



**COURSE CODE COURSE TITLE**  
**CREDIT HOURS: 4 (OR 2)**  
**INSTRUCTOR NAME, DEGREE**  
**SPRING 2009**

Faculty: When preparing your syllabus please keep in mind the core competencies of LCC: Christian worldview, servant leadership, conflict resolution, multicultural perspective, effective communication, community building, critical thinking, and multidisciplinary knowledge. Integrating these themes in your curriculum will help LCC meet its objectives with students. Another priority for creating the conditions for optimal learning is the building of a collaborative, learning community. Please look for ways to make the students comfortable with you, with fellow students, and with the online technology for this course. Above all, enjoy yourself and your students.

You may find it helpful to review your syllabus against a standard suggested by others in the field of online pedagogy. Palloff and Pratt (2007) recommend that instructors incorporate the following syllabus characteristics:

- Course fits with the curriculum
- Course is learner focused
- Accessibility
- Relevant content
- Collaborative activities, including case studies, small group work, simulations, and rotated facilitation to stimulate critical thinking
- Interactivity
- Cohesiveness
- Learning styles and culture are addressed by varied course activities and approach to the topic
- Clear instructions about course expectations and for completing assignments
- A reasonable load in terms of the amount of reading, posting, and emails required
- Use of technology that serves the learning objectives
- Limited use of audio and video and judicious use of synchronous media
- Use of introductions, profiles, and bios
- Use of ice breakers activities at the beginning of the course
- Use of experience-based exercises and activities
- Use of a social area in the course
- Clear guidelines for communication, including netiquette
- Clear expectations about posting requirements, timelines, and assignments
- Open-ended questions to stimulate discussion and encourage reflection
- Assessment and evaluation that is in alignment with learning objectives and course content

## Welcome

[Add a personalized welcome to the students here.]

## Contact Information

Instructor:

LCC email address:

Alternative email address (emergency):

Instructor availability: [identify when you might be available for receiving a Skype call or participating in a chat, like office hours]

## Course Description

[For MA in TESOL course, the course description has been pre-loaded for instructors and students. Navigate to your course at <http://eclass.lcc.lt> and copy it to your syllabus.]

## Objectives of the Course

[The objectives should be expressed in terms of specific skills and performance expected of the students. Include what students should have learned, should be able to do and know at end of the course.]

## Course Procedures

**Participation Requirements** – Most of the learning in this course will take place during the interactions between students and the instructor. Therefore, it is very important to contribute to the weekly discussions and occasional presentations that will be made. In addition to regular assignments (responding to a discussion question, making presentations, and reporting a summary of what you learned during the week), each student will be expected to post a minimum of three substantive responses to student contributions on at least three out of the seven days in weeks where a forum discussion is assigned to the class.

Substantive participation includes:

- Providing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning.
- Adding a new twist on a perspective.
- Critically thinking about an idea/concept.
- Questioning or challenging a principle/perspective.

Substantive participation is not:

- Very basic comments such as “I agree” or “I disagree.”
- Restating what has been said (unless there is a good reason to do so).
- Disrespectfully disagreeing.
- Pat answers that are not thought provoking.

**Threading** – Please make sure that your forum postings are located under the correct discussion thread. I will usually begin discussion threads at the beginning of each week, making it easier for you to find the correct thread. If a thread does not exist at the time you would like to post, please start a new thread with a well-named topic heading. When responding to other posts, be sure to post under the correct thread and ensure that the correct text is in the subject heading before submitting it to the class. When responding to a post, only copy the relevant parts of the previous post into your response. This will keep the thread uncluttered and help other students understand your points more readily.

**Feedback on Postings and Assignments** – Each week I will review your posts and assignments for quality and return to each student a report within seven days of the end of the week.

**Late Assignment Policy** – [State your late policy for assignments here.]

**Confidentiality** – For learning to flourish we must be open and comfortable with each other. It is important to respect each other’s confidence by not passing along unnecessary, hurtful, and proprietary information about each other or our employers. You may wish to express disapproval

about a student, your team, or about me. Please address these matters directly with the people with whom you are having difficulties and only then seek advice in a private and discreet manner from me.

**Communication Norms for the Course (Netiquette)** – I would like all of us to take seriously how we communicate to encourage an open and collaborative learning community. Let's covenant with each other to do the following:

1. Keep posts to the forums concise and to the point. Where more extensive text should be shared, remember to use short paragraphs, which are easier to read.
2. Limit your comments and responses to the subject associated with a particular thread or classroom discussion. Questions about course administration, grades, or general inquiries should be routed through another forum for these questions. Occasionally, you may "talk" about things not directly related to the subject or the discussion thread. In these cases you may want to consider continuing your conversation in the "lounge" area, another forum.
3. When replying to a previous posting, quote the relevant text (or summarize it) at the beginning of the new posting for those who may have missed it. This is important because unnecessary space and computer memory is used when whole passages are pasted in responses.
4. Never publish private email without permission. Sometimes the whole class should see the response to a private email and in this case the student should give permission for this response to go public or be encouraged to post the question to a public forum.
5. Do not respond to posts with short quips like "Me too" and "I agree" – it clutters up the discussion board and does not contribute to the discussion substantially.
6. Do not type in all capital letters because this is the equivalent of shouting online and it could be misinterpreted by other readers.
7. Students should keep in mind copyright and plagiarism rules when submitting posts to forums. You may not quote or paraphrase without giving credit to the source.
8. Humor is encouraged but not at the expense of others. The use of emoticons and other punctuation emotions help to ensure a humorous message is received appropriately.
9. It is important to read first and write later. Read the posts from your fellow students and instructor responses before adding your thoughts to the discussion thread. This is paying respect to your classmates and ensures that you will not restate or misstate ideas that have been mentioned by others.

These suggestions have been borrowed from *Building Online Learning Communities* (Palloff and Pratt), *The New Online Teaching Guide* (White) and <http://online.uwc.edu/Technology/onlEtiquette.asp>.

**Attachments** - Do not use attachments in the discussion forums except when sending a presentation or a form that I have requested. All text (postings and responses) should be placed into the text editor of the forum to enable ease of reading and response.

**Technology Issues** – If you experience difficulty submitting your posts or your assignments through the online course platform because of LCC server problems, ...[Explain what you would like the students to do in this situation. You could have them send you an email that informs you there is a problem that you can verify with the IT staff at LCC. Students could submit the assignment to you by email and later resubmit it to the forum for the benefit of other students.]

**Technical Support** – It is the students' responsibility to familiarize themselves with the course management system through which this course is taught. Please take some time to navigate through the site and the course before you begin using it. When you experience difficulties with the course management system, please post the question in the appropriate forum in the course for a response either from me or from a fellow student. If the question is urgent, requiring immediate assistance, please contact the LCC International University Helpdesk at [helpdesk@lcc.it](mailto:helpdesk@lcc.it) or by Skype through the

[website](#). Keep in mind that LCC Helpdesk staff work from 8:00 to 22:00 Monday through Thursday, Friday from 8:00 to 20:00 and Saturday/Sunday from 10:00 to 18:00. (LCC timezone: GMT +2)

**APA Formatting** – For all papers and major assignments, please use APA formatting. Use the APA citation referencing format when citing academic material in your posts. For more information about the APA format, visit <http://owl.english.purdue.edu/owl/resource/560/01/>.

**Academic Honesty** – The same academic honesty standards used in the traditional classroom apply to our online courses.

Academic integrity is of highest importance to the LCC community. Students and faculty work together in relationships based on trust. Trust and integrity are essential to strong character and responsible citizenship.

As students accomplish academic work, LCC International University wants them to develop integrity, trust and strong character. LCC encourages students to develop their own thinking and make their own conclusions based on their own research. Each student's writing, assignments and other work should reflect that student's thought and effort. LCC believes that each student should be rewarded for his or her own work and shouldn't benefit from work that is not their own or work that is done dishonestly.

For these reasons LCC addresses and disciplines academic misconduct.

Any of the following violations are deemed instances of plagiarism:

- Using the exact words of a published or unpublished author without quotation marks and without making reference to the source of these words is an instance of plagiarism.
- Using another student's research or writing assignment and submitting it as one's own work.
- Duplicating a table, graph or diagram, in whole or in part, without reference to the source.
- Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communications, ideas from a verbal presentation) without reference to the source.

Other types of academic misconduct include:

- Copying the answers of another student in any test, examination, or take-home assignment.
- Using materials in an examination or test other than those approved by the instructor.
- Stealing or destroying library materials.
- Returning a test for a proposed grade improvement having changed any information on that test after it was marked or scored.
- Submitting the same paper or portions thereof for more than one class or assignment, without approval by the instructors involved.
- Fabricating evidence or statistics which supposedly represent original research.
- Any other actions that compromise academic integrity.

**Team Work** – [Explain your expectations for team work that may be assigned during your course.]

**Team Evaluation Process** – [Explain how you will evaluate team work in the course.]

## Online Course Navigation

When you log into LCC's virtual classroom you will see a list of all the courses for which you are registered. Choose the appropriate course. There are a number of features in the course that I would like you to be familiar with as we start the course.

**Course Homepage:** Near the top of the screen just below the banner you will see a "breadcrumb," which identifies where you are in the course. Clicking on the first item in the breadcrumb will bring you back to the course homepage.

**Syllabus:** The syllabus is located in the first course block in the middle of the screen. Click on the icon beside the syllabus title and it will open the document.

### Course Activities:

#### Forums

There are several forums used throughout this course and each serve a special purpose.

Topic Forums: This is where most of the class activity will take place. I will create one of two different kinds of topic forums: 1) one main forum for the discussion of all topics in this course, divided into separate discussion threads for each new topic, or 2) separate forums for each topic or week. The topic forum will be used for 1) posting responses to discussion questions posted by me or other students, 2) responses to student postings, and 3) presentations, links, and special assignments.

News Forum: From time to time there will be announcements for the class and I will post those announcements here. All news will be automatically posted into the "Latest News" block, which will be important to review each time you log into the course.

Question and Answer Forum: There will be times when you have a question about the administration, management, expectations, and technical aspects of the course. Please post these extra-curricular questions in this forum for the benefit of other students who would like to see my response.

The Lounge: I want to encourage you to meet and discuss matters of concern and interest with your fellow students as often as you desire. There may be times when a discussion in a topic forum is leading in a direction that is interesting but no longer relevant to the subject at hand. This would be a good time to use the Lounge. Let's reserve our topic forums for exploring our subject without becoming distracted with side conversations. Side conversations are encouraged, just not in the topic forums.

Team Forums: If required, I may set up team forums to help facilitate collaboration within your team. I'll announce to the class when this type of forum is established.

#### Assignment "Drop Boxes"

Written assignments will be submitted through the "drop box" located in the course management system in the week for which they are due. For example, if an assignment is due in week three of the course you will prepare your assignment in a text document (or cut and paste it into a text editor), click on the assignment icon and follow the directions to upload your text file.

## **Grade Book**

Students may view their grades under the “Administration” block if I have made the classes’ grades viewable. It is a place to monitor your assignment submissions, review my feedback on your assignments, and gauge your ongoing success in the course. Please be patient with me. It may take me awhile to get your grades into the grade book after the assignment has been submitted.

## **Participants**

When you are logged into the course you will be able to see who is taking the course with you by clicking on “Participants” in the People block. This is also where you may view and modify your personal profile, check your forum posts, start a blog, and journal through the notes function. I encourage you to upload a picture of yourself in your profile so we can all get to know you better.

## **Exabis E-Portfolio**

LCC has provided you with the capability to start and maintain a professional e-portfolio of your best work as you complete this program. An e-portfolio will allow you to share your work with fellow students, instructors, and prospective employers. This feature is personalized and gives you the ability to control the content and its publishing to others.

## **Resources and Activities**

Resources are files and links of various types (text, audio, video, web sites) and activities are special modules that invite you to complete a function. You will find these features listed with an icon and a short title throughout the course. Simply click on the link and you will be taken directly to these features. Where necessary, there are directions at these links to help you navigate these features.

## **Teaching Methods**

[Include techniques to be used to achieve the desired objectives, such as: debates, journals, field trips, presentation, research/reports, etc.]

## **Required Textbooks**

[Book titles should be underlined or in italics.]

## **Supplementary Reading List and Resources**

[List web resources, articles from websites, and recommended reading.]

## **Special Projects**

[Identify papers, research, reports, class presentation: include nature, length, due dates, late submission, format, etc.]

## **Course Grading/Evaluation**

[List the graded items in your course and the weight (%) that is given to each item. It would be important to provide a short explanation of each graded item such as discussion forum posts and responses, and weekly reading assignments so that students are clear about what these items are and how to be successful. Below is a grading rubric that may be helpful for some writing assignments. A grading rubric for the discussion forums and a student response template is included in the Instructors Guide, which is also available to you.]

## Writing Scoring Rubric

Name \_\_\_\_\_

Title \_\_\_\_\_

Total Points Earned

Total Points Possible

**Key to abbreviations: E = excellent; G = Good; A = acceptable; W = weak; UN = unacceptable**

### CONTENT & IDEAS ( \_\_ %)

Clear thesis or main idea

UN ••• W ••• A ••• G ••• E

Relevant, clear and descriptive detail

UN ••• W ••• A ••• G ••• E

**Excellent:** Unique approach to topic; sound, logical supportable main points; supporting information is relevant and clearly supports the chosen topic/thesis;

### ORGANIZATION ( \_\_ %)

Introduction: Effective and appropriate

UN ••• W ••• A ••• G ••• E

Body: logical progression of ideas with a clear structure and use of effective transitions from one idea to another

UN ••• W ••• A ••• G ••• E

UN ••• W ••• A ••• G ••• E

Conclusion: Effective and appropriate

UN ••• W ••• A ••• G ••• E

Paragraphs: Appropriate topic sentences

**Excellent:** Specific thesis/main idea provides controlling idea for the paper; Essay structure is clear and follows logical supporting points; Paragraphs contain only one key supporting idea; Introduction "sets-up" the essay for the reader; Conclusion summarizes key ideas and restates thesis.

### WORD CHOICE & ENGLISH EXPRESSION ( \_\_ %)

UN ••• W ••• A ••• G ••• E

**Excellent:** Effective word choice and usage; appropriate register.

### MECHANICS & GRAMMAR ( \_\_ %)

**ELEMENTS (+ or -):**

UN ••• W ••• A ••• G ••• E

\_\_\_ Verb tense      \_\_\_ Sentence structure      \_\_\_ Subject/Verb agreement

\_\_\_ Article usage      \_\_\_ Ending punctuation      \_\_\_ Spelling

\_\_\_ Other punctuation [colon, semi-colon, quotations]      \_\_\_ Standard style format [header, heading, spacing]

**Excellent:** Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, spelling, punctuation, capitalization; one-two errors using standard style.

## Reading and Assignment Schedule

[You should decide when you want the “week” to begin and end in your course. We suggest that you use Tuesday to Monday night for a normal week. This allows students who are working full-time to have a full weekend at the end of the assignment week to respond and submit assignments. When creating your list of assignments according to the weeks and topics in your course, please be as specific as possible about due dates, page numbers, and major assignments. Below is an example of a schedule. The details and expectations of these assignments could be explained in the online course.]

Week	Topic	Assignment(s)	Due
1	Introductions & Sharing Linguistics and Culture	<ul style="list-style-type: none"><li>• Reading Assignment, Brock Ch. 5</li><li>• Respond to Forum Discussion Question</li><li>• Three responses to other student postings</li><li>• Post a biography of yourself</li><li>• Submit a 200 word summary of your insights from the week</li></ul>	Day 3 Day 4  Day 7  Day 1 Day 7

## Faculty Performance Measures

LCC International University asks its students to offer instructors the courtesy of quality and timely efforts and in return LCC would like to extend the same courtesy through its faculty. We appreciate your effort and care for the learning process with these students. Please review LCC's expectations for faculty interaction and feedback with students and let us know if you foresee difficulties.

(Source: Bonnie Straight, 2009)

Responding to voicemail	Within 24 hours
Responding to email messages	Within 24 hours
Grading Papers	Within 7 calendar days of the end of the period or the date of submission whichever is later
Quality of Feedback	Specific and detailed feedback showing major errors of omission or commission of content and/or writing style. Provides the student with sufficient insight to do better in subsequent assessments. The professor may mark a portion of a work rather than the whole work, thus allowing the student to see what types of problems and/or concerns exist.
Keeping appointments with students	100% of the time
Dialogue Frequency	A minimum of posts every 2 days unless specific guidelines given to the contrary (some courses have students lead the dialogue and the professor does not participate in the forum.)
Dialogue Quantity in the first third of the course as a percent of total messages	Minimum of 20% of the posts are from the professor
Dialogue Quantity in the second third of the course as a percent of total messages	Minimum of 10% are from the professor unless the course documents state otherwise
Dialogue Quantity in the last third of the course as a percent of total messages	Minimum of 8% are from the professor unless the course documents state otherwise

### Distribution:

Provide a copy of your syllabus to the Registrar Office by email: [registrar@lcc.lt](mailto:registrar@lcc.lt).