Course Title: 
Course Code & Section: 
Credit Hours: 
Instructor Name: 
Instructor Contact Information 
Email: 
Phone: 

Course Description: 
<<insert course description>>

Course Objectives: 
Upon completion of the course, the student will have an increased capacity to:

CO1: measurable course outcome
CO2: measurable course outcome
CO3: measurable course outcome
CO4: measurable course outcome
CO5: measurable course outcome

*CO: Course Objective

Required Course Textbook & Materials: 
<<APA Format>>
Textbook ISBN:

Optional Reading Materials / Course Bibliography: 
<<APA Format>>

Statement about Course Delivery/Modality: 
This is an asynchronous, online course, delivered in the Blackboard Learning Management System (LMS). Students must be mindful of all course expectations, deliverables, assignments and course interactions will utilize internet technologies. See "Technical Requirements" section for more information.

Preferred Method of Contact with Instructor: 
My preferred method of contact is via email mentioned above on page 1 of this syllabus. Please be sure to include your full name, course name and section when you respond to your emails as soon as possible, but please allow between 24-48 hours for a response. Please utilize your Stony Brook University email when getting in touch with me as that is the preferred method of contact from the institution.
ASSESSMENT:
In this course, you will be assessed on the following:

<table>
<thead>
<tr>
<th>ASSIGNMENT(S)</th>
<th>POINTS (OR % OF GRADING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Discussion Forums (# of graded forums)</td>
<td>30</td>
</tr>
<tr>
<td>Homework Assignments (# of assignments)</td>
<td>25</td>
</tr>
<tr>
<td>Research Project Paper</td>
<td>15</td>
</tr>
<tr>
<td>Midterm</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Participation/Discussion Forums (30%): Preparation for class means reading the assigned readings & reviewing all information required for that week. Attendance in an online course means logging into the Blackboard and on a regular basis and participating in all the activities that are posted in the course. This online course requires that you log in throughout the duration of the course; each week will be available as we progress throughout the term and you will be responsible for logging and understanding the week’s deliverables. Participation in this course is comprised of discussion forums that are required and graded. There are a total of ___ graded discussion forums, and the mandatory Introduction forum in the welcome week. You will be asked each week to post an original and thoughtful response to that week’s topic. You must post an original response by Wednesday midnight of each week and at least two responses to different discussion forums. You are also responsible to post to the original posts for two your colleagues. You are to conduct yourself professionally every time you express yourself—whether it’s through the written or spoken word. As such, successful professionals (students, managers, employees) must have effective written and oral communication skills. Therefore, communication errors (such as improper grammar, improper sentence and paragraph structure, misspelling and incorrect punctuation) are unacceptable in coursework throughout. There is a discussion forum grading rubric at the end of this syllabus that outlines how your forum posts will be graded each week.

Homework Assignments (25%): These are detailed in the course schedule, which are due at the stated deadline, which is in Eastern Standard Time and late assignments will not be accepted. Assignments must be in either MS Word format and utilize a cover sheet that includes your full name, the assignment date, course information and the semester of study. Each assignment will have a designated place to submit the assignment.

Quiz (10%): There are ___ graded quizzes in this course. They consist of ___ questions that will cover all topics from weeks ___ through ___.

QM Standard 3: The course grading policy is clearly stated including list of assessments that will be utilized for grading.

QM Standard 5: Clear communication policy on usage of College email for communication is stated.

QM Standard 3: Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy; the assessment instruments are sequenced, varied, and suited to the learner being assessed and the course provides learners with multiple opportunities to track their learning progress (self-assessment quizzes, gradebook).

Be clear about how many, for example, homework assignments there will be, quizzes, or other activities and how you will be evaluating them for grading. Rubrics may be utilized for this purpose.
COURSE OUTLINE

**Midterm Exam (15%)**: The mid-term exam is a timed test and will consist of multiple choice and True/False questions. Topics will include all readings, homework and discussion forums until that point in the course.

**Final Exam (20%)**: The final exam is a comprehensive assessment that will include all topics covered in the course. The final exam will be timed and a multiple choice as well as short answer.

**Policy regarding late or missed assignments, as well as rewrites**

This course requires you to spend time preparing and completing assignments, including actively participating in class. As an online student you should commit 10-15 hours per week to each of your online courses ([http://www.stonybrook.edu/spd/online/faqs.html](http://www.stonybrook.edu/spd/online/faqs.html)).

**Grades and Grading Scale**

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>71-73</td>
</tr>
<tr>
<td>F</td>
<td>0-70</td>
</tr>
</tbody>
</table>

*IMPORTANT*: If at any point you should encounter any technical issues, please send an email to blackboard@stonybrook.edu, they can also be reached by telephone at 632-2777. You should also copy me on this email so that I am aware of the situation and if possible include a screen-shot of the issue.

**QM Standard 1:** Policies with which the learner is expected to comply are clearly stated; Academic integrity and late submission policies are stated. For example, if you do not accept late work the statement is here to help manage learner expectations.

**QM Standard 3:** The grading schema is stated and made easy to understand.
Academic Policies:

**Academic Integrity Statement:** Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic dishonesty, please refer to the academic judiciary website at [http://www.stonybrook.edu/uaa/academicjudiciary/](http://www.stonybrook.edu/uaa/academicjudiciary/). For information specific to the School of Professional Development, see the appropriate section in the Bulletin at [http://www.stonybrook.edu/spd/bulletin/](http://www.stonybrook.edu/spd/bulletin/).

**Critical Incident Management:** Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, the learning environment, or inhibits students' ability to learn. The University Student Conduct Code can be found at [http://studentaffairs.stonybrook.edu/ucs/docs/universitystudentconductcode.pdf](http://studentaffairs.stonybrook.edu/ucs/docs/universitystudentconductcode.pdf).

**ADA & Disability Support Services (DSS) Statement:** The Rehabilitation Act of 1973–Section 504 applies to all postsecondary educational programs that accommodate and provide services to students with disabilities. Reasonable accommodations and academic assistance are provided to students with disabilities registered with the Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. For procedures and information go to the following website: [http://www.stonybrook.edu/ehs/fire/disabilities](http://www.stonybrook.edu/ehs/fire/disabilities).

**Course Materials and Copyright Statement:** Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity and [Student Conduct Codes](http://www.stonybrook.edu/ehs/fire/disabilities).
Communication Competency:
You convey a certain image of yourself every time you express yourself—whether it’s through the written or spoken word. As such, successful professionals (students, managers, employees) must have effective written and oral communication skills. Therefore, communication errors (such as improper grammar, improper sentence and paragraph structure, misspelling and incorrect punctuation) are unacceptable in coursework throughout. Faculty members also consider communication competency when evaluating student performance in addition to coursework.

Net-Etiquette Guidelines:
The following guidelines for participation in the Threaded Discussion Area and Chat rooms:
- Remember that the absence of face-to-face communication makes it easy to misunderstand what is being said;
- Carefully review and read materials that you receive electronically to ensure that you fully understand the message;
- Be sure to carefully re-read and understand what you will be sending in order to ensure that you are not misunderstood by anyone;
- Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations);
- If you are responding to a message, either include the relevant part of the original message in your message, or make sure refer to the original's contents so as to avoid confusion;
- Be specific and clear, especially when asking questions;
- If your messages can be typed in UPPER and lower case, please use the two appropriately instead of all UPPERCASE characters. This makes the message less readable;
- Remember that not all readers have English as their native language, so make allowance for possible misunderstandings and unintended discourtesies;
- Do not abuse new users of computer networks for their lack of knowledge;
- Follow the same standards of politeness as you do in any other aspect of your life.

Technical Requirements:
This course requires that you have access to the Internet. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have the following software packages (include a list of any software a student must have access to in order to fully participate in this course, following are some examples):
- A web browser (for instance, Google Chrome, Mozilla Firefox or Internet Explorer)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word

Please note! You will be limited if you expect to complete your work on a smart phone or tablet. It will not be possible to submit the Microsoft Word files required for your homework assignments.
Email and Internet
You must have an active Stony Brook University e-mail account and access to the Internet. All instructor correspondence will be sent to your SBU e-mail account. Please plan on checking your SBU email account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at https://blackboard.stonybrook.edu

Getting Technical Help:
Campus Network or Blackboard Outage
When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Help-Desk
Go to the Discussion Board of SPD Online Support. There you will find the Answers Forum. Post your question there, and someone from the SPD Online office will respond. Alternatively, you could call the SPD Online office at 631.632.9602 between the hours of 9:00am and 5:00pm, Monday through Friday or emailing helpme@stonybrook.edu.

Getting Help with Blackboard Learning Management System (LMS)
Students that need help with Blackboard can contact the TLT Student Help Desk by calling (631) 632-9602, emailing helpme@stonybrook.edu; more information is available via Stony Brook IT:
http://it.stonybrook.edu/services/blackboard#section-6706

Frequently ask questions about the Blackboard LMS along with tutorials are available here:
http://it.stonybrook.edu/services/blackboard/navigate-manage

Academic Support:
SPD Subject Guides - The SPD Subject Guide is a library website designed to assist SPD students with their research. It contains all of the information as well as recommendations for specific databases and tools. Take a look: http://guides.library.stonybrook.edu/spd

Student Support for Online Learning - http://www.stonybrook.edu/commcms/onlineneed/student.html

Library Instruction Website - http://library.stonybrook.edu/workshops-this-week-citation-skills-worldcat-and-endnote-the-hsc/

SBU Library Research Guides and Tutorials http://library.stonybrook.edu/research/research-basics/
## COURSE SCHEDULE

***subject to changes***

<table>
<thead>
<tr>
<th>Week / Module #</th>
<th>Weekly/Module Outcomes</th>
<th>Course Objectives Measured</th>
<th>Course Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COURSE TOPICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Measurable module outcomes/objectives</td>
<td>CO1</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td>B. Measurable module outcomes/objectives</td>
<td></td>
<td>Text: Chapters and pages</td>
</tr>
<tr>
<td></td>
<td>C. Measurable module outcomes/objectives</td>
<td></td>
<td>Course Materials on Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Watch video posted</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Read &amp; Understand the Syllabus posted</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Read &amp; Understand the online policies and procedures</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Read lecture notes (PDF)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>View PowerPoint lecture slides</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deliverables (Graded):</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Forums:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Introduce yourself in the Introduction Forum</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Answer Discussion Forum Questions for Week 1</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Participation in both forums is mandatory this week and will count towards Week 1 attendance in addition to the Week 1 discussion forums being graded.</em></td>
</tr>
</tbody>
</table>

*Participation in both forums is mandatory this week and will count towards Week 1 attendance in addition to the Week 1 discussion forums being graded.*

A course schedule aligns to multiple standards and learners are able to get a sense of expectations/due dates for assignments, timing of exams and quizzes, as well as major course topics that will be covered weekly. The “Weekly/Module Outcomes” (Standard 2.2) are consistent with course-level objectives, which are also identified each week. Learners understand the relationship between learning objectives and course activities. Learners can also see how instructional materials contribute toward the achievement of the course learning objectives.
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week / Module #</th>
<th>Weekly/Module Outcomes</th>
<th>Course Objectives Measured</th>
<th>Course Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| 3 COURSE TOPICS | A. Measurable module outcomes/objectives  
B. Measurable module outcomes/objectives  
C. Measurable module outcomes/objectives | CO4, CO5 |  
- Discussion Forum for Week 2  
- Homework Assignment # 1:  
  This assignment will ask you to apply the information and definitions learned in week 1 and 2 and assesses the following course learning outcomes: CO1, CO3  
Assignment Overview and Submission Guidelines: |
| 4 COURSE TOPICS | A. Measurable module outcomes/objectives  
B. Measurable module outcomes/objectives | CO2, CO4 |  
- Discussion Forum for Week 3  
- Homework Assignment # 2:  
  This assignment will ask you to apply what you have learned about ___ and assesses the following course learning outcomes: CO2, CO4, CO6  
Assignment Overview and Submission Guidelines: |
|                |                        |                             | Text: Chapters and pages  
Course Materials on Blackboard  
- Watch video posted  
- Read & Understand the Syllabus posted  
- Read & Understand the online policies and procedures  
- Read lecture notes (PDF)  
- View PowerPoint lecture slides |
|                |                        |                             | Text: Chapters and pages  
Course Materials on Blackboard  
- Watch video posted |
<table>
<thead>
<tr>
<th>Week / Module #</th>
<th>Weekly/Module Outcomes</th>
<th>Course Objectives Measured</th>
<th>Course Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| C.              | Measurable module outcomes/objectives |                          | • Read & Understand the Syllabus posted  
|                 |                        |                             | • Read & Understand the online policies and procedures  
|                 |                        |                             | • Read lecture notes (PDF)  
|                 |                        |                             | • View PowerPoint lecture slides  
|                 |                        |                             | Deliverables (Graded):  
|                 |                        |                             | • Discussion Forum for Week 4  
|                 |                        |                             | • Quiz  
| 5               | A. Measurable module outcomes/objectives  
|                 | B. Measurable module outcomes/objectives  
|                 | C. Measurable module outcomes/objectives. | CO2, CO4 | Read:  
|                 |                        |                             | Text: Chapters and pages  
|                 |                        |                             | Course Materials on Blackboard  
|                 |                        |                             | • Watch video posted  
|                 |                        |                             | • Read & Understand the Syllabus posted  
|                 |                        |                             | • Read & Understand the online policies and procedures  
|                 |                        |                             | • Read lecture notes (PDF)  
|                 |                        |                             | • View PowerPoint lecture slides  
|                 |                        |                             | Deliverables (Graded):  
|                 |                        |                             | • Discussion Forum for Week 5  
| 6               | A. Measurable module outcomes/objectives  
|                 | B. Measurable module outcomes/objectives  
|                 | C. Measurable module outcomes/objectives | CO2, CO4, CO5 | Read:  
|                 |                        |                             | Text: Chapters and pages  
|                 |                        |                             | Course Materials on Blackboard  
|                 |                        |                             | • Watch video posted  
|                 |                        |                             | • Read & Understand the Syllabus posted  
|                 |                        |                             | • Read & Understand the online policies and procedures  
|                 |                        |                             | • Read lecture notes (PDF)  

Page 3 of 13
<table>
<thead>
<tr>
<th>Week / Module #</th>
<th>Weekly/Module Outcomes</th>
<th>Course Objectives Measured</th>
<th>Course Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| 7              | A. Measurable module outcomes/objectives | CO3, CO5 | - View PowerPoint lecture slides  
Deliverables (Graded):  
- Discussion Forum for Week 6 |
|                | B. Measurable module outcomes/objectives |                     | Read:  
- Text: Chapters and pages  
Course Materials on Blackboard  
- Watch video posted  
- Read & Understand the Syllabus posted  
- Read & Understand the online policies and procedures  
- Read lecture notes (PDF)  
- View PowerPoint lecture slides  
Deliverables (Graded):  
MIDTERM |
|                | C. Measurable module outcomes/objectives |                     | |
| 8              | A. Measurable module outcomes/objectives | CO3, CO5 | Read:  
- Text: Chapters and pages  
Course Materials on Blackboard  
- Watch video posted  
- Read & Understand the Syllabus posted  
- Read & Understand the online policies and procedures  
- Read lecture notes (PDF)  
- View PowerPoint lecture slides  
Deliverables (Graded):  
- Discussion Forum for Week 8 |
<p>|                | B. Measurable module outcomes/objectives |                     | |
|                | C. Measurable module outcomes/objectives |                     | |</p>
<table>
<thead>
<tr>
<th>Week / Module #</th>
<th>Weekly/Module Outcomes</th>
<th>Course Objectives Measured</th>
<th>Course Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong> COURSE TOPICS</td>
<td>A. Measurable module outcomes/objectives &lt;br&gt; B. Measurable module outcomes/objectives &lt;br&gt; C. Measurable module outcomes/objectives</td>
<td>CO5</td>
<td>Read: &lt;br&gt; Text: Chapters and pages &lt;br&gt; Course Materials on Blackboard &lt;br&gt; • Watch video posted &lt;br&gt; • Read &amp; Understand the Syllabus posted &lt;br&gt; • Read &amp; Understand the online policies and procedures &lt;br&gt; • Read lecture notes (PDF) &lt;br&gt; • View PowerPoint lecture slides &lt;br&gt; Deliverables (Graded): &lt;br&gt; • Discussion Forum for Week 9</td>
</tr>
<tr>
<td><strong>10</strong> COURSE TOPICS</td>
<td>A. Measurable module outcomes/objectives &lt;br&gt; B. Measurable module outcomes/objectives &lt;br&gt; C. Measurable module outcomes/objectives</td>
<td>CO3, CO5</td>
<td>Read: &lt;br&gt; Text: Chapters and pages &lt;br&gt; Course Materials on Blackboard &lt;br&gt; • Watch video posted &lt;br&gt; • Read &amp; Understand the Syllabus posted &lt;br&gt; • Read &amp; Understand the online policies and procedures &lt;br&gt; • Read lecture notes (PDF) &lt;br&gt; • View PowerPoint lecture slides &lt;br&gt; Deliverables (Graded): &lt;br&gt; • Discussion Forum for Week 10</td>
</tr>
</tbody>
</table>
Subject to Change Notice:
All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Syllabus Disclaimer:
The instructor views the course syllabus as an educational understanding between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your SBU email and the course site Announcements often.
## DISCUSSION FORUM GRADING RUBRIC

<table>
<thead>
<tr>
<th>Criterion</th>
<th>4</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete</strong></td>
<td>Answer incorporates all elements of the discussion forum question</td>
<td>Answer incorporates most elements of the discussion forum question</td>
<td>Answer incorporates some elements of the discussion forum question</td>
</tr>
<tr>
<td><strong>Quality of response</strong></td>
<td>Post presents an excellent understanding of discussion forum topic(s) through well-reasoned and critical reasoning; post is substantively factual and supported by appropriate references from the readings or course materials</td>
<td>Post presents a good understanding of discussion forum topic(s) through well-reasoned and critical reasoning; post is substantively factual but is not supported by appropriate references from the readings or course materials</td>
<td>Post presents limited understanding of discussion forum topic(s); post incorporates basic examples but is not substantive or supported by references to the readings or course materials</td>
</tr>
<tr>
<td><strong>Comments to others</strong></td>
<td>Responses are analytical of others’ posts; extends meaningful discussion by building on previous posts</td>
<td>Comments on postings of others with some further analysis or observations</td>
<td>Responses are shallow contributions to discussion (e.g., “I agree” or “I disagree”) without any analysis of the content; does not enrich or further discussion</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Contributes regularly and on a timely basis; meets or exceeds minimum requirement for responses to classmates; always observes proper online etiquette (is respectful, courteous, and professional)</td>
<td>Contributes occasionally and on a timely basis; meets the minimum requirement for replying to classmates; observes proper online etiquette</td>
<td>Contributes infrequently and not on a timely basis; does not meet requirement for replying to classmates or always observe proper online etiquette</td>
</tr>
</tbody>
</table>

**QM Standard 3:** Evidence that the instructor has stated the criteria for evaluation of all graded work may be in the form of a detailed checklist, rubric, or other instrument for identifying the various levels of learner mastery.

**Note:** Criteria are evaluated on a 4-3-2-1 basis. Total rubric points are converted first to a letter grade and then to a numerical equivalent based on a 0–100 scale: 14–16 = A (93–100); 13 = A– (90–92); 12 = B+ (88–89); 11 = B (83–87); 9 = B– (80–82); 8 = C+ (78–79); 6–7 = C (73–77); 5 = C– (70–72); 2–4 = D (60–69); 0 or 1 = F (below 60). Total: