

SYLLABUS CHECK-LIST (8/24/2020)

I) GENERAL INFORMATION: UNIVERSITY & COURSE

- University name, semester and year
- Course number, title, section number, days, time (start and end), classroom location, credit hours.

II) INSTRUCTOR CONTACT INFORMATION

- Instructor name(s), title, office location, preferred mode of contact (phone, email, etc.) office hours.

III) COURSE SPECIFIC INFORMATION

- **Course Description:** Provide description from the most recent LMU Bulletin.
- **Core and/or Flagged courses:** If applicable, please indicate whether the course satisfies a Core attribute and/or flag.
- **Course Structure:** Describe the modality of the course--in person**, online (synchronous or asynchronous), or hybrid [please refer to the “High-Touch Teaching in a No-Touch World” document (<https://its.lmu.edu/whatwedo/instructionaltechnology/keepsteaching/>)].
****Note: All in-person courses and all in-person sessions from hybrid courses (some classes online and some in-person) will need to have a bimodal component. Examples of bimodal components include a simultaneous remote learning option for each in person class section via zoom and/or an equivalent asynchronous option (e.g., Echo 360 recordings, Brightspace assignments, etc.)**
- **Instructions to Access Brightspace:** Go to <https://brightspace.lmu.edu>, Enter your username and password, Click on your course title. If you have trouble logging in Brightspace, contact ITS Help Desk.) and list activities and materials that will be available through Brightspace (Echo 360/zoom lecture capture, course handouts, readings, discussion board, assignments, etc.). Ensure that your course modality can accommodate those students requiring a fully online experience for all or some portion of the semester as needed.
- **Learning Outcomes:** Describe what students will know, be able to do, and value upon successful completion of the course.
- **Instructional Methods:** Describe instructional methods such as lecture, discussion, problem-based learning, group work, projects, presentations, critiques, community-based learning, portfolios, etc. Address how this will apply to synchronous and asynchronous aspects.
- **Prerequisites** (if any)
- **Required Text(s) and Other Required Learning Instruments,** (e.g. webtools for homework assignments, subscriptions, etc.) (if any). **Consult with library staff early in your course planning if you intend to adopt library resources or make course materials available through [Reserves in the Library or Brightspace E-Reserve](#). To maximize affordability and accessibility for your students, please consider exploring adoption of course materials through the [Open & Affordable Textbook Initiative](#).**

- **Required Lab Fee(s)** (if any): As discussed with Department Chair/Program Director, pursuant to College/School procedures or policies, if any, and as published in the Registrar's Real-Time Schedule of Classes.
- **Assignments, including Readings, Projects (with grading rubrics, if available), etc.:** In addition to identifying the nature of assignments indicate policies, including where the assignments will be posted, how the assignment due dates will be announced, how the assignments will be submitted.
- **Exams/Quizzes (if applicable):** Give policy on missed exams or quizzes. Provide information on how the Final Exam will be administered (take home vs during the scheduled Final Exam date/time -available from the Registrar's calendar). If you are planning to use Zoom or Respondus for the exams, provide students' instructions about expectations and how to use these tools (for information on Respondus see: <https://its.lmu.edu/whatwedo/instructionaltechnology/respondus/>).
- **Work Load Expectations:** Indicate the average minimal time students are expected to spend per week on class- related learning activities, and all substantial one-time activities (e.g., a weekend trip), in line with LMU's *Credit Hour Policy*, see https://www.lmu.edu/media/lmuacademics/provost/documents/LMU%20Credit%20Hour%20Policy_Final.pdf.
- **Grading Scheme:** Be very specific regarding the components of the grade, how each is weighted and include "floors" for each of the letter grades A (or A range) through D (or D range).
- **Attendance/Participation:** If applicable, describe how you will track attendance/participation and how attendance/participation affects grades. Also check departmental/program/college/school policies and norms (Student Health Services, SHS, does not issue medical excuse notes). If attendance/participation is required, discuss how you will accommodate situations such as student illnesses, international time differences in the case of synchronous online content and any other complicated situations. **Note: Due to COVID-19, students may need to miss class because of illness, quarantine, isolation or other COVID-related reasons. Please describe your expectations for communication with students around COVID-related absences and how students can learn remotely for one missed class session or via longer arrangement. Please do not ask for medical or other HIPAA protected information.**
- **Use of Technology:** Explain what will be used/required/optional/allowed and how to access it. For example, if your exam policy or participation policy requires the use of webcam, state it and discuss any exceptions to it. For technology assistance, provide the following information: ITS Service Desk (Phone: 310-338-7777 or 213-736-1097, Email: helpdesk@lmu.edu, Self-service: <https://lmu.service-now.com/service-desk>). **Note: Please be mindful to put in your syllabus the full number of the ITS Service Desk as students may be dialing from off campus phones.**
- **Extra Credit:** If offered, it must be fairly offered to all students and announced in a timely manner. Be specific how it is factored into the grading.

IV) UNIVERSITY POLICY STATEMENTS (REQUIRED)

A. Academic Honesty

a. General statement

Loyola Marymount University is a community dedicated to academic excellence, student-centered education and the Jesuit and Marymount traditions. As such, the University expects all members of its community to act with honesty and integrity at all times, especially in their academic work. Academic honesty respects the intellectual and creative work of others, flows from dedication and pride in performing one's own best work, and is essential if true learning is to take place. As an LMU Lion, by the Lion's Code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship.

Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion.

- It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging/citing the source.
- It is never permissible to work on an assignment, exam, quiz or any project with another person unless your instructor has indicated so in the written instructions/guidelines.
- It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the "LMU Honor Code and Process." The LMU Academic Honor Code and Process can be found at: <https://academics.lmu.edu/honesty/>

b. LMU Academic Honesty Policy (<https://academics.lmu.edu/honesty/>): *Unauthorized Access to or Alteration of Privileged and Proprietary Information:*

- Unauthorized access to and/or use of privileged University documents, files, or information and/or alteration thereof by electronic or any other means.
- Unauthorized access to and/or use of proprietary information. For example, the unauthorized dissemination of research prior to publication.
- Unauthorized access to and/or use of University course resources and materials. For example, distributing any course materials (syllabus, assignments, exams, etc.) without explicit permission from the instructor. Therefore, dissemination or sharing of any classroom recording (e.g., Zoom or other videos posted by the instructor) without the permission of the instructor would be considered "unauthorized use" and, therefore, prohibited

c. See also Academic Honesty Considerations in an Online Learning Environment (next section)

B. Americans with Disabilities Act – Special Accommodations

Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing

academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information. Please ask for help as early in the semester as possible!

Students should also keep in mind that resources are available through the Library (<https://library.lmu.edu>) and Information Technology Services (<https://its.lmu.edu>). The DSS Office can help students connect with the appropriate person at the Library and ITS.

C. Tentative Nature of the Syllabus

If necessary, this syllabus and its contents are subject to revision. Students are responsible for any changes or modifications announced or distributed in class, emailed to students' LMU Lion accounts or posted on LMU's course management system, Brightspace. If you are absent from an in-person or online class meeting, it is the student's responsibility to check Brightspace and with the professor to see if you missed any important class announcements. Students should not rely on word-of-mouth from classmates.

V) OTHER POLICY STATEMENTS (RECOMMENDED)

- **Expectations for Classroom Behavior**
(<https://academics.lmu.edu/media/lmuacademics/centerforteachingexcellence/documents/LMU%20Student%20Classroom%20and%20Course-Related%20Behavior.pdf>). See also Expectations for Classroom Behavior in an Online Learning Environment (in Part 2).
- **Electronic devices in the virtual classroom**
Please turn off and put out of sight all electronic devices (other than those and when allowed) during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process. Even if you are not on video, it's distracting to you.
- **EIBC - Effective Infectious Behavior Control**
(<https://studentaffairs.lmu.edu/media/studentaffairs/osccr/documents/2021-COVID-19-Excellent-Infectious-Behavior-Control-Guidelines-and-Policy.pdf>).
- **Student responsibility for checking identified communication channels**
 - a. Use your lion.lmu.edu email address. Check it often or forward it to your other email address.
 - b. To support this course on Brightspace you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, etc.). To ensure that you are using the recommended personal computer configurations, please refer to the Brightspace tutorial link.
 - c. Technical assistance: If you need technical assistance at any time during the course or to report a problem with Brightspace you can seek assistance from the HELP Desk. helpdesk@lmu.edu.
- **Reporting Requirements of Sexual or Interpersonal Misconduct**
As "responsible employees," faculty are required to report any case of suspected sexual or interpersonal misconduct and cannot protect student confidentiality. For information about confidential counseling on campus and for general information about consensual relationships, sexual harassment, and sexual assault, please see the LMU Cares website:

<http://studentaffairs.lmu.edu/lmucares/>.

- **Student Self-Care**

Please prioritize your self-care. LMU has many health and wellness resources available to support you at every step of your journey. Learn more at lmu.edu/lionwellness.

- **Emergency Preparedness Information**

Public Safety can be reached 24/7 365 at 310.338.2893 (or x222 from a campus phone). In a life-threatening emergency, call 9-1-1 first and then call Public Safety if possible. To report an incident, call Public Safety, submit an e-report on the Public Safety website or via the Rave Guardian mobile app, or visit Public Safety in Foley Annex. Review evacuation information and other safety tips posted in each learning space. Make sure you're registered to receive emergency alerts – confirm your contact info at lmu.edu/alert, and download Rave Guardian in the Apple or Google Play store. For more information and emergency preparedness tips, visit <https://publicsafety.lmu.edu>.

The original version of this checklist derives from Grunert O'Brien, J., Millis, B. & Cohen, M. *The course syllabus: A learning centered approach*, Anker Press (2008) and Nilson, L. *Teaching at Its Best*, Jossey Bass (2010). The checklist was developed by the Faculty Senate Committee on the Comprehensive Evaluation of Teaching (CCET) in 2010 and has since been maintained and updated by the CTE. The checklist was updated Summer 2020 to reflect changes due to COVID-19.

Section 2: SUGGESTED ADDITIONAL WORDING/CONSIDERATIONS FOR SELECT SYLLABUS CHECK-LIST ITEMS: ADAPT AS APPROPRIATE

UNIVERSITY POLICY STATEMENTS

A. Academic Honesty Considerations in an Online Learning Environment

- Consider addressing academic honesty in the online environment specifically.
- It is recommended that you provide a more detailed statement about plagiarism relative to the specific assignments and assessments in your class. Clearly identify the consequences of academic dishonesty.
- Articulate your expectations for how students should work on assignments (For example...independently, with an assigned partner, with classmates of their choosing, etc.).
- Articulate your expectations for citations across assignments. For example, how should students cite ideas that are not their own for written papers versus online discussion forum posts versus other written assignments that might not fall into the category of a traditional paper.
- Let students know if you are using plagiarism checker software (Turnitin) and tell them that when in doubt, cite their work.
- Have students sign and certify on the cover sheet of papers or projects that they have followed the Honor Code and that this is their original work.
- Articulate whether students should work on a specific online platform (Brightspace collaborative spaces) or if they can work in other platforms (LMU Box, Microsoft Teams, Google Drive, etc).
- It is recommended that you provide students with detailed information about the format for tests, exams, and quizzes if those will be held online.

The following are additional suggestions for you to consider, if relevant for your course:

- Use large, random question pools for online exams/quizzes.
- Articulate your expectations for how assignments, quizzes, exams, and projects should be submitted and what restrictions might be associated with submission (time stamps on Brightspace, who should submit the assignment if it is a partnered or group assignment, etc). For exams, do you expect students to upload a Word doc or PDF or will pictures of handwritten exam responses be acceptable?
- What is your expectation with regard to how assignment instructions and exams are disseminated? Are students permitted to print exams and assignments? Are they expected to permanently delete exams from their technology within a certain time period after submitting the exam?
- Consider using options such as Respondice or monitoring students using Zoom, but be sure to trial test these options beforehand to make sure that they work in the way in which you envision them to. Also have students practice with Respondice if they have not used it before.
- Articulate whether online exams/quizzes will have time limits and other restrictions.

- Will students need to sign an honor code agreement before taking an exam/quiz online?
- Describe your expectations for having cameras and microphones on during online exams/quizzes/assessments.
- Articulate your expectations for what it means to work independently on exams. For example, will the exams be open book? Can students use a formula sheet? Think about how you might monitor an exam using Respondice or Zoom if students are permitted to use materials or books. Will those materials and books need to be hardcopies if the student's screen will be locked?
- Have students demonstrate learning by writing papers, creating presentations, recording videos, taking oral exams (live or recorded) besides by more traditional quizzes and exams within Brightspace.
- Consider using proctoring tools for only high stakes exams and when absolutely necessary.

Note: For more information and helpful suggestions for online/hybrid instructional and assessment strategies see the “High-Touch Teaching in a No-Touch World” document (<https://its.lmu.edu/whatwedo/instructionaltechnology/keepeteaching/>).

B. Expectations for Classroom Behavior in an Online Learning Environment

(based on: <https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>)

1. Student Online Learning Hub

Students can find resources and services to support their transition to a successful and engaging online learning experience <https://academics.lmu.edu/onlinelearning/>.

2. Netiquette

In addition to [LMU's Community Standards](#), [The Lion's Code](#) and Guidelines on *LMU Student Classroom and Course-Related Behavior*, students should adhere to “Netiquette”. Your instructor and fellow students need a safe, online learning environment. All opinions and experiences shared, no matter how controversial they may be perceived, must be respected in the spirit of academic discourse. You are encouraged to critique an idea but should not attack an individual. Working as a community of learners, we can build a respectful space for discourse. Below are some tips for good netiquette:

- Listen actively: listen to understand, learn, and receive information.
- Present ideas appropriately.
 - a. Avoid the use of offensive language.
 - b. Be aware of Internet Language. For example, do not capitalize all letters since this suggests shouting.
 - c. Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overuse them.
 - d. Use an appropriate and respectful tone when communicating formally or informally.
- **As in a classroom-based session, engaging in private chat during remote class discussion and presentation is disruptive (instructor discretion).**
- **Do not work on other things during class attendance.**

- **It may be tempting to multitask during class, but this will impede your learning. Your full focus on the conversation and class materials is required.**
- Before posting your question to a discussion board, check if anyone has asked it already.
- Don't post irrelevant links, comments, thoughts or pictures.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument.
- Be willing to express dissent. There should be space for non-majority opinions
- Edit before you push the “Send” button.
- Students are expected to attend class sessions without interruptions.

2. Zoom Sessions

- Please keep your camera on.
- Please keep your microphones muted until it is your turn to speak.
- Please use the raise hand feature or use the chat if you have a question or comment
- Be an active participant in the breakout sessions.
- All Zoom sessions will be recorded and put on Brightspace. Please review these if you are unable to attend or need to leave early.

3. Safety and Privacy in the remote learning environment

Students and faculty have a reasonable expectation for privacy in all learning spaces. Bimodal and remote learning can involve the use of synchronous video conferencing, asynchronous recorded lectures, live and online discussions, as well as online forums. In these venues, privacy is a priority for a safe learning environment. See [*The Lion's Code*](#)

As a member of our online community, please follow these privacy guidelines:

- Videos captured during class meetings should be used only to support student learning and to prepare students for effective learning.
- Do not share screenshots or images from sessions.
- Do not record any sessions with your own device; asynchronous classes will be posted in a secured page on Brightspace and may not be downloaded, manipulated, or distributed, or uploaded to a public page for any reason (unless with instructor permission).
- Do not share class access information such as Zoom links etc.