



Fall 2023 Syllabus

Course 101: Course Name

Section 501: Fully Online

Instructor Contact Information

- **Instructor:** Demo Instructor
- **Email:** Canvas Inbox (preferred method of contact) or dinstructor@swccd.edu
- **Phone:** (619) 421-6700 ext. xxxx
- **Office:** XXX (mailbox in xxx)
- **Zoom:** <https://swccd-edu.zoom.us/j/YourMeetingIDHere!>



office hours &
response time

Office Hours and Response Time

My office hours are times for conversation about the course and your work in it. I am here to answer questions, offer feedback, discuss a course concept, or just listen as you explore a line of reasoning. I can also direct you to resources to help you meet challenges you face outside of class. I am looking forward to working with you!

- **On campus** (Room xxx):
- **Online** [specify if via Canvas Inbox, Chat, Zoom]: TTh 6:00-6:50 p.m.
- **Questions outside of office hours?** I will respond to your message or Q&A Discussion post within 24 hours, M-F. If you do not get a response after 24 hours, please resend.

Course Location & Technical Support

[Customize for your class, explaining format (online, live online, in-person hybrid, live-online hybrid) and providing any meeting details]

This online course is taught in Canvas, with no required live meeting times. To access our class, log in via [MySWC](#).

Questions about Canvas are best handled by [Canvas Support Live Chat](#) and SWC's [Online Learning Center](#), although I will try to assist you with technical questions when possible. SWC's [Canvas Student Essentials](#) is a Canvas resource course built for students, and the [Canvas Guides](#) are an excellent resource for you as well.

Course Description & Objectives

[Insert course description and course objectives here—see course outline in [CurricUNET](#).]

Student Learning Outcomes

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

- [Insert SLOs here—see in [CurricUNET](#).]

Prerequisites and Recommended Preparation

[Identify official course prerequisites and recommended preparation here—see course outline in [CurricUNET](#).]

Required Materials

[Customize for your class.]

- Textbook X, available at [SWC Bookstore](#) and online
- Software to save documents in Microsoft Word (.docx); get [Office 365](#) for free
- Reliable, high-speed Internet access on a desktop or laptop computer



attendance policy
customized for
DE course

Attendance and Participation

[Customize activities and maximum absences for your class and delivery mode—see [DE Handbook](#).]

Regular attendance and class participation is as vital in an online class as it is in a campus 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 required class 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 class.


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 Communication: Regular & Substantive Interaction

[Customize for your class.]

I am looking forward to working closely with you this semester, and you can expect me to play an active role in our class. I will post announcements every week, 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 Discussion 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!



regular &
substantive
interaction policy

Weekly Schedule

[Optional. Customize for your class.]

For most weeks, this will be your workflow:

1. Read the announcement opening the new week—this is usually the Saturday before the week officially begins on Monday.
2. Use the home page link to go to the new week's module. (Mobile users: select the week's module.) Use the "Next" button at the bottom of each page to progress through the module. Work through the content, activities, and assignments for the week, being mindful of the week's deadlines.
3. Take the week's quiz by Wednesday to check your understanding.
4. Contribute your initial post to the week's discussion by Thursday. Peer replies are due by Saturday.
5. 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 assignment types for the course, such as homework, essays, discussions, exams, lab assignments, and projects.]

Grading

[Customize for your class.]

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%
Sample 3	200	20%
Weekly Quizzes	125	12.5%
Weekly Discussions	240	24%
Activities & Surveys	35	3.5%
Total Points Possible	1000	100%

Late Work

[Customize for your class; below is an example that supports equity and student success.]

Assignments for this course should be completed on time so that we are all moving through the class together. Sometimes, though, life gets in the way of learning. In unexpected situations leading to late work, please contact me to discuss a plan for success.

Some deadline flexibility has already been built into this course: Major assignments have a 24-hour grace period for submissions and are accepted with a deduction of 5% of the total points per calendar day after that. Discussions will remain unlocked and late posts are welcomed for partial credit, with a 5% deduction per day late. The best way to plan for the unexpected is to get an early start on each assignment.

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.

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 prevention tools in Canvas can be used by both student and instructor to check written submissions. Because plagiarized work typically earns a failing grade and puts the plagiarizer at risk of failing the course and/or facing misconduct charges (see [Southwestern College Catalog](#)), please discuss source use with me whenever you have any citation concerns or questions—I am here to support your success. When in doubt, always ask first!

Diversity Statement and Respectful Conduct

[Optional. Customize for your class.]

I would like our class to be a supportive learning environment that values and builds on the richly diverse identities, perspectives, and experiences of our group. Please help me develop this environment by honoring the diverse identities of your classmates and letting your instructor know (via anonymous surveys or email, for example) if an assignment, comment, etc. makes you feel uncomfortable.

In our readings and discussions, you will likely encounter cultures, ideas, and values that differ from your own. These are valuable opportunities to learn more about different perspectives and where they intersect with yours. We all see the world from a point of view informed by our experiences and backgrounds, and what we read and discuss can open new windows through which to understand both our course content and world around us. You are encouraged to contribute your ideas about course content freely, but please remember to demonstrate respect for your classmates and instructor. We all have unconscious biases that stem from our experiences, and recognizing and discussing them can lead to unexpected insights.

Conversely, disrespectful or threatening responses tend to shut down conversation and insight, and so these kinds of comments will be promptly addressed by your instructor. To keep our interactions safe and productive, please know that anyone who repeatedly engages in disrespectful or otherwise inappropriate behavior will be locked out of the discussion for the week and/or face student misconduct charges. Please join me in creating a comfortable and productive learning environment for us all.

Community Guidelines

[Optional. Customize for your class.]

Establishing a few ground rules for respectful behavior in our online classroom can help us all feel more comfortable learning together in this space. Sometimes called “netiquette,” the community guidelines below are designed to ensure that our conversations are respectful, rewarding, and productive.

- **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 discussion with too many posts.

- **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 post. Do not write something that you would not feel comfortable saying in an in-person classroom setting. Discuss ideas, not people. In other words, do not attack classmates for expressing their opinions; 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.
- **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.
- **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. Ask for help when you truly need it.
- **Edit and proofread before posting.** We have lots of posts to read, so yours needs to be as clear as it can be. Please review and edit what you have written before posting.
- **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!!!!!!!!!!
- **Use emoticons sparingly.** Social media and texting have given us lots of fun options 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 be difficult to process, so don't overdo it. :-)
- **Don't attack.** Personal attacks are unacceptable in the classroom, whether in person or online. If you see a conflict developing, try to calm things down if you feel comfortable doing so. If you feel attacked, contact your instructor. We all have biases, and sometimes we are not aware of how what we say may be viewed by others, so let's all try to be generous and kind in our responses to one another. Everything we do in Canvas is permanent, so please think very carefully about your tone before submitting a post. If you don't, that mistake will haunt you for the rest of the semester.



support and well-being services for DE courses

Student Support Services

[Use paragraphs 1-3 verbatim; paragraph 4 is optional.]

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 Tutoring Center](#), [Online Writing Lab](#) (OWL) and the [Western eTutoring Consortium](#).

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

A wide range of well-being and supportive services are available to students through [SWC Cares](#).

Students with Disabilities

[Optional introduction]

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.

Alternate forms of this syllabus and other course materials are available upon request.

[Suggested addition]

I have made every effort to make this course accessible to all students. If you encounter a problem accessing anything in this course, please email me immediately so that I can support you. You may also contact Disability Support Services at dss@swccd.edu.

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 the emergency notification system and social media.

Course Map

[Optional. Customize to align with your course menu.]

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 course information that you will use throughout the semester. 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.
- **Assignments** contains projects, papers, discussions, and other graded assignments. You will find each of these items in its module as well.
- **Discussions** houses our weekly discussions as well the Q&A Discussion. Weekly discussions are provided in their modules as well.
- **Quizzes** provides one-click access to weekly quizzes and occasional surveys.
- **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!
- **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 receive responses.
- **Help (global menu)** connects you to the [Canvas Guides](#), Live Chat with Canvas Support, and other support options.
- **Student Support (global menu)** provides quick access to SWC support services like Admissions, Counseling, Tutoring, SWC Cares, and the Library.

Course Calendar

[Insert calendar of topics, activities, projects, and exams for the semester here. You are welcome to use a table like the one below.]

Week	Readings & Materials	Assignments & Activities
Week 1 (1/31-2/5): Introduction	Chapter 1 & Week 1 Module	Syllabus quiz due Wed. Icebreaker discussion due Thurs. (initial post) and Sat. (responses)