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Text in brackets/yellow highlight: Replace the text with your specific syllabus content and remove the highlighting.

Text in purple font: Leave as is and remove the color, or customize with wording of your choice.

Text in black font: Leave as is, unless you have a compelling reason to change it.

[Course Code: Title]

NNU Online — Course Syllabus

Semester/Session and Year

Course Description

**[COURSE NUMBER] [Course Name] [(# of Credits)]:** Course catalog description.

Prerequisites

[List course code & title for each prerequisite course. If none, list “None”]

Instructor

**Professor:** Instructor Name **Office:** Building and room, if applicable

**Phone:** (xxx) xxx-xxxx **Email:** xxxxxx@nnu.edu

**Office Hours:**

[List in Mountain Time and include virtual options]

Course Goals

[Aim for 5 to 7 overall goals. Learning objectives are best reserved for the modules within Canvas.]

By course end, students will be able to...

1.

General Education Outcome(s)

[Select at least one of the university General Education Outcomes to accomplish in this course. Delete any that you do not use.]

Christian Formation

**GE\_CF1\_U1617, Truth & Transformation** - Students will understand the Bible as a collection of ancient texts gathered as a canonical library for the Church, and will develop and employ appropriate exegetical skills and methods in order to interpret the Bible responsibly and transformationally.

**GE\_CF2\_U1617, Truth & Community -** Students will understand the major Christian doctrines and emphases of the Church, will articulate characteristics of Wesleyan theology, and express aspects of their own theological conclusions.

**GE\_CF3\_U1617, Truth & Service** - Students will understand and value the role of thoughtful biblical/theological reflection within the Wesleyan theological context and will develop and employ enhanced skills that critically integrate aspects of biblical interpretation and Christian theology to explore contemporary issues.

**GE\_CF4\_U1617, Truth & Transformation** - Students will construct and critically evaluate philosophical, theological, or ethical arguments by using formal or informal logic. Students will also apply principles of formal or informal logic to better understand their own faith commitments.

Humanities

**GE\_H1\_U1617, Transformation** - Students will understand & appreciate visual, musical, and literary art based on the historical, political, and socio-cultural contexts in which they emerged.

**GE\_H2\_U1617, Truth** - Students will evaluate real world problems through diverse ways of knowing.

**GE\_H3\_U1617, (Cross-Cultural) Transformation** - Students will interact and communicate openly with individuals from diverse backgrounds while observing, contrasting, comparing, and understanding different worldviews and ways of knowing.

**GE\_H4\_U1617, Community & Service** - Students will acquire the knowledge and develop the skills necessary to engage in a life-long appreciation of the humanities that will continue outside the classroom.

**GE\_H5\_U1617, Truth & Community** - Develop an integrated approach to the human story that takes into account contrasting interpretations and the diverse roles of people within history.

Sciences

**GE\_S1\_U1617, Truth** - Students will be able to comprehend and to apply the basic principles of science and methods of scientific inquiry.

**GE\_S2\_U1617, Community** - Students will have developed a deeper understanding of the relation of self to world through investigation of the influence of social, cultural, economic, and political institutions in shaping human thought, value, and behavior.

**GE\_S3\_U1617, Transformation** - Students will have an awareness of human health, including stewardship of their own body.

Intellectual and Practical Skills

**GE\_IP1\_U1617, Truth & Community** - Students will be able to effectively use the English language, writing and speaking with clarity, coherence, and persuasiveness.

**GE\_IP2\_U1617, Transformation** - Students will be able to think critically, independently, and creatively so that they can make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.

**GE\_IP3\_U1617, Truth** - Students will be able to comprehend and to use quantitative concepts and methods to interpret and to critically evaluate data and to effectively problem-solve in a variety of contexts demanding quantitative literacy.

**GE\_IP4\_U1617, Truth** - Students will be able to locate, access, analyze, and utilize information that facilitates learning and critical inquiry and to adhere to the standards of academic honesty in their use of that information.

Departmental Outcomes [or Objectives]

[Insert the appropriate departmental outcomes/objectives. Consult the [University Catalog](https://catalog.nnu.edu/cas-2016-17/academic-departments) or your Chair for assistance. If no outcomes apply, remove this section.]

Course Materials

Course Texts (required)

[Bibliographic information of printed texts/books, including ISBN numbers for all books.]

Supplemental Text (recommended, optional)

[Bibliographic information of printed texts/books, including ISBN numbers for all books. If none, remove this section.]

Online and Other Resources

[Examples: Textbook website, online readings, special equipment or materials for labs, etc.]

Details are available in the course site on Canvas, under *Course Resources*.

Technology Requirements

Computer:

* 3 or more GB RAM
* 2 GHz or faster Processor

Operating System:

* Windows 7 or later, or Mac OSX 10.6 or later

Internet Connection:

* 2 or more mbps

Other:

* Microsoft Office 2007 or later; contact the Help Desk to ask for a free license for Office 365
* Webcam
* Microphone and speakers, preferably in the form of a headset

Canvas is the learning management system used at NNU. Please visit the Canvas support website to see [which web browsers are compatible with Canvas](https://community.canvaslms.com/docs/DOC-1284). You may also benefit by learning more about [how to use the features of Canvas](https://community.canvaslms.com/docs/DOC-4121).

Course Modules & Activities

This course is presented in eight modules over eight weeks. Each course week begins on Monday — although modules may open a few days earlier to give you a head start — and will end on Saturday. Sunday is considered a day off from course work for worship and rest. That said, you are welcome to submit assignments that are normally due by Saturday evening on Sunday. Assignments received on Sunday by 11:59 p.m. Mountain Time will not be considered late. The course will include individual assignments as well as group activities, with regular due dates.

Description of Module Activities

Module Overview and Checklist

This will give you an introduction to the module topics, a list of learning objectives, and deadlines for assignments.

Devotions

Centered in Jesus Christ, NNU’s mission is to instill habits of heart, soul, mind and strength that enable each student to become God's creative and redemptive agent in the world. Each week will begin with short devotions upon which you will write a brief reflection. Points will be awarded on a complete/ incomplete basis.

Readings

Any college course you take is either introducing new facts/concepts/skills to you or building on ones you already know, and you cannot master them without first learning what they are. I encourage you to schedule regular blocks of time for the readings; the estimated times suggested in the course are based on a college-level reading speed of approximately 200 words per minute. Skimming the reading material first will help you pick up on key terms.

Check for Understanding

[Examples could be review activities on the publisher website, a low-stakes quiz, a “what was the muddiest point for you?” journal post, etc.]

This will give you a chance to see what you have retained and what may still be unclear.

Learning Activity

[Give a specific category, e.g. Group Projects, and brief description]

Learning Activity

[Give a specific category and brief description]

Discussion Forum

In a face-to-face course, class discussion gives everyone the opportunity to deliberate on the topic —sharing insights, asking questions, introducing new sources of information to consider, etc. The same is true for online courses. Everyone’s participation should stimulate reflective thinking, deeper learning, and a productive exchange of ideas.

**Initial Post** - Each week, I will post a prompt in the discussion board, to which you are to write an original response by 11:59 p.m. MT on Thursday. Your post should reflect understanding of the topic; incorporate strong sentence structure, proper grammar, and accurate punctuation; and include sources of any additional information you are bringing to the discussion. Late initial posts make it difficult for others to write replies and will therefore lose points.

**Reply Posts** – By 11:59 p.m. MT Saturday, you will read what your classmates have written, respond to at least two people, and reply to anyone who comments on your initial post. The same criteria for understanding the topic, writing well, and including sources will apply. Please be respectful to your classmates. This does not mean you must agree with everyone; rather, if you disagree on a point, write in such a way that challenges the premise, not the person.

Written Assignments

You will turn in all homework via the assignment areas provided in the Canvas course site. Sometimes, I may be looking for just a web link or a brief write-up in the textbox provided. On other occasions, I will want you to upload a file created in Microsoft Office 2007 or later.

Weekly Reflection and Evaluation

I value student feedback on the course structure, learning activities, and my teaching. Each week will end with a survey to let me know what is or is not working well in the course. Points will be awarded on a complete/ incomplete basis.

Description of Module Pattern

Each week will follow the pattern below, more or less, with about 12 hours of work spread over three due dates. The times here are a general estimate.

[EXAMPLE]

By Tuesday

Module Overview (Key principles, objectives, checklist) 15 min

Devotional 15 min

Reading – 1st chapter 60-90 min

DUE – Check for understanding (Flash cards, interactive exercise, etc.) 60 min

DUE – Low-stakes learning activity 45 min

*BEGIN* – Group study guide wiki 30 min

By Thursday

Reading – 2nd chapter 60-90 min

DUE – Check for Understanding 60 min

DUE – Journal on reading 20 min

DUE – Discussion initial post 30 min

*BEGIN* – Graded learning activity 20 min

DUE – Group study guide wiki 30 min

By Saturday

DUE – Graded learning activity 60 min

DUE – Discussion replies 45 min

Study guide review (Instructor feedback added) 90 min

DUE – Quiz or Exam 15 or 60 min

DUE – Reflection and evaluation 15 min

Course Schedule

As necessary, I will amend this schedule and notify you via an announcement on the course site.

| **Week** | **Major Themes/Topics** | **Learning Activities & Assignments** |
| --- | --- | --- |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |

Student Evaluation

Assignment Scoring Scale

[EXAMPLE using points]

**Type of Activity Frequency/Points Overall Points**

Devotions 8 at 5 points each 40

Discussions/Group Work 10 at 20 points each 200

Low-Stakes Learning Activities 16 at 10 points each 160

Graded Learning Activities 7 at 50 points each 350

Quizzes 3 at 20 points each 60

Midterm Exam 1 at 50 points 50

Final Paper 1 at 100 points 100

Reflections & Evaluations 8 at 5 points each 40

**Total 1000**

[EXAMPLE using weighted categories]

**Type of Activity Overall Weight**

Devotions 2.5%

Discussions/Group Work 15%

Low-Stakes Learning Activities 10%

Graded Learning Activities 20%

Quizzes 10%

Exams 40%

Reflections & Evaluations 2.5%

**Total 100%**

NNU Approved Grading Scale

**Percentage Letter Grade**

93% - 100% A

90% - 92.9% A-

87% - 89.9% B+

83% - 86.9% B

80% - 82.9% B-

77% - 79.9% C+

73% - 76.9% C

70% - 72.9% C-

67% - 69.9% D+

60% - 66.9% D

≤ 59.9% F

Course Grading Scale

[EXAMPLE]

**Points Letter Grade**

930-1000 points A

900-929 points A-

870-899 points B+

830-869 points B

800-829 points B-

770-799 points C+

730-769 points C

700-729 points C-

670-699 points D+

600-669 points D

≤ 599 points F

Grading Policy

[EXAMPLE]

Any assignment submitted after the due date will be assessed a 10% penalty per day. If you believe that circumstances call for leniency, please communicate with me as soon as possible. Alternative arrangements, while not guaranteed, may be considered on a case-by-case basis. Presentations and group activities cannot be delayed past their assigned due date. No work will be accepted after the final day of class.

Course Expectations & Policies

Student Expectations/Responsibilities

* + **Logging in:** To actively participate in group or whole-class activities and to complete assignments on time, I recommend that you log in at least four days a week.
* **Time:** Time is a precious commodity for all of us. As an investment in the learning process, plan to devote at least 12 hours a week to the course, keeping in mind that you will be going through 16 weeks of instruction in half the time. The actual time you spend to complete course activities may vary depending on how quickly you read and how carefully you write.

	+ **Communicating with the Instructor:** Please communicate with me regularly to ask questions, give status reports, request assistance if needed, etc. If scheduling conflicts arise which prevent you from participating in a timely manner during a given week, please send me an email in advance.
* **Communicating with Your Classmates:** You will use online technologies to interact with your classmates in this course. Be courteous and timely. Make an effort to be engaged with others, to learn from your peers and to help them learn. A *Course Questions & Suggestions* discussion forum will be available at all times; if a classmate has a logistical question about a course activity and you know the answer, please post a timely reply.

Instructor Expectations/Responsibilities

* + **Logging in:** In an effort to provide timely responses to students, I will log in regularly Mondays through Fridays and will check email on Saturdays. If I will be unavailable on certain days due to conferences, travel, etc. I will post an announcement in advance.
	+ **Feedback**: I will carefully examine student posts and activities, providing feedback with the goal of helping students wrestle with and apply course concepts.
	+ Unless otherwise noted, I will grade individual assignments within one week of the due date.
	+ I will participate in online discussion forums to provide feedback and facilitate the discussion. I will not, however, respond to every post.
	+ I will take into consideration any feedback students provide about this course. Suggestions you may have to improve the course are always appreciated.
* **Communicating with Students:** I will make every attempt to answer discussion forum or e-mail questions within 24 hours, Mondays through Saturdays. You *may* hear from me on Sundays and holidays, but do not expect a reply. Also, I will post general weekly announcements in addition to responding to and sending individual emails to students when appropriate.

Netiquette
Netiquette is a set of guidelines to promote appropriate online communication and is typically applicable to all types of electronic communication, such as email, online discussion forums, and online chats. Specific netiquette guidelines are posted in our online course. Please review these guidelines and contact me if you have any questions or need additional clarification and/or information.

Syllabus Disclaimer

This syllabus is composed in good faith. However, I may adjust the syllabus or schedule as needed to meet the learning needs of the students in the course. I will communicate any changes as far in advance as possible, and you are responsible for knowing if and when any changes have been made.

Syllabus Addendum

Please refer to the University Syllabus Addendum within the online course site in Canvas for additional policies and expectations.

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