Syllabus Presentation

CALS Graduate Student Transition Team
Syllabus Team

Kayla Alward
Ph.D. Student
Department of Dairy Science
kalward@vt.edu

Sara Cloft
Ph.D. Student
Department of Animal and Poultry Science
csara18@vt.edu

Yanhong He
Ph.D. Candidate
Department of Food Science and Technology
yanhong6@vt.edu

Fatima Kebe
Ph.D. Student
Department of Agricultural, Leadership, and Community Education
fkebe@vt.edu

William Singer
Ph.D Student
School of Plant and Environmental Science
wilmsing@vt.edu

Xueqian Su
Ph.D. Student
Department of Food Science and Technology
xueqians@vt.edu
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General Information

- **Details of the instructor and TA**
  - Name, preferred title, email and **cell phone number** of instructors and TAs.
  - The instructors’ **pronouns** and a **picture** of themselves.
  - Office hours: either the online or face-to-face format.
  - Time rules about contacting instructors or TAs.
  - How quickly students can anticipate a response from the instructor.
  - A **specified subject line** in the email that can be used by students who have urgent questions for instructors.
  - Acknowledge the Tutelo/Monacan people who are the traditional custodians of the land on which we work and live.
General Information

● Course Description
  ○ Provide a **recurring** zoom link of the course in the syllabus.
  ○ Provide some information about how and when the students can navigate to the recorded lecture on Canvas.

● Prerequisites/Corequisites
  ○ Specify some skills without which student success is highly unlikely.

● Required Materials
  ○ Include a statement outlining multiple ways to obtain the required materials.
  ○ Use resources that the library has access.
  ○ Use **open education resources** and reading materials from **different backgrounds**.
Example

Course Name
Course Syllabus
Fall 2020

Course instructor: Your preferred title (she, her, he, his)
Office address
Email
Cell phone number

Headshot photo of instructor

Course teaching assistants:
Name (she, her, he, his)
Office address
Email
Cell phone number

Headshot photo of TA

Class Schedule and Office Hours:
Class: Online/In person/Hybrid
Office Hours: By request
Communication: The instructor will make every attempt to respond to student emails within 24 hours. If a student has not received a response from the instructor after 24 hours, the student should resend the email. If you have urgent questions for the instructor, please use the following as your Subject in the email: Your First and Last Name: Course Name + Course Number.
We honor the land & respect the elders who have been here before

Course Description
This course will...

Prerequisites/Corequisites
Pre:

Required Materials
Course Expectations

- **Overall Wording**
  - Be personable & informal
  - Use “we”; write in 1st person
  - Express compassion & understanding

- **Address Changes to Expectations**
  - Rigor - concerns over “quality” when switching to online
  - Leniency - accommodations for students with sick family

- **Timeline for Communication**
  - HOW should students contact you
  - WHEN should students expect to hear back
  - WHAT should students do if they don’t get a response

- **Virginia Tech Wellness Principles**
  - What should students do if they do not feel well?
  - What happens if a student becomes sick?
  - What measures are you taking to limit exposure?
Course Content

Schedule Formatting
- Calendar, table, paragraph, bullet point...
- Consolidated weekly checklists

Emphasis on Consistency
- Each week follows a pattern/flow, unless strategic reason why not
- Easy to read, comprehend and remember the expectations

Clarifying Assignment Expectations
- Descriptions of the assignment, deadline, grade value
- Add a high-level summary

Alerting for Possible Schedule Adjustments
- It’s okay to put “TBA”, “subject to change”

Post Break Course Changes
- Highlight/ make clear how the course is changing or if it will remain the same
- How will lectures that were previously in person, be handled? Videos? Slides? Etc

Post Break Communication Method
- Explain communication approach/expectations
- How can students get a hold of the instructor?
Course Assessments

❖ Strategies that contribute to successful grading:

➢ Creating clear grading criteria
➢ Communicating these criteria to students
➢ Giving constructive feedback
Course Assessments

- Attendance and participation policy
  - X% of final grade
  - No verification of illness by a medical professional

- Assignments policy
  - Make sure all assignments are in “Assignments” in Canvas
    - Electronic submission
    - Due date; points
  - Smaller assignments instead of large assignments
  - Diverse assignments
    - Recorded group discussions or presentations
Course Assessments

- **Late assignments policy**
  - Outline a schedule for reaching out to the instructor/TA about a missed assignment
  - Set realistic deadlines of each assignment

- **Exam policy**
  - Online vs in-person
  - Provide opportunities to make up poor grades

- **Laboratory policy**
  - Address any policy changes due to Covid-19
  - PPE policy
  - Pre/after lab quiz, recorded participation
Zoom Etiquette

● Expectations for starting class & entering the room
  ○ Start the zoom link early
  ○ Utilize waiting room

● Camera & microphone
  ○ When should camera/microphone be on?
  ○ Background options

● Display name
  ○ Full name for easy ID

● Chat
  ○ Who can students chat with?

● Questions
  ○ Raise hand function
  ○ Submit via chat

● Breakout Groups
  ○ Will you or TA be in & out for Qs?

● Participation
  ○ Present at X # of lectures
  ○ Speak at each lecture
  ○ Present during X % of lecture

● Recording Classes
  ○ Will class be recorded?
  ○ Where/when will it be posted?
  ○ Closed captions?

● Breaks
  ○ Need a break
  ○ Scheduled breaks

● TA Monitor
  ○ Have a TA to monitor the breakout rooms, moderate chat/questions, record participation
If a student is being disruptive in Zoom meetings there are a variety of options available to deal with the student:

- You can mute the person and shut off their video at the participants tab during the video.
- If enabled, you can send the student to a waiting room where they will stay until allowed back into the meeting.
- You can kick the student from the meeting.

If the disruption is extremely inappropriate you may also report a student to the Zoom Trust and Safety team for review using the “Report participants to Zoom.”

- You will need to notify the Student Conduct office separately as well.
Considerations for Honor Code in Online Teaching

❖ The best way to avoid issues with academic integrity & Honor code violations this semester is to set clear expectations on the first day.
❖ Students decide to cheat & plagiarize when they are feeling overwhelmed.

Canvas offers tools to reduce opportunities for violations:

- Lockdown Browser and Respondus Monitor
- Question Banks and Question restrictions for quizzes
- Plagiarism Detection: TurnItIn
- Tracking student views and interaction on Canvas
Questions?

Kayla Alward  
Course Expectations & Zoom Etiquette  
kalward@vt.edu

Sara Cloft  
Honor Code & Academic Integrity  
csara18@vt.edu

Yanhong He  
Course Assessments  
yanhong6@vt.edu

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General Information  
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