Online Advisory Council
Online or Partially Online Course Syllabus
Suggested Guidelines and Examples

New York City College of Technology, CUNY

Department
Course Title
Course Number/Course Section
Term

Instructor: 
Office Phone: 
Office Hours: 
Class Meetings: 
Office Location: 
Email Address: 

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 following is from Professor Ebber’s MS205 course:
VIRTUAL OFFICE HOURS: I will be online on every Wednesday, from 6:30-7:30 P.M. To join in the discussion or to query me “live”, log into Blackboard. Go to Communication, Live Classrooms, Wednesday Evening Virtual Classroom, and select ENTER. (Note: if you do not have the correct Java version plug-in (Java Web Start), you will be asked to download it and install it. The installation is automatic. You only need to do this the first time, if necessary.)

Course Description
This portion can include a course description, including information regarding the online component of the course. Survey results have indicated that faculty members prefer to describe the course and the online component separately. In addition, some faculty members feel that the online component should be described first, while others feel that the course itself should be described first.

Online Component Description
Faculty should clearly define the online component of their course. Suggestions for material to be placed in this section include:

1. How often the class meets online
2. How often students should check various areas of BlackBoard, i.e. Announcements, Course Information, Discussion Board.
3. How often you will be checking BlackBoard
4. How to log into the CUNY portal to register and information where student labs are located (G600, provides exceptional service for students in need of help on BlackBoard)
5. Netiquette

The following criteria for how often a student must log on are taken from Professor Morton’s EM250 syllabus:
Attendance and Participation: We will meet in the virtual classroom, which is the discussion board in BlackBoard. You should plan on visiting this area on at least three separate days out of the week. That is, it is unacceptable to log on twice on Tuesday and once on Thursday or three times on the same day. I will log on at least five days per week to see who has checked in. Assignments will not be picked up and reviewed by me on Saturday and Sunday. If you have questions you can reach me at my email address. I check my email twice a day, but not after 10:00 PM or before 9:00 AM. Of course, check the announcement board, assignments and class documents.

This example is from Professor 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, and on the left-hand side of the page, click on “quick links.”
3. Scroll down to “Websupport 1.”
4. Click on “City Tech Online.”
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 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. 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 Firefox and/or Internet Explorer browsers. Internet Explorer works best with BlackBoard. AOL users should maximize the Internet Explorer browser and minimize AOL.
2. You will need an 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)

<table>
<thead>
<tr>
<th>Criteria/Attribute</th>
<th>Meets Expectation (2.5-3 points)</th>
<th>Needs Improvement (1.25-2.25 points)</th>
<th>Not Acceptable (0-1 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Online Instructions for Assignments</td>
<td>• Has followed the instructions to complete the online assignment • Has answered all the questions • Has given relevant responses to the specific questions asked</td>
<td>• Has partially followed the instructions • Has given partial/incomplete answers • Has provided some relevant responses to questions asked</td>
<td>• Has not followed the instructions • Has not responded to most of the questions • Has provided irrelevant responses to questions asked</td>
</tr>
<tr>
<td></td>
<td>Comprehension of Concepts</td>
<td>Analytical/Reflective Responses</td>
<td>Graphs or Calculations</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>---------------------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| 2 | - Has reviewed the assigned chapters thoroughly  
- Demonstrates a good grasp of concepts and their applications | - Follows the “inquiry model” (what/how/why) when responding to questions  
- Gives comprehensive answers that show thoughtful consideration and use of relevant information | - 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 | - Effectively synthesizes class presentations and reading assignments to generate his/her own elaboration of concepts (without direct quotations from the book) | - Is articulate and effectively organizes his/her arguments  
- Uses complete sentences, correct structures, and correct punctuation | - Timely posts online assignment and engages in discussions  
- Shows leadership and takes responsibility for team performance |
| 3 | - Has done a superficial review of assigned chapters  
- Shows confusion and an inadequate understanding of concepts and their applications | - 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 | - 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 | - Uses materials directly from the textbook mixed with own limited elaborations | - Has difficulty conveying main points of argument or presentation  
- Sometimes uses incomplete sentences and incorrect punctuation/spelling | - Posts responses late with no time to engage in team discussions  
- Shows minimum effort and little responsibility for team performance |
| 4 | - 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 | - Responds with very short sentences without much elaboration  
- Provides incomplete responses and shows no reflection | - 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 | - Has reproduced responses directly from the textbook  
- Has used a classmate’s statement (a complete or partial reproduction) | - Presentation or argument is poorly communicated  
- Uses incomplete sentences with many spelling and punctuation errors | - 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.

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

Here is another partial example from Professor Negron’s HU3307 course:

3/15 and 3/22  
**Task 1:** Readings – Chapters 14 – 15 Enhancing the quality of neighborhoods; Increasing the effectiveness of organizations – Reading outline in Course Documents.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>online</td>
<td><strong>Task 2: File Exchange</strong> – 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.</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Review the instructions for the group project. Have you covered everything? Are you on track? Do you need to regroup?</td>
<td></td>
</tr>
<tr>
<td>3/29 online</td>
<td><strong>Task 1 Readings</strong>: 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</td>
</tr>
<tr>
<td>Task 2 Group asynchronous discussion: Final group discussion to plan the lobby project presentation. Please read the instructions.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>