	
Research Paper – Final Draft		50	
	Total:	500	

Grading Scale

Letter Grade	Grade Range
A	450-500
B	400-449
C	350-399
D	349-300
F	<299

- Makes this a working document for students
- Clearly defined grading scheme
- Naming matches assignments in iLearn



Poll:

What areas are you looking to enhance in your syllabus?

Student-Friendly Language



Positive relationships emerge from trust.

But syllabi often send cues of distrust and hostility.





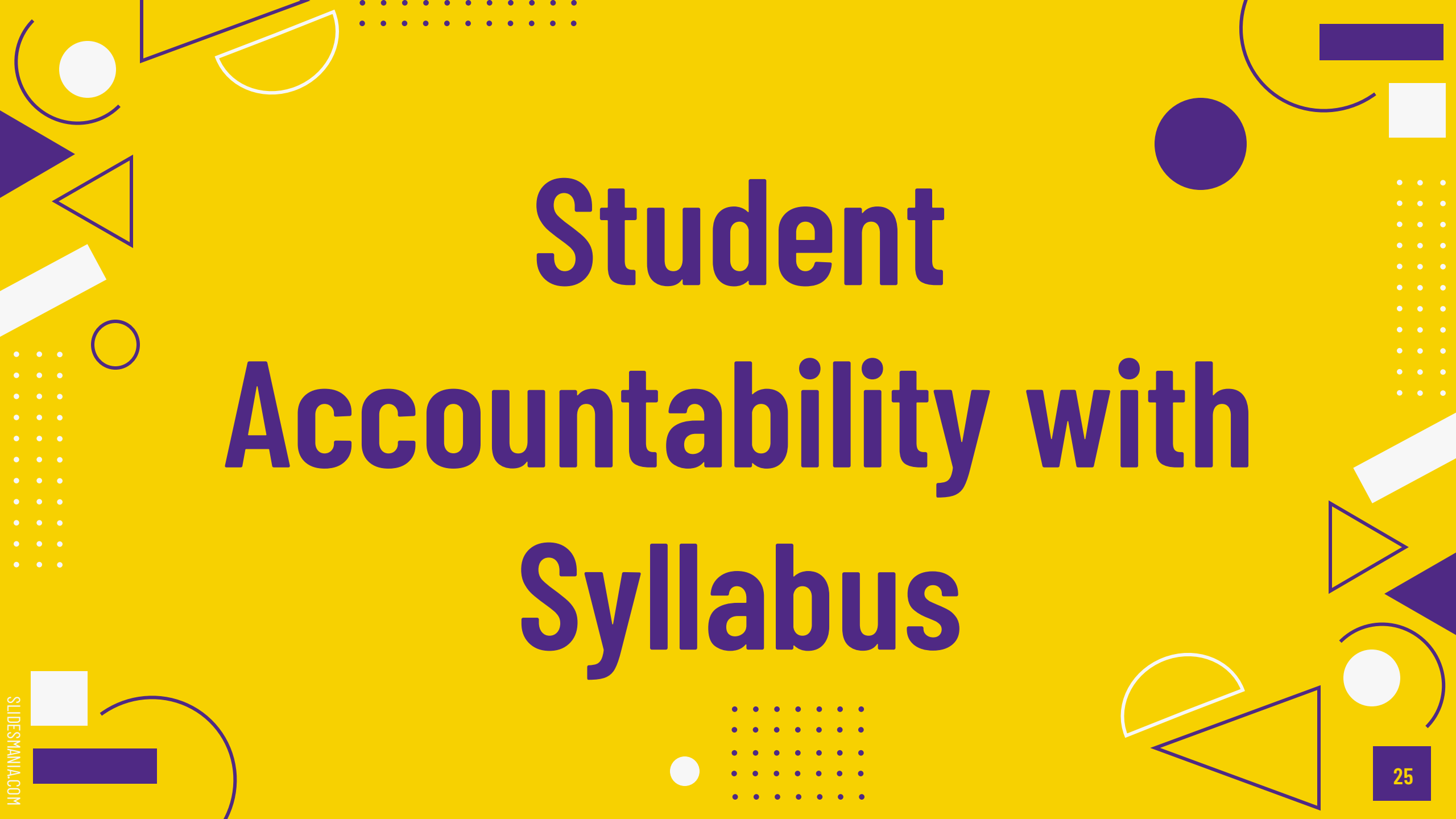
Student Friendly Language

No late assignments are accepted!

I understand things will happen during the semester, BUT a deadline is a deadline. This lesson will serve you well in your future job. You must develop your own system of time management to get your readings and assignments done ON TIME.

Every assignment has a due date. I expect you to strive to submit each assignment by the due date. This ensures I have an opportunity to give you feedback. Missing a due date in an online class often leads to missing another due date. Getting behind is overwhelming and can derail your ability to make progress towards our learning goals. I want you to succeed.

Slide by Michelle Pacansky-Brock, CC-BY-NC



Student Accountability with Syllabus

Benefits of a Syllabus Quiz



iLearn

Familiarize
Students with
iLearn Quiz
Features



A+

Grading
procedures,
grading scale



AI

Keeps students
accountable for
verifying the
Artificial
Intelligence
statement to
ensure
Academic
Integrity



Due Dates

Students have
to match or
find the due
dates for large
assignments,
projects, or
exams



Email

Communication
protocol and
correct method

Student Accountability

Discuss Together

- Introduction video could be posted on iLearn
- Have students voice what they are looking forward to the most or what concerns they have

Multiple Locations

- Syllabus section within iLearn
- Html pages within iLearn that houses same information

Consistently Reference

- What learning objectives are driving instruction?
- When are items due?
- What are the topics?

Review & Revisit

- Start class off by reviewing learning objectives and discussing the timeline for projects or upcoming assignments

Updates

- Although the syllabus is a guide for the semester, communicate any changes to students

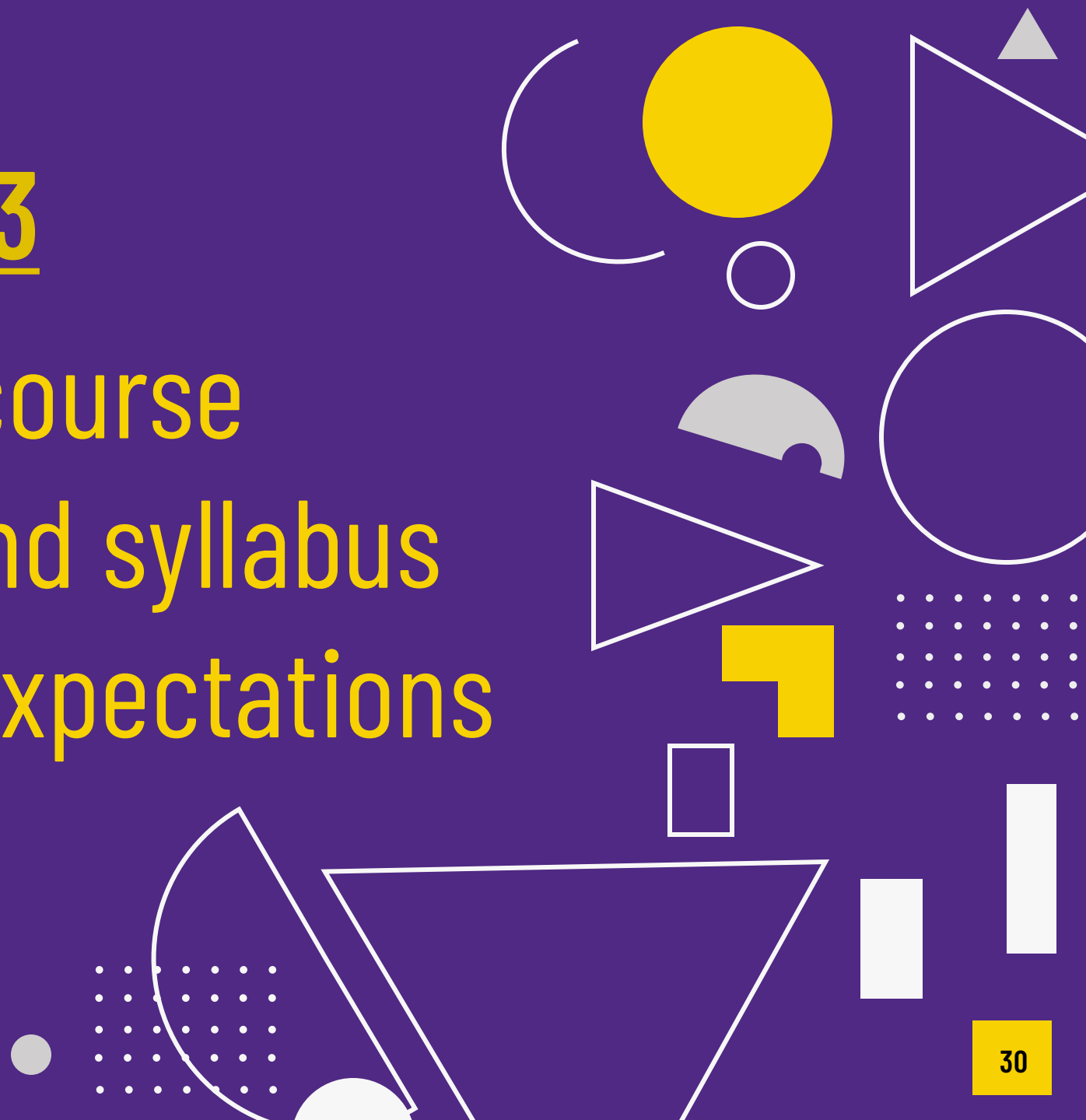
Syllabus Breakdown in iLearn

Course Overview and Information

1.	Course Overview and Information
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OSCQR – Standard 3

Course includes a course information area and syllabus that make course expectations clear and findable.





Syllabus Breakdown

- Create a dedicated Course Info/Syllabus section
- Place in a prominent location for easy access
- Organize information into clear, labeled sections
- Keep titles descriptive and relevant

Search Topics

Bookmarks

Course Schedule

Table of Contents 2

Module 0: Start Here 2

Course & Instructor Information ✓

Student Policies, Student Services, & Technical Supports 2

Module 1: [Title] ✓

Module 2: [Title] ✓

Course & Instructor Information

Print

Here is some information about your course and your instructor. Notice also that the link to the printable syllabus is on the top left of your screen.

Download



Course Welcome & Introduction ✓

Web Page

Read a brief introduction about the course.

Placeholder: Optional Video Introduction from Your Instructor ✓

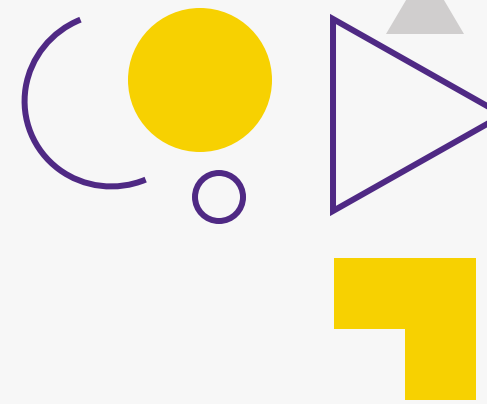
Video

Watch this video introduction from your instructor.

Course Learning Objectives

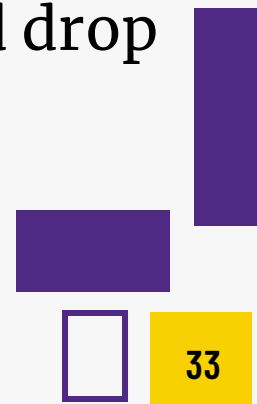
Web Page

Read what you will know and be able to do at the end of this course



TnTech Template

- OLC Compliant
- Easy to implement
- Drag and drop files



Resources:

Simunich, B., Robins, D. B., & Kelly, V. (2015). The Impact of Findability on Student Motivation, Self-Efficacy, and Perceptions of Online Course Quality. *American Journal of Distance Education*, 29(3), 174-185. (<https://doi.org/10.1080/08923647.2015.1058604>)

Pacansky-Brock, M. (2020). How to humanize your online class, version 2.0 [Infographic]. <https://brocansky.com/humanizing/infographic2>

Questions, Comments, Concerns?

[Feedback Survey](#)

Next Session:

5 Ways the CITL Can Help You

[Register HERE](#)

[Book a Consultation](#)

THANK YOU!