

**Syllabus Template**

(Updated 04/05/2021)

**COURSE INFORMATION**

Course Title and number

Quarter

Number of units Meeting Location Meeting days and times

**COURSE DIRECTOR**

Full name(s), degree(s) Office location(s)

Office phone number(s) Email address(es)

***About the course director***

*Briefly introduce instructor/course director background (e.g., education, private practice experiences, etc.) and teaching philosophy.*

***Communication***

*Tell students the preferred communication method(s) (e.g., email, phone calls, office* *hours, etc.), how soon they might expect to get a response from you, etc. Example* *below.*

Announcements will be sent via Canvas Announcements. Important course updates might also be posted on the Home page of the Canvas site. Feel free to email me whenever you have questions. I will reply to your email inquiries within 24 hours or sooner. I am also happy to meet with you face-to-face or virtually.

***Course coordinator***

Full name

Office location

Office phone number

Email address

**COURSE OVERVIEW & DESCRIPTIONS General overview and goals**

*Include the course description. The course description must* *be* *identical to that printed in the university catalogue and*

*cannot be changed without approval of the curriculum committee. Official course descriptions can be found in the*

*academic catalog at* [*http://www.pacific.edu/About*](http://www.pacific.edu/About)*‐Pacific/AdministrationOffices/Office‐of‐the‐Registrar/Academic‐*

*Catalogs.html .*

**Learning objectives**

*Write learning objectives in this format: Verb + noun. Example below.*

After taking this course, students will be able to:

1. Understand…

2. Analyze …

3. Evaluate…

4. Apply…

**Competencies developed through course**

*Check the school website for most current list of competency statements:*

https://[www.dental.pacific.edu/academic‐programs/](http://www.dental.pacific.edu/academic)doctor‐of‐dental‐surgery/competency‐statements‐and‐

definitions

**Instructional methods**

*Face‐to‐face lectures, small group seminars, blended learning, lab, clinic? If you are doing online learning, how will it be delivered (Zoom, self-paced modules, etc.)? Example* *below.*

This course will be delivered in a blended format. In‐class sessions will consist of lectures, whole class and small group discussions, and Q &A. Live online lectures will be delivered with Zoom. Self-paced online modules will be delivered via tools such as Canvas and SoftChalk.

**Assessment methods**

*This includes formative and summative assessment. For example, quizzes in class and on Canvas, mid‐term* *and finals on ExamSoft, test cases, presentations, etc.*

**Course Materials**

**Required text:** Textbook title, author, publisher, and edition.

**Recommended text:** Textbook title, author, publisher, and edition.

**Other supplementary materials (as appropriate):** This might include PDF files, manuscripts, videos, etc. Tell students where these materials will be posted (e.g., Under Modules on Canvas).

**MAJOR ASSIGNMENTS**

*Describe each course assignment clearly. Provide a brief rationale (e.g., how the assignment will help develop a specific skill in students), grading methods (e.g., using a rubric), and due dates. Example* *below.*

**Case‐base** **presentation** **(50** **points** **total)**

*Rationale for the assignment. Directions. Due dates. Grading.*

**Reflective** **portfolios** **(20** **points** **each** **\*2** **=** **40** **points** **total)**

*Rationale for the assignment. Directions. Due dates. Grading.*

**Online** **Discussion** **Forums** **(4** **points** **each** **\*** **5** **=20** **points** **total)**

Each week you will read assigned chapters in the textbook and discuss key concepts. You should post you original post and reply to **at least two (2)** peers in each forum.

**Due:** Original post due by Friday of the week by 11: 59 pm; replies to peers due by Sunday of the same week by 11:59 pm.

**Rubric:** Your discussion posts will be graded using the Discussion Forum Rubric in **Appendix A.**

**Expectations about online discussions:**

* Please **post early** so that your peers have enough time to read your post and reply. Late posts will hold back the class discussion.
* Log in to the forum **2 or 3 times per week** to check on the discussions and take care of the comments/replied by peers.
* Provide meaningful replies to peers.
  + Examples of **constructive** peer replies: Ask peers questions, ask for clarification, share your experiences and resources; suggest a solution to an identified challenge, etc.
  + **Empty responses** such as “Great idea”, and “I like it” are **NOT** acceptablebecause they don’t contribute to peers’ learning. It is important to be friendly to peers, but the opportunities for peer learning are equally important in this course.

**ONLINE LEARNING GUIDELINES**

*Be explicit about your online participation rules. Share with students some effective online learning tips to help them succeed in the online environment. Example below.*

**Tips for success as an online learner:**

* Read directions carefully.
* Check emails regularly for updated information.
* Don’t wait until the last minute to start assignments.
* If you have questions about an assignment, contact the course director promptly!

The following skills may contribute to success in online courses:

* Good time management.
* An open mind towards technology and online education.
* Strong analytical and critical thinking skills for when you "get stuck."
* Resourcefulness. Don't be afraid to ask questions.

**For Zoom meetings**

**You need:**

o Strong, reliable broadband.

o A quiet space.

o A private space if sensitive content is being shared (e.g., patient records).

o A laptop or desktop to access Zoom. Cellphone screens are too small to see the content. Only use a cellphone in emergencies.

o A microphone (most laptops have a built‐in microphone)

**Participation norms:**

* Each Zoom session is recorded and posted to the course Canvas site.
* Questions are highly encouraged:
  + Type questions in the chat box. Send content related questions to “All participants.”
  + You can also raise your virtual hand.
* Keep yourself muted when you are not talking to avoid background noise.
* You are encouraged to turn on your camera. This helps to promote a sense of connection. Turn off your camera when it impacts the bandwidth and audio quality.
* Feel free to use the emojis to express your feeling during the online class.

**Technical Help:**

* SF IT help desk: 415.929.6514; [pchelp@pacific.edu](mailto:pchelp@pacific.edu)
* Canvas 24/7 Support hotline: 844‐698‐7483

**For ExamSoft**

All ExamSoft exams will be administered remotely with ExamID and ExamMonitor enabled. Below are minimum system requirements to take the exams remotely.

* Examplify: **Version 2.3.2**
* Hardware
  + Webcam
  + Microphone (no headphones!)
  + 2 GB free HDD space
  + 4 GB RAM required; 8 GB recommended
  + 2 Mbps upload speed
  + CPU equivalent to Intel i3 2+ GHZ
  + MAC OS (10.13, 10.14, 10.15)
  + Windows 10 (Version 1809 or 1903 only)

**Technical Help:**

* ExamSoft Support team**:** (866) 429-8889, ext. 1.
* SF IT help desk: 415.929.6514; [pchelp@pacific.edu](mailto:pchelp@pacific.edu)

**STUDENT RESPONSIBILITIES**

*Expectations for students. For example, read assigned readings or watch assigned videos prior to coming to the class;*

*actively participate in in‐class and online discussions; contribute to group projects, etc. Example* *below.*

* You are expected to do assigned readings/viewings prior to coming to the class. This is very important because we will discuss and practice key concepts in the readings/viewings.
* You are expected to actively participate in online and in‐class activities.
* You are expected to demonstrate the ability to accept constructive feedback non‐defensively, and to use feedback to enhance your learning.

**GRADING POLICIES**

*Percentage or point breakdown of each assignment, exam, interim and permanent grades, etc. Example* *below.*

**A: >= 93% B : 92‐80% C: 79‐70% D: 69‐60% F: <60%**

|  |  |  |
| --- | --- | --- |
|  | Total points | Weight |
| **Attendance** | 50 | 10% |
| **Weekly quizzes** | 100 | 10% |
| **Mid term** | 100 | 25% |
| **Final exam** | 100 | 25% |
| **Case‐based presentation** | 50 | 10% |
| **Reflective portfolios** | 40 | 10% |
| **Discussion forums** | 20 | 10% |
| **Total maximum points for the course** | 460 points | 100% |

**COURSE CALENDAR**

*Class dates, location (F2F/room or online?), topics, readings, exam/quiz dates, assignments due dates. Example below.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Location** | **Class Topics** | **Assignments** |
| Week 1: Date | Face to face |  |  |
| Week 2: Date | Online (Zoom) |  |  |
| Week 3: Date | Face to face |  |  |
| Week 4: Date | Online (Self-paced) |  |  |

**COURSE POLICIES**

*Clear statement on attendance policy (punctuality, sign in sheets, etc.)*

Missed Exams, Assignments (Make up policy) Academic Misconduct Policy

Description of violation of code of ethics and a statement of procedures for handling such violations.

Link to the school’s policy regarding accommodations in testing:

[http://dental.pacific.edu/School\_Catalog/Policies\_in\_Compliance\_with\_the\_Law.html.](http://dental.pacific.edu/School_Catalog/Policies_in_Compliance_with_the_Law.html)

**FOR CLINICAL COURSES ONLY\*\***

*Graduation guidelines****;*** *Test case and/or competency assessment descriptions****;*** *Clinical metric definitions*

**Suggestion:** Attach rubrics so that students have everything in one single document.

Appendix A Online Discussion Forum Rubric

Appendix B Case-Based Presentation Rubric

Appendix C Reflective Portfolio Rubric