



**Center for Excellence and
Innovation in Teaching and Learning**

Creating Course Syllabi for Fall 2020 and Beyond

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Talk about Teaching Summer Series

July 28, 2020

Agenda

- Big Picture
- Tour of Summer TaT Series Recommendations, Services, and Resources
- Preview of the fall semester
- Elements that may (should?) appear in your syllabus
- A sample syllabus
- Wrap Up

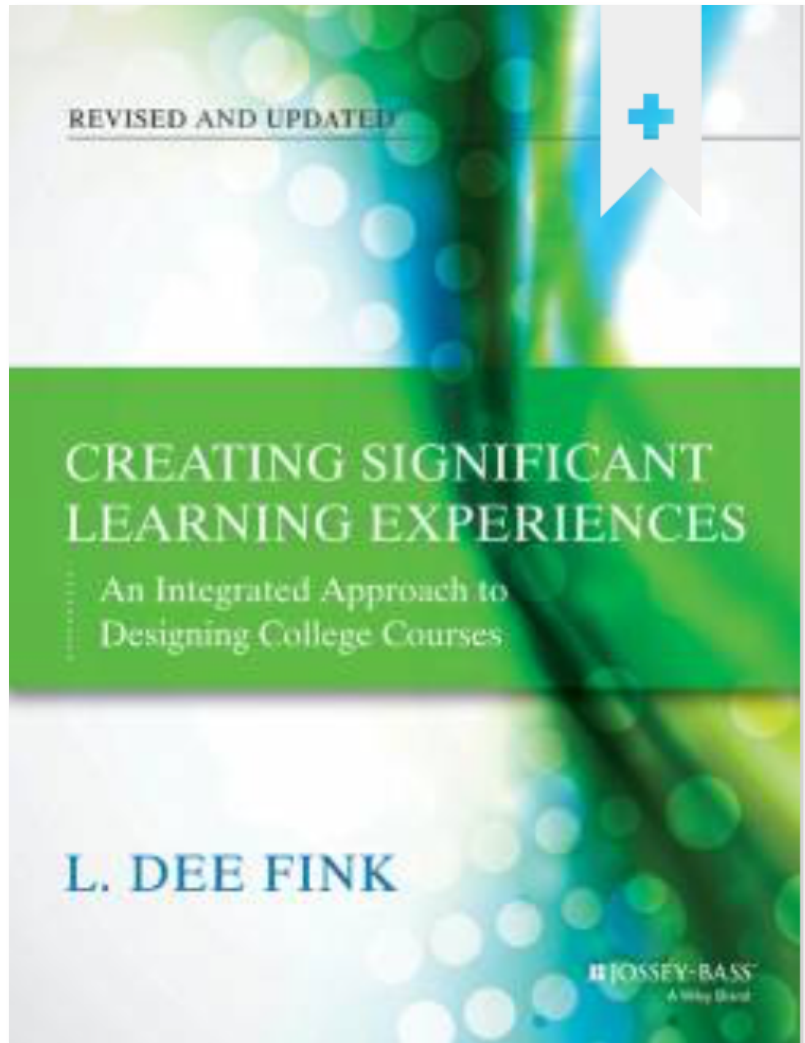
Big Picture:

What is at the Foundation of Courses that Promote High Levels of Student Performance?

Short Answer:

An Integrated Course Design

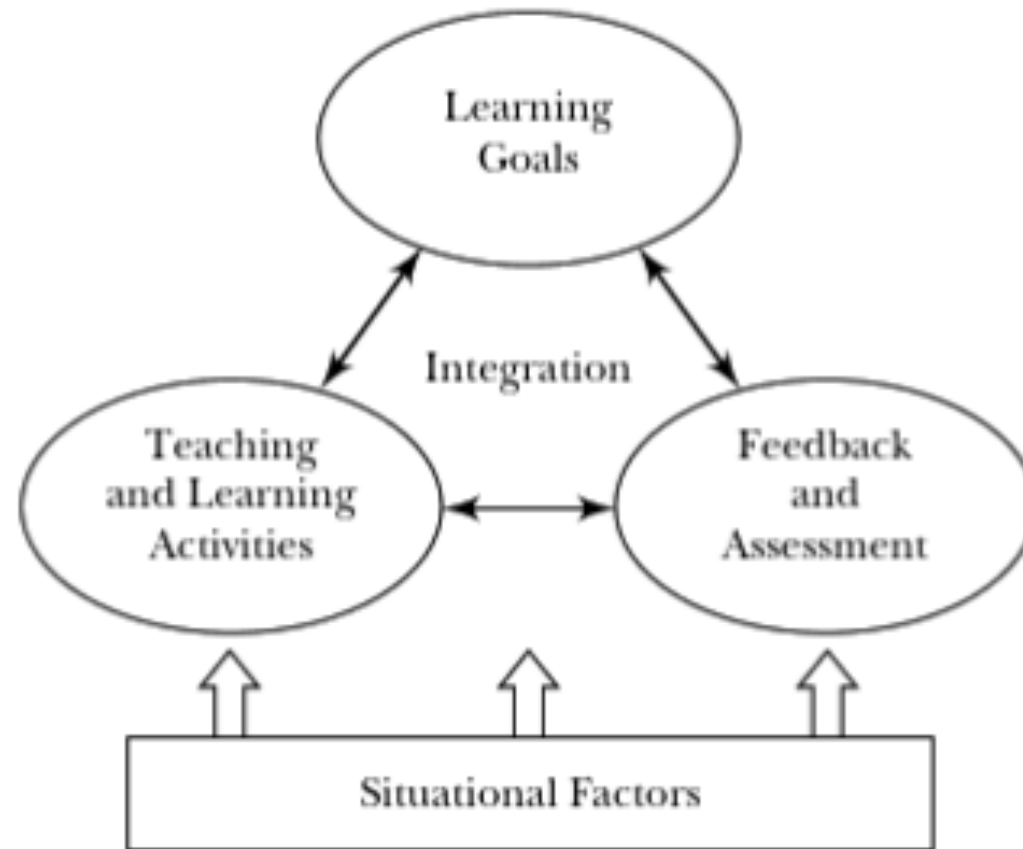
L. Dee Fink: Creating Significant Learning Experiences (Jossey-Bass, 2013)



Free Accessible Through
UNH's
[ProQuest Ebook Central](#)

L. D. Fink, 2013, page 70

FIGURE 3.1. KEY COMPONENTS OF INTEGRATED COURSE DESIGN.



Overview of items to consider for the syllabus: A quick tour of Summer Talk a Teaching Series Recommendations and Resources

<https://www.unh.edu/cetl/talk-about-teaching-2020-summer-series>

- [Pivot Your Face-to-Face Course to Remote Teaching](#)
- [Introduction to the Online Library](#)
- [FITSI Webinar: Strategies for Flexible Instruction](#)
- [Designing Accessible Online Course Materials](#)
- [Teaching Remote Labs](#)
- [New Perspectives on Inclusive Teaching](#)
- [Developing an Assessment Plan for Your Remote Learning Course](#) (with a focus on formative assessments)
- [Remote Learning and the Student Experience](#)
- [Teaching in a Hybrid Classroom](#)
- [The Student Cognition Toolbox: Promote Student Success by Empowering Them to Become Self-Regulated Learners in Any Course Delivery Platform](#)
- [Engaging Students Remotely](#)
- [Design Your Slides with Cognitively Supported Multimedia Principles](#)
- [Reduce Mind Wandering and Increase Student Engagement in Your Course with Empirically Demonstrated Strategies that Promote Learning](#)
- [Performing Assessment and Grading Online](#)
- [Open Educational Resources: Getting Started](#)
- [Going Hybrid: A Case of First Impression](#)

Education Committee–Fall Reopening June 11, 2020 (with calendar revisions), July 2, 2020

Syllabus

- “The syllabus should clearly state the instructor’s expectation for F2F work and participation so that students who cannot come to campus during all or a significant portion of the semester can select a different course during the add/drop period.”
- “In the event that a course specifies some rotating attendance, the expectation is that students will engage remotely with the class and instructor during the regularly scheduled time period [synchronous].”

Education Committee–Fall Reopening June 11, 2020 (with calendar revisions, July 2, 2020)

- “If the instructor chooses to utilize an **online proctoring software**, this should be clearly stated in the course syllabus so that students with privacy concerns can switch to a different section or course during the add/drop period.”
- “The university will be strictly **adhering to CDC and State of New Hampshire guidelines** which may change over the course of the semester. Students should be notified in the syllabus that this may lead to revisions regarding physical attendance and other policies that are designed to maintain a healthy and safe classroom environment.”
- “To ensure the health and safety of everyone, **students should only physically attend class on their designated days.**”

What will the start of the fall term look like and how will (might) it change?

Our focus today on courses that will begin with a hybrid format (face-to-face and remote).

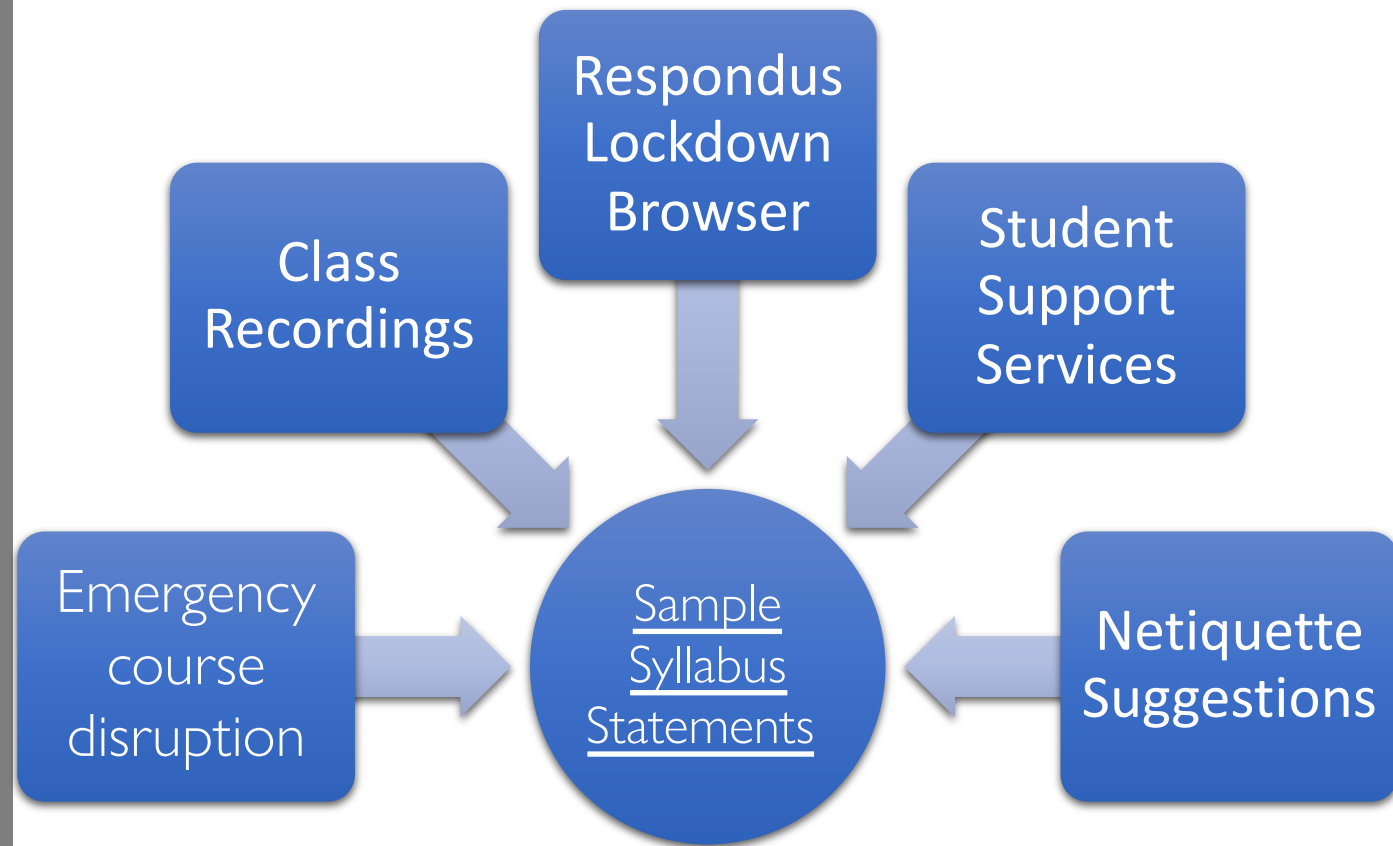
- For starters— fairly high degree of certainty (as of 7/28/2020)
- Your course(s) will change for sure after thanksgiving break
- Be prepared for a pivot to totally remote sooner

Key elements for
your syllabus under
both 'pivots'

- Describe all contingencies for your course—from the beginning.
- Practice all 'versions' of your course—from early in term.



From Terri Winters' Weekly Email Update, July 27, 2020



“A committee is being formed to review the use of Respondus Monitor for exam proctoring. We'll provide updates on that work in future Weekly Updates.”

Elements that may (should?) appear in your syllabus

- Acknowledging the Moment
- Time Commitment and UNH Credit Hour Policy (Students' Rights, Rules, and Responsibilities (p. 24),

04 . 211(fs) **UNH Credit Hour Policy.** The University of New Hampshire is in compliance with the federal definition of credit hour. **For each credit hour, the university requires, at a minimum, the equivalent of three hours of student academic work each week.** Academic work includes, but is not limited to, direct faculty instruction, e-learning, recitation, laboratory work, studio work, field work, performance, internships and practicums. Additional academic activities include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Student work reflects intended learning outcomes and is verified through evidence of student achievement. (Students' Rights, Rules, and Responsibilities (p. 24), UNH Credit Hour Policy)

Elements that may (should?) appear in your syllabus, continued

Your Plan for the Fall Term (Under UNH's Instructional Guidelines in the COVID era)

Example

In the course, the overall instructional plan will remain the same across the semester, with one exception.

1. Two weekly class meetings

- held in our classroom, during which there will be problem-solving activities.

2. Asynchronous instructional videos

- (2/week) prepared by me and presented on Zoom. Although these will be lectures on the material to be addressed during the week, there will be a series of required learning activities that students will be required to complete and submit to me via the Canvas quiz platform.

3. Weekly reading, learning activities, and study time

- using the OLI Statistical Reasoning course materials and other resources.

4. Scheduled homework assignments

- (SPSS, Psychology Lab Experience)

5. Formal Assessments

- of your learning in the course: mid-term and final exam; checkpoint quizzes in Statistical Reasoning material; Choosing the Appropriate Statistical Test Quizzes; Cumulative "Choosing the Appropriate Statistical Test"; SPSS Assignments; Statistical Concepts Final.

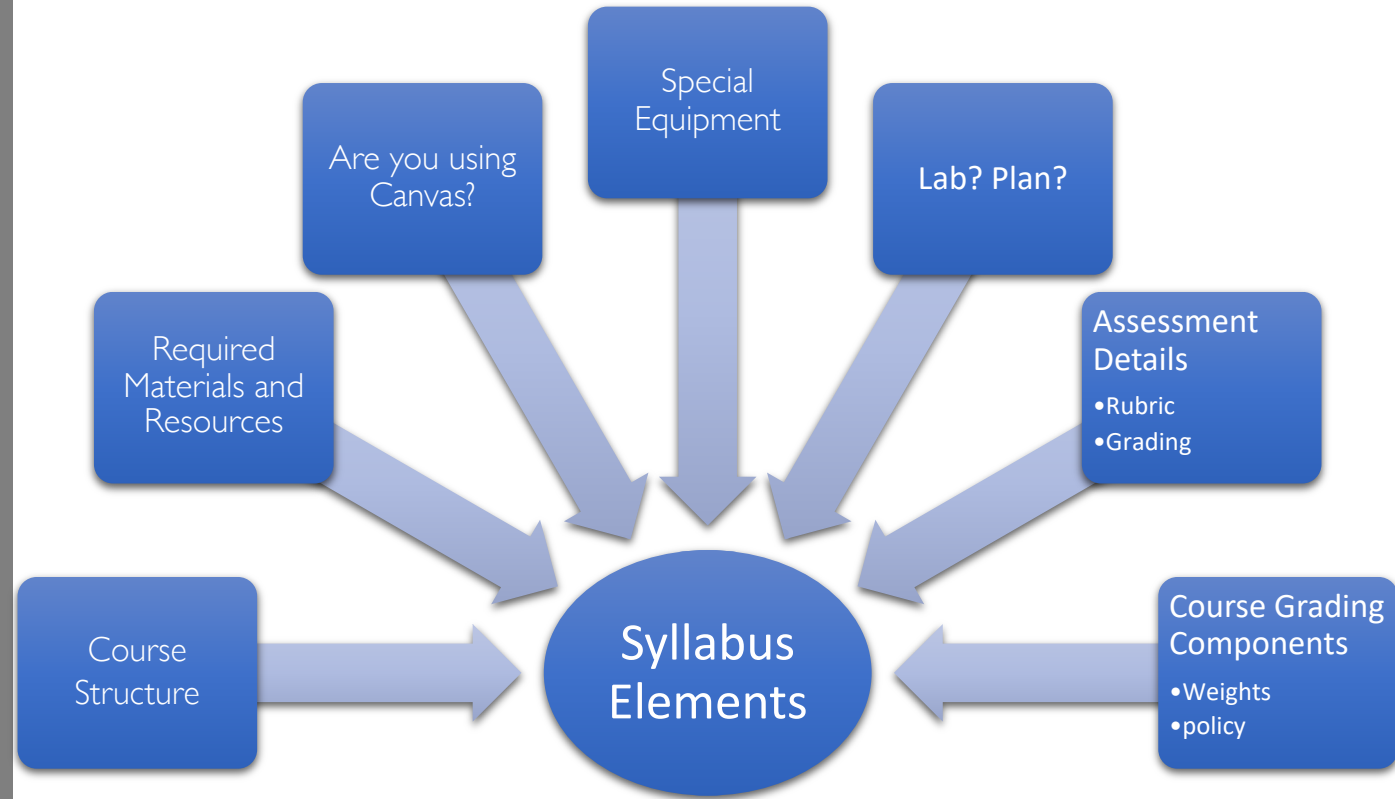
Elements that may (should?) appear in your syllabus, continued

One Exception

- **After November 20, 2020** through the end of semester:
 - The two weekly classroom meetings will switch from synchronous and asynchronous to **entirely remote meetings**
 - Class meetings will be held **synchronously during class time via Zoom/Kaltura** for all students who are able to 'attend' during these times.
 - The sessions will be **recorded and accessible** to students.
- **In the event that circumstances with COVID change**, such that UNH pivots to entirely remote format prior to November 20, the above change will occur at that time.
- **Components 2, 3, 4, and 5 (above) will remain the same** no matter whether or not class meets on campus or entirely remotely.



Elements that may
(should?) appear
in your syllabus,
continued



Elements that may (should?) appear in your syllabus, continued

- Online Netiquette and In-Class Etiquette
 - This UNH website has excellent and tips for what might go in this section:
<https://mycourses.unh.edu/courses/54722/pages/student-interactions>
- Class Recordings (Refer to Academic Technology document for wording)
- Respondus Lockdown Browser (If using, refer to Academic Technology document for wording)
- Inclusive Class Environment
 - This website (U. of Michigan) has excellent and tips for what might go in this section:
<https://sites.lsa.umich.edu/inclusive-teaching/inclusive-classrooms/inclusive-syllabus-language/>
- Services, Resources, Policies (SAS, Academic Success/CFAR Connor Writing Center, Library)
 - (For UNH Manchester and UNH Law courses, other USNH institutions, Manchester School District make appropriate additions)

Elements that may (should?) appear in your syllabus, continued

- COVID-Related Details
 - In-class requirements
 - wearing mask
 - distancing
 - teacher responsibilities if violations
 - check with your department/program chair for protocol
- Course Calendar showing ‘in-class’ and ‘between class’ activities, assignments, due dates, etc.

A look at a Sample Syllabus