ONLINE
LEARNING
ADVISORY COUNCIL

Online or Hybrid Course Syllabus

Suggested Guidelines, Best Practices, and Examples

Contributions from Professors Barjis, Budny, Falvey, Guida, Kao, Kontzamanis, Melikian, Negron, Pagano, Ramos, Rudden, and Dr. Lundstrem

This information is important to include at the beginning of all syllabi:

New York City College of Technology, CUNY Department
Course Title
Course Number/Course Section
Term
Indicate as Hybrid or Fully Online Course

Instructor:
Class Face-to-Face Meeting Dates (if hybrid):
Class Location (if hybrid):
Online Meeting Dates:
Email Address:
Online/Office Hours:
Office Location:

Office hours for online courses should include virtual office hours, face-to-face office hours (if partially online), as well as the phone and email contact information.

The examples and best practices that follow were provided by City Tech professors, who teach online and are members of the Online Learning Advisory Council:

This example is from Professor Pat Rudden's EG101 course:

Participation: In addition to real-time class discussion, you are expected to contribute regularly to the conversations on the class web site. Check the Discussion Board area of our Blackboard site every day and respond to the discussion questions with solid, thoughtful posts (not just "ok" or "I agree"). Each week's questions will be posted by Wednesday morning. Your discussion responses must be posted by midnight on Sunday in order to count for that week. LATE POSTS ARE COUNTED AS LATE ARRIVALS TO CLASS. ABSENT POSTS ARE ABSENCES FROM CLASS.

Additional information can be added to this list, but some instructors have indicated that they prefer to make a separate handout for information regarding the "how to" of getting to the CUNY portal and logging into BlackBoard. Students can also be referred to Websupport 1 for a "Beginners Guide to BlackBoard." To access this site:

1. Go to the City Tech Home Page
2. Scroll down, click on "quick links."
3. Scroll down to "Websupport 1."
4. Click on "City Tech Online."
5. Choose Students. Scroll down to "Beginners Guide to BlackBoard," and click.
6. Click on "Beginners Guide to BlackBoard Course Info."

In addition, you may wish to describe the navigation of the Blackboard site.

This is from Professor Tina Kao's Developmental Psychology (PSY 2300)

During our in-class Lecture 2, we discussed some hypothesis driven research methodologies that Psychologists have utilized to assess when different senses (hearing, vision, etc…) are first functional in humans. Click on the Content tab and watch the YouTube video I have embedded titled "Visual Cliff Experiment".

After watching the video, you should understand how the researchers at Cal Berkeley were able to determine at what stage the infant is capable of visually visualizing different depths.

What's even more fascinating about these series of experiments is that the infants are not taught that crawling near these "visual cliffs", which represent the visual perception of depth, can be dangerous, but their movements and reactions near the "visual cliffs" demonstrate that they have this innate understanding of danger.

You are an experimenter, and you want to design an experiment to further these visual cliff experiments to include the concepts associated with the social attachment of infants and the figures or objects that these infants may deem as significant. Provide the following to post onto Discussion:

Hypothesis of your experiment to expand on the visual cliff experiment.

Research methodology you would use to validate your hypothesis.

Make sure you include and identify as part of your research methodology, the 1) independent variable(s) and the 2) dependent variable(s), along with the different groups (control, experimental)

Note that your posts will be made available for everyone in the class to see so that everyone can see your creativity at work. Also note that you should comment on your fellow students' experiments - do they make sense, have they thought of ideas you haven't, what can make their experiments better.....

I will also be providing individual feedback for your experiments to make sure that you have a comprehensive understanding of the terms required for you to answer this question.

This is from Professor Barjis' BY526 site:

ANNOUNCEMENTS is the entry point. Announcements tell you everything you might expect to hear at the beginning of a class if we were in a classroom. In our virtual classroom, you have to read the announcements each time you enter the course by logging on. I will be posting notices, assignments, and updates on a daily basis, so please check these announcements 3 times a week.

STAFF INFORMATION is where you will find information about me (phone, email, office location and so on). Our online classroom is open 24 hours a day, 7 days a week. So if you want to ask me any questions, you can email me at any time and I'll try to respond within 12 hours. If you want to discuss something with the entire class, please write your message on our Discussion Board.

COURSE INFORMATION is where you'll find all the information that is usually given out on the first day of a course (course syllabus, grading policies, browsers, software and plug ins you will need for the course).

COURSE DOCUMENTS is where you will find all assigned readings, "handouts," checklists, slides, lecture notes and information about how to do all the assigned work.

ASSIGNMENTS is where each day's assignments (and due dates) will be posted.

COMMUNICATION is where you'll find the tools for sending email to other members of the class and for participating in electronic discussions either with the class as a whole and within a smaller group.

DISCUSSION BOARD is where you'll be writing questions and comments and replying to your classmates' questions and comments.

STUDENT'S FAQ is where you'll find tips about how to work online and how to make sure you have all the programs you need. It will answer all your questions from "how to changing your password" to "how will I know what to do on this course" and so on.

EXTERNAL LINKS is where you'll find links to websites you will need for the course.

TOOLS is where you'll find tools for updating your personal information, creating your own Home Page (on this site), checking your grades, and exchanging word processing files with classmates and with me via the Digital Drop Box.

Technology Prerequisites

Many faculty members have found it useful to prepare students up-front for the level of computer literacy that is required from their course. One way to do this is to list what students will need to be prepared for this course, i.e., you will need an email account and be comfortable using it. Another way would be to have students log into the "Beginners Guide to BlackBoard" section of Websupport1, as indicated above and instead of clicking on "Beginners Guide to BlackBoard Course Info," have students go to and take the "Student Survey." At the end of the survey students will receive a score and information letting them know if they are prepared/not prepared to take a partially or completely online class. Student training is also available in the open student lab in the General Building, sixth floor, room G600. The phone number for the lab is (718) 254-8565 and the email is itec@citytech.cuny.edu. Below are the suggested minimum prerequisites that students should know/have for taking part in an online course.

1. You should have access to and be able to use the Chrome, Firefox, Safari, or Internet Explorer browsers. A complete list of versions supported is found here: https://en-us.help.blackboard.com/Learn/Student/Getting_Started/Browser_Support
2. You will need your City Tech email account and should be comfortable using it. The college provides an email account to all students.
3. You need access to a computer with at least 256 MB RAM and an Internet connection via a 56k modem or, ideally, the college T1 line.

Course Objectives

Text Used for the Semester/ Other Required Readings

Course Requirements

Faculty members have indicated that instead of placing the assignment requirements for BlackBoard within the syllabus, they post a separate schedule that includes the due date of the assignment and the instructions for the assignment.

Course requirements should also include class and online class participation. *Professor Pagano's course describes this as follows:*

> *Participation: In addition to real-time class discussion, you are expected to contribute regularly to the conversations on the class web site. Check the Discussion Board area of our Blackboard site every day and respond to the discussion questions with solid, thoughtful posts (not just "ok" or "I agree"). Each week's questions will be posted by Wednesday morning. Your discussion responses must be posted by midnight on Sunday in order to count for that week. LATE POSTS ARE COUNTED AS LATE ARRIVALS TO CLASS. ABSENT POSTS ARE ABSENCES FROM CLASS.*

Grading Policy

Many faculty members have suggested that a grading rubric be clearly stated on the syllabus noting how online assignments will be scored. Faculty should also make it clear what percentage of the student's grade is accounted for by online participation/assignments. Faculty members may also include in this section their policy on make-up exams/assignments.

The following rubric is from Professor Melikian's course.
(Note: This rubric is copyrighted by Professor Yelena Melikian and permission for use is necessary.).

Online & Paper Assignment Evaluation Rubric -- EN-101 Introduction to Macroeconomics (Hybrid Course)

Criteria/Attribute	**Meets Expectation** ***(2.5-3 points)***	**Needs Improvement** ***(1.25-2.25 points)***	**Not Acceptable** ***(0-1 points)***
	A	**B**	**C**
Online Instructions for Assignments	Has followed the instructions to complete the online assignment Has answered all the questions Has given *relevant* responses to the specific questions asked	Has partially followed the instructions Has given partial/incomplete answers Has provided some relevant responses to questions asked	Has not followed the instructions Has not responded to most of the questions Has provided irrelevant responses to questions asked
Comprehension of Concepts	Has reviewed the assigned chapters thoroughly Demonstrates a good grasp of concepts and their applications	Has done a superficial review of assigned chapters Shows confusion and an inadequate understanding of concepts and their applications	Has not read the assigned chapters Does not show any understanding of concepts and their applications Has only relied on classroom presentations and incorporated misunderstood concepts
Analytical/Reflective Responses	Follows the "inquiry model" (what/how/why) when responding to questions Gives comprehensive answers that show thoughtful consideration and use of relevant information	Does not consistently follow the rules for analytical responses (what, how, why) Gives very short responses that do not demonstrate sufficient reflection on each question	Responds with very short sentences without much elaboration Provides incomplete responses and shows no reflection

Graphs or Calculations	☐ Graphs are complete with axis and labels; units of measure are clearly marked; curves are identified/labeled ☐ Calculations are accurate, show the formulas used, and show all the steps involved in calculating the answer	☐ Some information is missing from the graph (axis, labels, units of measure, identity of curves and points) ☐ Calculations are Ok but do not show what steps were used and what formula was applied to get to the answer	☐ Graphs are wrong and do not have the appropriate information ☐ Calculations are wrong and no detail is provided to show steps and formula used to get to the answer
Authenticity	☐ Effectively synthesizes class presentations and reading assignments to generate his/her own elaboration of concepts (without direct quotations from the book)	☐ Uses materials directly from the textbook mixed with own limited elaborations	☐ Has reproduced responses directly from the textbook ☐ Has used a classmate's statement (a complete or partial reproduction)
Communications/ Writing Skills	☐ Is articulate and effectively organizes his/her arguments ☐ Uses complete sentences, correct structures, and correct punctuation	☐ Has difficulty conveying main points of argument or presentation ☐ Sometimes uses incomplete sentences and incorrect punctuation/spelling	☐ Presentation or argument is poorly communicated ☐ Uses incomplete sentences with many spelling and punctuation errors
Teamwork/ Online Community Involvement	☐ Timely posts online assignment and engages in discussions ☐ Shows leadership and takes responsibility for team performance	☐ Posts responses late with no time to engage in team discussions ☐ Shows minimum effort and little responsibility for team performance	☐ Misses assignment posting or posts after due date with no participation in team discussions ☐ Is not an active team member

Attendance Policy

Faculty members should have some sort of policy regarding missing online dates. Some faculty members have indicated that they will mark a student absent if he or she misses an online assignment.

The following is from Professor Pagano's PS101 course:

Attendance: Class begins at 10:00. I do take attendance and it will be considered when the final grades are calculated. Showing up will also benefit you on the exam because occasionally I will demonstrate a phenomenon in class and a question or two on the exam will pertain to that demonstration. Since you are also expected to take part in online assignments, if you do not post an assignment, I will mark you absent for the day that we meet online. If you post the assignment later than the due date and time, I will also mark you absent for the online class. I do understand that sometimes things happen and will not penalize your grade if you have less than 3 un-excused absences. Please also note that 3 latenesses will constitute 1 absence.

Academic Integrity Policy

"Academic dishonesty includes any act that is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or any other form of recognition that was not properly earned. Academic dishonesty encompasses the following:

Cheating: Defined as intentionally giving, receiving, using or attempting to use unauthorized materials, information, notes, study aids, including any form of unauthorized communication, in any academic exercise. It is the student's responsibility to consult with instructors to determine whether or not a study aid or device may be used.

Plagiarism: Plagiarism is intentionally and knowingly presenting the ideas or works of another as one's own original idea or works in any academic exercise without proper acknowledgement of the source. The purchase and submission of a term paper, essay, or other written assignment to fulfill the requirements of a course, and violates section 213-b of the State Education Law. This also applies to the submission of all or substantial portions of the same academic work previously submitted by the student or any other individual for credit at another institution, or in more than one course.

Sample Schedule of Meeting Dates for In-Class and Online Session

Faculty members all agree that it is very important to provide students with a clear schedule of when the class will meet. *Below is a partial table from Professor Pagano's course for providing such information.*

IN-CLASS MEETING DATE	TOPIC	QUIZ and DATE	CHAPTER	ONLINE SESSION
8/30/06		No Quiz	N/A	N/A
9/6/06		Quiz 1:Available 9/6 at 5pm until 9/7 at 5pm	1	N/A
9/11/06 9/13/06		Quiz 2:Available 9/11 at 5pm until 9/12 at 5pm	2	9/18/06
9/20/06		Quiz 3:Available 9/20 at 5pm until 9/21 at 5pm.	3	9/25/06
9/27/06		No Quiz	4	N/A
10/03/06	Exam	No Quiz	1-4	N/A

The following site by Prof Pagano is also useful for grading rubrics
http://mariapagano.wordpress.com/the-syllabus/syllabus-template/grading-rubrics/

Here is an example from Prof. Kontzamanis' NUR 4030 Hybrid class:

NUR 4030 Section HD32 (36107) 4:15pm-5:30PM Pearl 511

Class meets in person every Wednesday except as noted below

Online component is asynchronous. Discussion Board Response due by 11:59PM of date indicated.

ATTENDANCE AND PARTICIPATION IN THE ONLINE COMPONENT

- Visit the Discussion Board ***several times a week***.
- Respond to the discussion questions with thoughtful responses that are grammatically correct. The questions for each online class will be posted about a week before they are due.
- Check the Discussion Board area of our Blackboard ***several times each week*** and respond to the discussion questions with solid, thoughtful posts (not just "ok" or "I agree"). Please see Grading Rubric for Discussion Board for specifics.
- **Your discussion responses must be posted by 11:59pm on the day they are due**. LATE POSTS ARE COUNTED AS LATE ARRIVALS TO CLASS. ABSENT POSTS ARE ABSENCES FROM CLASS.
- Active participation on the discussion board will signify attendance at the on-line component. Two latenesses in an on line or an in person class will constitute a lateness. Four latenesses in an on line or an in person class will constitute an absence. Two absences in an on line or in person class will constitute an absence. **All assignments must be submitted on time or you will lose points.** If you have a personal emergency, please let faculty know via email ASAP and within 24 hours of an assignment which may not be submitted on time.

WEEK	TOPIC	LEARNING ACTIVITIES	DUE DATES
IN PERSON CLASS **Week 1** **Jan 28, 2015**	Course Orientation Unit I: Overview of Case Management (CM) Watson's theory & CM	Lecture/Discussion Powell & Tahan: Chapters 1,2,10	
Week 2 **Feb 4, 2015**	Transcultural Nursing & CM Unit II: Conceptual Frameworks & Managed Care Models	Powell & Tahan: Chapter 3 **Online Assignment**	**Post Comments on Discussion Board by Feb 2**

Week 3 **Feb 11, 2015** **No Class Feb 18**	Unit III: Utilization Management	Lecture/Discussion Group Work Powell & Tahan: Chapter 4 **Online Assignment**	**Post Comments on Discussion Board by Feb 9**
Week 4 **Feb 25, 2015**	Unit IV: Quality Review & Risk Management	Powell & Tahan: Chapter 7 **Online Assignment**	**Post comments on Discussion Board by Feb 23**
Week 5 **March 4, 2015**	Unit V: Legal Issues in CM	Lecture/Discussion Group Work Powell & Tahan: Chapter 8 **Online Assignment**	**Paper Topic Due in Class** **Post Comments on Discussion Board by March 2**
Week 6 **March 11, 2015**	Unit VI: Ethical Issues and Dilemmas in CM	Powell & Tahan: Chapter 9 **Online Assignment**	**Post Comments on Discussion Board by March 9**
Week 7 **March 18, 2015**	**MIDTERM**		
Week 8 **March 25, 2015**	**Midterm Review** Unit VII: Types of Managed Care Organizations/Models	Lecture/Discussion Group Work Powell & Tahan Chapters 4 & 6 **Online Assignment**	**Post Comments on Discussion Board by March 23**

Week 9 **April 1, 2015**	Unit VIII: The Case Management Process	Lecture/ Group Work Powell & Tahan: Chapter 5 **Online Assignment**	**Post Comments on Discussion Board by March 30**
Week 10 **April 15, 2015**	Unit IX: Teaching/Learning for Managed Care	Assigned Readings/Hand outs **Online Assignment**	**Post comments on Discussion Board by April 13**
Week 11 **April 22, 2015**	Unit X: Disease Management	Lecture/Discussion Group Work Assigned Readings/Handouts **Online Assignment**	**Post Comments on Discussion Board by April 20**
Week 12 **April 29, 2015**	Unit XI: Job Stress vs. Stress Factors in Case Management	Powell & Tahan: Chapter 11 **Online Assignment**	**Post comments on Discussion Board by April 27**
Week 13 & 14 **May 6 & 13, 2015** **Week 15** **May 20, 2015**	Paper Presentations		**PAPERS DUE May 6** **FINAL EXAM MAY 20**

The following rubric is from Professor Kontzamanis' NUR4030 hybrid course:

NUR 4030 – Participation in Discussion Board

Grading: Number of postings: 7 pts; **Quality of postings:** 21 pts**; Literacy/Clarity of postings:** 7 pts**; Total: 35 points**

Grading Rubric for Discussion Board

Student Participation	Excellent	Good	Adequate	Poor
Number of postings **(7 points)**	**Student consistently posts 5 or more times each week (7)**	**Student consistently posts 3-4 times each week (6.5)**	**Student consistently posts 2 times each week (6)**	**Student consistently posts less than 2 times each week (5 or less)**
Quality of postings **(21 points)** **a) Number of sentences** **b) Knowledge of CM concepts** **c) Knowledge of cultural competence in CM**	**Student consistently posts 5 or more sentences and demonstrates comprehensive knowledge of CM and cultural competence (21-19)**	**Student consistently posts 4 sentences and demonstrates accurate knowledge of CM and cultural competence (18-17)**	**Student consistently posts 3 sentences and demonstrates some knowledge of CM and cultural competence (16)**	**Student consistently posts less than 3 sentences and demonstrates minimal knowledge of CM and cultural competence** **(15 or less)**
Literacy/clarity **(7 points)** **Spelling, punctuation, grammar, sentence structure (S,P,G,SS)**	**Student postings are always accurate for S, P,G, SS. (7)**	**Student postings have 1- 2 errors in S, P,G, SS. (6.5)**	**Student postings have 3-5 errors in S, P,G, SS. (6)**	**Student postings have 6 or more errors in S, P,G, SS. (5 or less)**

Here is a partial example from Professor Negron's HU3307 course:

3/15 and 3/22 online	Task 1: Readings – Chapters 14 – 15 Enhancing the quality of neighborhoods; Increasing the effectiveness of organizations – Reading outline in Course Documents. Task 2: File Exchange –Write and submit your individual position statement to your group via file exchange. The individual position statement should reflect the opinions of the author and not those of a group. Read all the position statements in the file exchange. Prepare for discussion. Task 3: Group asynchronous discussion – The Group Position Statement – Draft the group position statement. The goal of this discussion is to reach consensus on (1) problem that needs immediate action, (2) target (person or group) that has authority to create change, (3) recommended action. Submit the Group Position Statement to the professor, via digital drop box by 6 p.m. Thursday, 3/22 Review the instructions for the group project. Have you covered everything? Are you on track? Do you need to regroup?
3/29 online	Task 1 Readings: Building the organized effort: Issues, people, leadership, sustained action, incorporation; Strategies and Tactics; Marketing your change effort - Chapters 11 – 13; Reading outlines in Course Documents Task 2 Group asynchronous discussion: Final group discussion to plan the lobby project presentation. Please read the instructions. Task 3: Self and peer assessments: Complete your self assessment and peer assessment for each member of your group. Bring to the next in person class.

This is added to Professor Falvey's ENG 3404 and ENG1141 course syllabi and posted separately to Information on Blackboard.

Special Demands of Our Online Course:
In order to make a success our online course, we will all need to pitch in to create a sense of **class cohesiveness**, even when we are together in our virtual space. Community-making is dynamic – active and ongoing. I don't need to tell a group of intellectually curious, capable professionals-in-the-making what it means to be **disciplined, independent learners**. Still, it's worth emphasizing that an online learning community has many built in drawbacks that we will need to be collectively mindful of – or we risk, simply, falling apart. What I do NOT want this to be is a static, dull, formulaic exercise in "do the work/get the grade." What I expect our class to achieve is the best of a traditional classroom with the flexibility of an online protocol. That said, here are our general goals:

1. to make a **special effort to read** each text with an open-minded, critical intelligence – on time, with gusto!

2. to **critically engage** with the literature through **thematic and stylistic** textual analyses, by making apt **comparisons** among texts, and by recognizing links to **your own experiences**.

3. to **respond** critically and respectfully **to each other's** textual **analyses**, to **listen** to each other's stories and commentaries, and to prompt and **promote discussion**.

4. to take your **individual leadership responsibilities** seriously so that our open discussion forum is lively and compelling and your own contributions are informed and thoughtful.

5. to **ask for clarification and express concerns** as your needs arise: no hoarding worries or holding back frustrations. Private emails with me are the equivalent of meeting during my office hours – which, of course, I encourage you to do if your schedule permits, as well.

   - The **beauty of an online arrangement is that we are freer** – to use **time** according to our own individual requirements, to **speak up** whenever we have something to say, and to practice collecting and **articulating** our thoughts. Even shy people get to speak – and to be patiently and conscientiously heard. Even those of you who aren't fond of writing will of necessity get to hone your writing - and, of course, – thinking skills.

It is your responsibility to check your City Tech email and Blackboard announcements on a regular basis.

The following is from Professor Ramos in Human Services:

Here is part of my HEA 1102 – HE00 [28460] - Community Health Silvia Ramos – HUS Dept.

This is my week by week schedule, color-coded to denote online/on-campus sessions clearly.
I include all the information the student would need for each session. I have dedicated Discussion Board Forums for the Group Project, as well as the Health Issues Journal. I also have a dedicated Discussion Board Forum for all questions related to the course material – "Ask the Professor". This is very effective as all students get to see all the Q&As posted and this become a resource for them. A weekly "session agenda" is also posted.

I also created 5 groups where the students collaborate on group project work…they post rough drafts and edit their work before final submissions on the Group Project Forum. I am part of each group…this allows me to review rough drafts, make comments, and suggestions. It works out well for the students to have this space to kind of deposit "scrap work" until it's good to go, plus this allows me to assess their engagement and contributions toward the shared Term Project.

My students, especially the non-traditional student with a full time job, some with children and many also, raising grandchildren, as well as a myriad of family obligations, and responsibilities, really welcome the flexibility that a hybrid course offers. The hybrid decreases absenteeism as they are able to conduct other business on off-campus days. I also find that with a hybrid course, there is never a need to cancel a class due to illness or an unexpected event…the modality can be readily adjusted to an online session, and since the semester is carefully planned out week by week with all assignments on the schedule, the students can easily follow. Additionally, the students do not have to cram work in order to make up a canceled session. The hybrid is a real win-win situation for all stakeholders – the students, the instructor, and the college.

Session Dates	Topics	Assigned Readings	Tasks/Activities
Week 1 - Campus **8/30** **6:00-8:30 Room N 406**	Orientation to Hybrid Course/Interactive participation explained. Syllabus Review for both online/in-class sessions. Group Work/Requirements/Expectations. Lecture: A "community within a community".	Chapter 1	What is your perception of a community? Based on your readings, and the lecture, describe some of the factors that affect the health of a community. **Post your response on Bb Discussion Board, following the Rubric guidelines.**
			***Start Running Log for the Group Project.**
Week 2 - Campus **9/6**	Epidemiology: Study of disease, injury & death in the community. Importance of rates. Reporting of births, deaths, and diseases.	Chapter 3	Describe the role of social and community factors in both the onset and solution of community (public) health problems. **Post your responses on the Discussion Board.**
Week 3 - **online** **9/13** **Blackboard Discussion Board**	Epidemiology: Prevention & control of diseases & health conditions/Classification of diseases – communicable/non-communicable. Prioritizing prevention & control efforts. Prevention, intervention, control, and eradication of diseases.	Chapter 4	Is an ounce of prevention still worth a pound of cure in the United States? If not, what is the relative value of prevention in comparison with treatment? **Post your responses on the Discussion Board.**
			***Select a "community" - submit for approval.**
Week 4 - Campus **9/20**	Maternal, Infant, and Child Health: Family and Reproductive Health/Community Programs for women, infants, and children; Importance of maternal, infant, and child health as indicators of a society's health.	Chapter 7	What has been the trend in infant mortality rates in the U.S. in the past 30 years (~1985 – present)? What is the current rate? How does this rate compare with that of other industrial countries?
			***Group Project Outline is due online – lateness -10**
Week 5 - **online** **9/27**	**Exam 1** **Current Health Issues Journal (10 issues) due online in word doc. Follow directions for journal entries. Post in designated site.**	Chapters 1,3, 4, 7 Lecture notes, any ppts, Study Guide	**Complete exam 1: Available on Tues. 9/27 from 6:00 – 8:30 pm. Follow directions carefully.** **You have 60 minutes to complete the exam once you begin.**
Week 6 - **online** **10/14 (Fri. see academic calendar)**	Adolescents, Young Adults and Adults: An extensive look at the health issues and lifestyles of these age groups/current health issues affecting these groups.	Chapter 8	Identify and describe the causes of social and behavioral factors that affect the health of individuals and populations. You may focus on any or all of the three: adolescents, young adults, and /or adults. **Post responses on the Discussion Board**.
			*** Literature Reviews are due online – lateness - 10**
Week 7 - Campus **10/18**	Elders: Health profile of elders; Instrumental needs of elders; Myths surrounding aging, Life expectancy projections.	Chapter 9	Projections call for a continuing increase in life expectancy through the first half of the 21st century. What effect will an increased life expectancy have on the major goals of Healthy People 2020 – increasing the quality and years of healthy life and eliminating health disparities? **Post responses on the Discussion Board.**
Week 8 - online **10/25**	Community and Public Health: Racial/Ethnic Populations; Concept of diversity as it describes the American people; Health disparities among racial and ethnic minority groups.	Chapter 10	How have the needs for different public health occupations changed over the past century? How will the need for various community (public) health occupations change over the next two decades? **Post responses on the Discussion Board.**

From Professor George Guida's Creative Writing Class:

Creative Writing (EG1141)—Section HD05
[Hybrid Section]
Fall 2016
Schedule of Classes and Assignments

All Assignments Must Be Completed On Time:
Please Study the Schedule.

Post All Online Practice and Analysis Assignments to the Appropriate Discussion Board Forums

WEEK 1

Thurs., Aug. 25th (FACE-TO-FACE CLASS)
-Face-to-Face Introduction to Course
-First-Day Writing Assignment: What Do You Know? What Do You Need to Say?
-Short Forms for Analysis (on Discussion Board)

Online Work
-By Sun., Aug. 28th:
-**Reading:** *The Practice of Creative Writing*, Introduction: How Creative Writing Works (pp 1-8), Chapter 1: Finding Focus (pp 11-26) and Chapter 10: Recipes
-**Writing:** Self-Introduction for Discussion Board
-By Wed., Aug. 31st:
-**Practice:** List of Moving Images (p 15); List of Confusing Phenomena (p 17)

WEEK 2

Thurs., Sept. 1st: (FACE-TO-FACE CLASS)
-Discussion of Introductions and Lists
-Analysis of Short Forms on Discussion Board
-Brief Writing on One Image
-Trade an Image / Brief Writing

Online Work
-By Sun., Sept. 4th:
-**Reading:** *The Practice of Creative Writing*¸ Chapter 2: Reading to Write (pp 27-65) and Chapter 7: Pattern (pp 264-303)
-**Analysis:** Any Piece from Chapter 2, pp 50-65 (Use question for the genre of your piece, from pp 32-39)
-By Wed., Sept. 7th
-**Practice:** Scaffolding a Poem or Prose Poem (p 45)—**Print and**

Bring 3 Copies to Class on Sept. 8th

WEEK 3

Thurs., Sept. 8th (FACE-TO-FACE CLASS)
-Discussion and Analysis of Chapter Two Readings
-Q & A about Genres
-Mini-Workshop on Scaffolded Poem / How to Offer Feedback
(Bring 3 Copies of Scaffolded Poem to Class)
-First Short Form Assignment (First Short Form Assignment
(Choice of #1, #2, #5 or #6 on pp 48-49)

Online Work
By Sun., Sept. 11th
-Reading: *The Practice of Creative Writing*, Chapter 3: Building Blocks (pp 66-113) and Chapter 10: Recipes (pp 407-452)
-Practice: Finding Types of Sentences (p 69)
By Wed., Sept. 14th
-Writing: Print and Bring 5 Copies of of First Short Form to Class on Sept. 15th

WEEK 4

Thurs., Sept. 15th
-First Short Form Workshop
(Bring 3 Copies of First Short Form to Class)

Online Work
By Sun., Sept. 18th
-Practice: Scene Analysis of "Cathedral" (p 72)
-Practice: T. V. Show Analysis (3rd Practice on p 75)

By Wed., Sept. 21st
- **Practice:** Scene Planning (p. 78)

WEEK 5

Thurs., Sept. 22nd
-First Short Form Due
-Anatomy of a Scene (Within a Plot)
-Scene Assignment (Project #1 or Project #2 on p 92)

Online Work
By Sun., Sept. 25th
-Reading: *The Practice of Creative Writing*, Chapter 4: Images (pp 117-171)

-Practice: Find a Photo and Describe in One Paragraph
or Stanza the Story You See in That Photo.
Focus on the Images in the Photo.
Use "Summary Images" and "Sliding" to Help
Tell the Story.

By Wed., Sept. 28th

-Writing: (Print and Bring 4 Copies of Scene to Class on Sept. 29th)

WEEK 6

Thurs, Sept. 29th:

-Scene Workshop **(Bring 4 Copies of Scene to Class)**
-Short Form Portfolio Assignment
-Image-Based Piece Assignment
(Project #2 or Project #8 on pp 139-140)

Online Work

By Sun., Oct. 2nd:

-**Online Workshop** of Image-Based Piece
(Checking for Images)

By Sun., Oct. 9th:

-**Reading:** *The Practice of Creative Writing*, Chapter 5: Energy
(pp 172-204) and Chapter 9: Revision (pp 359-404)
-**Practice:** Energy and Filters (p 184)

By Wed., Oct. 12th:

-**Revision:** Revise and Print Pieces for Short Form Portfolio

WEEK 7

Thurs., Oct. 13th

-SHORT FORM PORTFOLIO DUE
-Discussion and Analysis of Existing Character Profiles
-Character Bone Structures, Desires and Dangers

Online Work

By Sun., Oct. 16th:

-**Practice:** Write and Post One Character Profile

By Wed., Oct. 19th:

-**Read:** *The Practice of Creative Writing*, Chapter 6:
Tension
-**Response:** Respond to Two Classmates Profiles
with Questions

WEEK 8

Thurs., Oct. 20th

-Desires and Dangers Q & A
-Discuss Four Elements of Tension in Chapter 6 Readings
-Long Form Assignment (Telling a Story)

Online Work

By Sun., Oct. 23rd

-Practice: Creating Drama Exercise (p 208)

By Wed., Oct. 26th

-Practice: Write and Post a Second Character Profile (Antagonist to Your First Character)

WEEK 9

Thurs., Oct. 27th

-Acting Out Oppositions—A Little Bit of Improv

-Long Form Genres: Fiction, CNF, Memoir, Dramatic Writing, Graphic Narrative—Samples and Discussion

Online Work

By Sun., Oct. 30th

-Reading: *The Practice of Creative Writing,* Chapter 8: Insight (pp 304-358) and Readings on Genre Choice (On Course Texts Page)

-Practice: Putting Your Characters in a Situation and Making Them Talk

By Wed., Nov. 2nd

-Practice: Justify Your Choice of Long Form Genre

WEEK 10

*****[ONLINE CLASS TODAY:]** Thurs., Nov. 3rd

-Critique of Student Dialogues

-Scene and Character Charting

Online Work

By Sun., Nov. 6th

-Writing: Post a Good Draft of Your Long Form Piece to Your Group's Discussion Board

By Wed., Nov. 9th

-Reading: Read All Posted Long Form Drafts on Your Group's Discussion Board

WEEK 11

Thurs., Nov. 10th

-Long Form Workshop, Part I

Online Work

By Sun., Nov. 13th

Revision: Revise Your Long Form Piece and Post the Revision to Your Group's Discussion Board

By Wed., Nov. 16th

Read: All Posted Long Form Revisions on Your Group's Discussion Board

WEEK 12

Thurs., Nov. 17th

-Long Form Workshop, Part II

Online Work

By Sun., Nov. 20th

Activity: Post a List of 5 Questions about Your Long Form Piece for Visiting Writer and Instructor to Address

WEEK 13

Thurs., Dec. 1st:

-Q and A with a Visiting Writer

Online Work

By Sun., Dec. 4th

Activity: Q and A with Instructor, About Your Long Form Piece (On Discussion Board)

WEEK 14

Thurs., Dec. 8th

-Long Form Piece Due

-Student Readings

Online Work

By Sun., Dec. 11th

Writing: Reflection on Your Writing

By Wed., Dec. 14th

Reading: *The Practice of Creative Writing,* Appendix A: Publication (pp 455-466); and Appendix B: Resources (pp 467-483)

WEEK 15

Thurs., Dec. 15th

-Student Readings and Goodbyes

Online Work

By Tues., Dec. 20th

Writing: Brief Report on Sending Out a Piece of Your Work

The following is from Professor Renata Budny, Restorative Dentistry:

RESD 1110 Tooth Morphology Hybrid, Prof. Renata Budny, Restorative Dentistry

CLASS HOURS & CREDITS: 3 credits; 2 laboratory sessions - 6 lab hours per week; 1 lecture hour in class or online per week; minimum of 2 visits in Blackboard per week; in-class and online classes will be held according to RESD 1110 Calendar

ATTENDANCE POLICY:

"Any student who has exceeded the 10% absence/lateness policy will receive a grade reduction for that portion of the course (lecture & or lab)".

The laboratory sessions will meet twice a week in scheduled classroom and at the scheduled time. The lecture session will be conducted as a partially online class. Online lectures, as per RESD 1110 Calendar, will take place in the virtual classroom located in Blackboard. The dates for online meetings are posted in RESD 1110 Syllabus, RESD 1110 Calendar and will also be posted in the Announcements on Blackboard. In addition to the real-time class discussion, class participants are expected to contribute regularly to class web site. Check various areas of RESD 1110 Blackboard site at least 2 times a week and complete all assigned work before or on the due date. It is unacceptable to log on twice on the same day. I will log on at least four days per week to see who has checked in. If you have questions you can reach me by calling, texting or by emailing me. I check my email once a day (except Saturday and Sunday). LATE POSTS ARE COUNTED AS LATE ARRIVALS TO CLASS. ABSENT POSTS ARE ABSENCES FROM CLASS.

EXAMINATIONS:

All exams will take place fully online under direct supervision of the instructor. Students are responsible for knowing all material covered in reading assignments, handouts, lecture and laboratory. Students are responsible for knowing information from reading assignments regardless of whether it has been covered during class sessions or not.

ONLINE ETIQUETTE:

Students will conduct their online posts and replies with respect for others, which include courtesy, dignity and appropriate language at all times. Inappropriate behavior of any kind will not be tolerated and will negatively affect your grade. I strongly recommend that you review the Netiquette guidelines prior to signing on.

The CUNY School of Professional Studies: Netiquette Guidelines:
http://catalog.sps.cuny.edu/content.php?catoid=2&navoid=205

HELPFUL INFORMATION ON HOW TO ACCESS & NAVIGATE BLACKBOARD:

1. Visit the open student computer lab in the General Building, sixth floor, room G600.

   The phone number for the lab is (718) 254-8565.

2. Refer to Websupport 1 for a “Beginners Guide to Blackboard.” To access this site:

    1. Go to the City Tech Home Page
    2. Scroll down, and on the left-hand side of the page, click on “additional resources.”
    3. Scroll down to “Websupport 1.”
    4. Click on “Instructional Technology.”
    5. Scroll down to “Beginners Guide to BlackBoard,” and click.
    6. Click on “Beginners Guide to BlackBoard Course Info.”

3. Helpful and extensive learning tutorials are located directly in Backboard.

4. Use the description of the navigation of the Blackboard site:

ANNOUNCEMENTS are the entry point. Announcements tell you everything you might expect to hear at the beginning of a class if we were in a classroom. In our virtual classroom, you have to read the announcements each time you enter the course by logging on. I will be posting notices, assignments, and updates on a daily basis, so please check these announcements at least 2 times a week.

STAFF INFORMATION is where you will find information about your instructor (phone, email, office location and so on). Our online classroom is open 24 hours a day, 7 days a week. So if you want to ask me any questions, you can email me at any time and I'll try to respond within 24 hours. If you want to discuss something with the entire class, please write your message on our Discussion Board.

COURSE INFORMATION is where you'll find all the information that is usually given out on the first day of a course (course syllabus, course calendar, grading policies, browsers, software and plug ins you will need for the course, etc.).

COURSE DOCUMENTS is where you will find all assigned readings, "handouts," checklists, slides, lecture notes and information about how to do all the assigned work.

ASSIGNMENTS is where each day's assignments (and due dates) will be posted.

COMMUNICATION is where you'll find the tools for sending email to other members of the class and for participating in electronic discussions either with the class as a whole and within a smaller group.

DISCUSSION BOARD is where you'll be writing questions and comments and replying to your classmates' questions and comments.

EXAMS/TESTS/ASSESSMENT is where you will find your quizzes, tests, exams and any additional assessments

STUDENT’S FAQ is where you'll find tips about how to work online and how to make sure you have all the programs you need. It will answer all your questions from “how to changing your password” to “how will I know what to do on this course” and so on.

EXTERNAL LINKS is where you'll find links to websites you will need for the course.

TOOLS is where you'll find tools for updating your personal information, creating your own Home Page (on this site), checking your grades, and exchanging word processing files with classmates and with me via the Digital Drop Box.

ASSESSMENT CRITERIA: RESD 1110 LECTURE

Lecture 40% of total course grade

Assessments _____24%

Online Assessment 1 _____ 2%
Online Assessment 2 _____ 2%
Online Assessment 3 _____ 2%
Online Assessment 4 _____ 2%
Online Assessment 5 _____ 2%
Online Assessment 6 _____ 2%
Online Assessment 7 _____ 2%
Online Assessment 8 _____ 2%
Online Assessment 9 _____ 2%
Online Assessment 10 _____ 2%
Online Assessment 11 _____ 2%
Online Assessment 12_____ 2%

Quiz (online)_____16%

Midterm (online) _____30%

Final (online) _____30%

***TOTAL – LECTURE 100%**

* Student must achieve a passing grade of at least 70% in the lecture section to pass the class

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RESD 1110 TOOTH MORPHOLOGY LECTURE SCHEDULE

Lecture	Date	Topic	Reading Assignment
1	**8/25**	In-class Lecture: INTRODUCTION TO RESD 1110 Hybrid INTRODUCTION TO TOOTH MORPHOLOGY - Online Assessment 1	Familiarize yourself with Blackboard Presentation #1 AFP 47-103 Vol I p.94-111 3.1-3.33 *Anatomy of Orofacial Structures*
2	**9/1**	In-class Lecture: INTRODUCTION TO TOOTH MORPHOLOGY - Online Assessment 1 Due (2%) - Online Assessment 2	Presentation #2 AFP 47-103 Vol I p.112-120 3.35-3.42 *Anatomy of Orofacial Structures*
3	**9/8**	In-class Lecture: NAMES OF TEETH AND THEIR SURFACES - Online Assessment 2 Due (2%) - Online Assessment 3	Presentation #3 AFP 47-103 Vol I p. 123-129 4.1-4.3 Anatomy of Oral Structure
4	**9/15**	In-class Lecture: TOOTH STRUCTURE AND TISSUE - Online Assessment 3 Due (2%) - Online Assessment 4	Presentation #4 AFP 47-103 Vol I p. 129-134 4.4-4.7 *Anatomy of Orofacial Structures*

5	**9/22**	In-class Lecture: TOOTH FORM AND FUNCTION - Online Assessment 4 Due (2%) - Online Assessment 5	Presentation #5 AFP 47-103 Vol I p. 134-137 4.8-4.9 *Anatomy of Orofacial Structures*
6	**9/29**	**In-class Lecture: QUIZ (16%)** **In computer lab – online exam**	**Quiz will take place during regularly scheduled class in designated computer lab announced on blackboard before exam**
7	**10/13**	Online Lecture: ANTERIOR TEETH: CENTRAL AND LATERAL INCISORS - Online Assessment 5 Due (2%) - Online Assessment 6	Presentation #6 AFP 47-103 Vol I p. 137-138 4.10-4.11 p. 140 4.14, p.143 4.15, p.148 4.21-4.22 *Anatomy of Orofacial Structures*
8	**10/20**	Online Lecture: ANTERIOR TEETH: CANINES/CUSPIDS - Online Assessment 6 Due (2%) - Online Assessment 7	Presentation #7 AFP 47-103 Vol I p.144 4.38, p.149 4.23 *Anatomy of Orofacial Structures*
9	**10/27**	Online Lecture: POSTERIOR TEETH; PREMOLARS - Online Assessment 7 Due (2%) - Online Assessment 8	Presentation #8 AFP 47-103 Vol I 145-146 4.17-4.18; p.150-151 4.24-4.25 Anatomy of Oral Structure
10	**11/3**	**In-class Lecture: MIDTERM (30%)** **In computer lab – online exam**	**Midterm exam will take place during regularly scheduled class in designated computer lab announced on blackboard before exam**
11	**11/10**	In-class Lecture: POSTERIOR TEETH; 1ST MOLARS - Online Assessment 8 Due (2%) - Online Assessment 9	Presentation #9 AFP 47-103 Vol I p. 146 4.19, p.152 4.26 *Anatomy of Orofacial Structures*
12	**11/17**	In-class Lecture: POSTERIOR TEETH; 2nd MOLARS - Online Assessment 9 Due (2%) - Online Assessment 10	Presentation #10 AFP 47-103 Vol I p. 147 4.20, p.152 4.27 *Anatomy of Orofacial Structures*
13	**12/1**	Online Lecture: DEVELOPMENT OF TEETH; Periodontium composition and function - Online Assessment 10 Due (2%) - Online Assessment 11	Presentation #11 *Anatomy of Orofacial Structures*
14	**12/8**	In-class Lecture: DEVELOPMENT OF TEETH; TMJ anatomy and function - Online Assessment 11 Due (2%) - Online Assessment 12 **- OPTIONAL Open Online Cumulative Assessment Due – one day before Final Exam (10% extra credit)** **- OPTIONAL Essay Extra Credit Due– Midnight, December 8 (10% extra credit)**	Presentation #12 AFP 47-103 Vol I p. 120-122 3.42-3.50 *Anatomy of Orofacial Structures*