



# Online 101: Course Name

## Section 503: Fully Online

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### Instructor Contact Information

**Instructor:** Demo Instructor

**Email:** Canvas Inbox (preferred method of contact) or [dinstructor@swccd.edu](mailto:dinstructor@swccd.edu)

**Phone:** (619) 421-6700 ext. xxxx

**Office:** XXX (mailbox in xxx)

**Zoom Room:** <https://cccconfer.zoom.us/j/1234567>

### Office Hours and Response Time

- on campus (Room xxx): MWF 11:00-11:50 a.m.
- online (via email or [ConferZoom](#) video conferencing): TTh 6:00-6:50 p.m.
- Questions outside of office hours? I will respond to your email or Q&A post within 24 hours, M-F. If you do not get a response after 24 hours, please resend.

### Course Location & Technical Support

This course is taught in Canvas. To access our course, log in via [MySWC](#) or <https://swccd.instructure.com>.

Questions about Canvas are best handled by the [Online Learning Center](#) and Canvas Support (1-844-629-6835), although I will try to assist you with technical questions when possible.

The [Canvas Guides](#) are an excellent resource for you as well.

### Course Description & Objectives

[Insert course description here—see course outline.]

## Student Learning Outcomes

Students who successfully complete this course will be able to . . .

- [Insert SLOs here—see course outline.]



## Prerequisites and Recommended Preparation

[Identify course prerequisites and recommended preparation here.]

## Required Materials

1. SWC email account
2. Textbook X, available at [SWC Bookstore](#) and online
3. software to save documents in Microsoft Word (.docx)—Get [Office 365](#) free with your SWC email address!
4. reliable, high-speed Internet access on a desktop or laptop computer, ideally with webcam and microphone

## Attendance and Participation

[Customize maximum absences to your course—see DE Handbook.]

Regular attendance and class participation is as vital in an online class as it is in a traditional classroom. Your presence will be counted not by taking roll but by your regular contributions to discussions and activities. Attendance in an online course is determined by participation in academically related activities. You will be considered present if there is evidence of your participation in course activities including, but not limited to, submitting an assignment, taking a quiz, participating in an online discussion, and working in a group. You will be considered absent if there is no evidence of your participation in the academic activities of this course.

**Students who do not complete the first week's online assignments or are absent for two weeks or more of this 16-week course may be dropped.** However, if *you* choose to drop the course you will need to do so officially through Admissions and then notify your instructor.

## Instructor Role: Providing Regular Effective Contact

[Customize to your course.]

I am looking forward to working closely with you this semester, and you can expect me to play an active role in our course. I will post announcements every week, teach course material through online lecture content, join you in class discussions to help you understand course concepts, and provide detailed feedback on major assignments within one week of

submission. I will also answer questions throughout the semester in the Q&A forum and in our weekly discussions, usually within 24 hours M-F.

Please let me know when you need help—that's why I'm here!

## Weekly Schedule



[Optional. Customize to your course.]

For most weeks, this will be your work flow:

1. Following the published schedule in the Syllabus area, begin reading and taking notes for the new week as soon as you are finished with the previous week.
2. Read the announcement opening the new week and then head to the new week's module, using the link on the course home page. "Next" through the content, activities, and assignments for the week, being mindful of the week's deadlines. (Note: Our weeks officially begin Monday mornings, but weekly modules will be made available the Saturday morning *before* each week for early access.)
3. Take the quiz by Wednesday and contribute your initial post to the week's discussion by Thursday. Discussion responses are due by Saturday.
4. If applicable, work on your essay or other special assignment throughout the week, completing it by the published due date.

After a few weeks, you will fall into the rhythm of Wednesday-Thursday-Saturday deadlines. This should make it easier to schedule your time and reduce the chance that a deadline will sneak past you.

## Assignments

[Explain major assignments for the course, such as essays, discussions, tests, and projects.]

## Grading

[Customize to your course.]

Each student's final grade is calculated by the percentage of total points possible earned by that student, using a standard scale: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, 0-59%=F. The instructor reserves the right to add/change/delete points during the semester.

Assignment	Points	% of Total
Sample 1	200	20%
Sample 2	200	20%

Assignment	Points	% of Total
Sample Project	200	20%
Weekly Quizzes	125	12.5%
Weekly Discussions	240	24%
Activities & Surveys	35	3.5%
<b>Total Points Possible</b>	<b>1000</b>	<b>100%</b>

## Late Work

[Customize to your course.]



All assignments for this course must be completed on time. Quizzes and surveys will be automatically locked when the due date passes. While discussions will remain open, only posts submitted on time will receive credit.

In emergency situations and with instructor approval, a major assignment (paper or project) may be accepted with a late penalty of 10% of the total points per calendar day the assignment is late. To avoid such a situation, I strongly recommend that you do not wait until an assignment is due to submit it—*early* is a wise plan in an online class.

## Academic Integrity

[Use first paragraph verbatim; additional explanation may be added.]

Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks and appropriate documentation.

By enrolling in a distance education course, you agree that you are the person accessing and completing the work for this course and will not share your username and password with others.

In this course, any academic dishonesty such as plagiarism or cheating will result in severe penalties. Plagiarism is the act of using another person's words or ideas as if they were your own. Sources of quotations, paraphrases, and summaries must be properly documented according to MLA format. This applies to all writing, including discussions. Plagiarism is considered academic theft because it is stealing someone else's words or ideas, but the plagiarizer robs himself or herself as well. This course will provide you with the opportunity to improve your reading, thinking, and writing skills—don't rob yourself of that chance.



Unfortunately, I am very practiced at both identifying and locating the source of plagiarized writing. In addition, VeriCite plagiarism detection software will be used to scan your written submissions. **Plagiarized work will automatically receive a**

**failing grade, and the plagiarizer is also very likely to receive a failing grade for the course and/or face misconduct charges (see Southwestern College Catalog).** When in doubt, always ask first!

## Professional Conduct

[Optional. Customize to your course.]

## Netiquette

[Optional. Customize to your course.]

*Netiquette* is a set of guidelines for good behavior in an online environment. It is etiquette for the Internet, and knowing these social rules can help you have a more rewarding semester. The netiquette guidelines here are ones that are especially important in our online classroom.

1. **Participate.** Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don't wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a forum with too many posts.
2. **Remember the human.** This common Internet mantra means that even though we may not be face to face, there is a real person behind each discussion-board post. Do not write something that you would not feel comfortable saying in a traditional classroom setting. Discuss ideas, not people. In other words, do not attack a classmate for expressing his or her opinion; instead, discuss your position on the *ideas* that have been presented. Be kind and understanding with your classmates to keep our environment positive and productive.
3. **Help others.** We will be working together all semester, so let's try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and instructor.
4. **Respect other people's time.** Your posts should be focused, organized, and clear so that your classmates can quickly see your point and evidence. Another way to respect people's time is to look for answers before asking for help. For example, if you can't find something or you don't remember when an assignment is due, look through the syllabus and other course documents for the answer. Only ask for help when you truly need it.
5. **Edit and proofread before posting.** We have lots of posts to read, so yours needs to be as clear as it can be. It should be organized and written in standard English. Not fixing misspellings and other errors tells your readers that you don't value their time and you don't care if they get frustrated trying to understand you. This does not build good will. Avoid slang and unfamiliar abbreviations for the same reason.
6. **Don't shout.** TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Don't do it. The same can be said of repeated exclamation marks!!!!!!!!!!

7. **Use emoticons sparingly.** Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so don't overdo it. :-)
8. **No flaming.** "Flaming" is an angry message, often directed at another person. When another person responds in anger, we have a "flame war" taking over the discussion board. Personal attacks are unacceptable in the classroom, and the same goes for the cyber classroom. If you see a conflict developing, jump in and try to calm things down; if you feel attacked, contact your instructor rather than responding to the flaming student. Everything we do in Canvas is permanent, so you must think very carefully about your tone before submitting a post. If you don't, that mistake might haunt you for the rest of the semester.

## Student Support Services

[Use verbatim.]

Student support services are available both on campus and online. For a complete list of services, including the library, tutoring, and counseling, visit the [Student Services and Campus Resources](#) webpage.

Free online tutoring is available to all currently enrolled Southwestern College students through SWC's [Online Writing Lab](#) (OWL) and the [Western eTutoring Consortium](#).

When you have questions about Blackboard/Canvas and online learning at SWC, the [Online Learning Center](#) is ready to assist you.

## Students with Disabilities

If you have a learning disability, physical disability, or any other circumstance that needs special accommodation, please discuss it with your instructor, in person or via email. I want you to be successful and am happy to work with you! Here is additional information provided by our college's DSS office:

[Use verbatim.]

Southwestern College recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes that they may have a disability and would like more information, they are encouraged to contact [Disability Support Services](#) (DSS) at (619) 482-6512 (voice), (619) 207-4480 (video phone), or email at [DSS@swccd.edu](mailto:DSS@swccd.edu). Alternate forms of this syllabus and other course materials are available upon request.

# Emergency Plan

[Optional]

If our course or instructor unexpectedly becomes unavailable, continue following the schedule to complete assignments, which will be submitted when access is restored. In emergency situations, college updates will be provided via [Twitter](#).

# Course Map

[Optional]

Here is an overview of the key areas of the course, each of which can be accessed from the course menu:

- **Announcements** houses—you guessed it!—my announcements.
- **Syllabus** contains information that you will use throughout the course: the syllabus and schedules. A list of course assignments with due dates can also be found here.
- **Modules** contains everything you need for each week of our course. Simply click “next” to move from one item to the next in the week’s module.
- **Quizzes** provides one-click access to weekly quizzes and occasional surveys.
- **Discussions** contains links to our weekly discussions as well the Q&A Discussion. Weekly discussions are housed in their modules as well.
- **Assignments** offers a list of essay and project assignment as well as other graded assignments. You will find each of these items in its module as well.
- **Grades** lists your scores and the points possible for all assignments. Most quiz grades are posted immediately after completion, while other assignments requiring instructor grading will be posted 3-7 days later. You can access your graded work and my feedback by clicking on the item and/or rubric. You will also see your current total points and percentage. You can even see how your total grade will change with future scores using the “What if” feature!
- **Virtual Office** connects you to the Zoom videoconferencing room where we will hold virtual office hours.
- **Calendar (global menu)** includes all assignments with due dates; you can choose which courses to display.
- **Inbox (global menu)** is where you can send messages to me and to your group.
- **Help (global menu)** connects you to the [Canvas Guides](#), our support hotline, and a variety of other support options.

## Course Calendar

[Insert calendar of topics, activities, projects, and exams for the semester here.]