

**Syllabus Template** (Updated 04/2023)

Note: Grey text is examples. Customize based on your instructional needs.

**COURSE INFORMATION**

**Course Title and number:**

**Quarter:**

**Number of units:**

**Location**:

**Days and times:**

**Canvas**: Everything you need for this course is under **Modules** on Canvas.

**COURSE DIRECTOR**

**Name(s)**

**Office:**

**Phone:**

**Email:**

**My background**

*Optional: You may add a brief intro of your background and qualifications, and how they align with this course.*

**My teaching philosophy**

*Optional: You may add a brief intro of your teaching philosophy, so that students know what to expect in the course.*

**Course communication**

*Optional: Tell students the preferred communication method(s), how soon they can expect to get a response from you, etc.*

* I will send out important course announcements using **Canvas Announcements**.
* I always welcome your emailsat any point and I usually reply within a few hours.
* I’m happy to meet with you face-to-face or virtually if you need additional assistance.

**Course coordinator**

Name:

Office:

Phone:

Email:

**COURSE OVERVIEW**

 **Course overview**

*Brief description of the course. It 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* [*https://catalog.pacific.edu/sanfrancisco/arthuradugonischoolofdentistry/doctorofdentalsurgery/#distributionofinstructiontext*](https://catalog.pacific.edu/sanfrancisco/arthuradugonischoolofdentistry/doctorofdentalsurgery/#distributionofinstructiontext)

**Course goals**

*List course-level learning goals in this format: Verb + noun.*

By the end of this course, you will be able to:

* Apply…
* Evaluate…
* Develop…

**Competencies developed through course**

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

https://www.pacific.edu/dental/academic-programs/competency-statements

**Instructional methods**

*Brief description of the teaching and learning methods, e.g., lecture, lab, projects, etc.*

**Assessment methods**

*Brief description of assessment methods. This includes formative and summative assessment.*

**COURSE MATERIALS**

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

**Other required materials (if any):**

**Optional material (if any):**

**MAJOR ASSIGNMENTS**

*Describe each assignment clearly, e.g., step-by-step process, grading, rubric, due date. Examples below:*

Detailed directions for each assignment can be found within the Assignment on Canvas.

1. **Syllabus Quiz (10 points) [Open-book]**

This quiz checks your familiarity with information in the syllabus. You have **unlimited attempts**.

Due: Prior to class starts on Monday, May 15.

1. **Class Attendance (5 points each \* 4 =20 points)**

Attending the face-t0-face meetings is mandatory.

1. **Discussion Forums (5 pts each \* 5 =25 points)**

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

Due: Original post due on **Friday**; peer replies due on **Sunday**.

Rubric: Discussion Forum Rubric **(Appendix A).**

***Expectations about online discussions:***

* Please **post early**. Late posts will hold back the class discussion.
* Log in to **3 or 4 times** per week to check on the discussions and take care of peers’ comments/questions.

***Expectations about peer interactions:***

You are expected to provide meaningful feedback to peers in your replies to them.

* Examples of **constructive** feedback**:** **asking questions; sharing experiences/resources; suggesting a solution to an identified challenge.**
* **Empty** responses such as “***Great idea”, and “I like it***” are **NOT** acceptable because they don’t contribute to peers’ learning. It is important to be nice to peers, but the opportunities for peer learning are equally important.
1. **Evaluation Report (65 pts) [Group project]**

*Rationale: As program evaluators, you will need to frequently write evaluation reports and present findings to key stakeholders. This assignment gives you a chance to practice this critical skill.*

In Week 1, I will introduce the “Computer-Based Testing (CBT)” program at Pacific’s dental school. In small groups of 2, you will write an evaluation report for the program. The report will be completed in 4 parts. I will provide formative feedback for each part.

* ***Part 1 – Introduction.*** Describe the program; provide a brief literature review to demonstrate theoretical and/or empirical support for this program.

Due: Friday, Week 1.

***Part 2 –Evaluation questions.*** Identify 2 evaluation questions based on given survey data*.*

 Due: Friday, Week 2.

* ***Part 3 – Evaluation methods.*** Describe participants and data collection methods.

Due: Friday, Week 3.

* ***Part 4- Data analysis plan.*** Describe how you **plan to** analyze the given data.

Due: Friday, Week 4. **[I will provide consultation for data analysis.]**

***Final Evaluation Report (65 points).*** Revise the parts you have completed based on feedback received; add Results & Discussions à Submit finalized version.

Rubric: Evaluation Report Rubric (**Appendix C).**

Due: Friday, Week 5.

1. **Final Exam (16 pts) [Open Book]**

Brief introduction about the final exam.

**ONLINE LEARNING TIPS**

*For online and blended courses and face-to-face courses that have online activities, be explicit about your online participation rules. Share some online learning tips to help students succeed.*

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

* Read course announcements carefully for important updates.
* Read assignment directions carefully.
* Don’t wait until the last day of the week to start course work.
* Don’t be afraid to ask questions. If you have questions, contact the course director promptly!

**Zoom meetings**

* Each Zoom session is recorded and posted to Canvas.
* Questions are highly encouraged. Type questions in the chat box or raise your 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.
* Feel free to use the emojis J.

 **Technical Help**

* SF IT help desk: 415.929.6514; pchelp@pacific.edu
* Canvas 24/7 Support hotline: 844‐698‐7483
* ExamSoft Support team**:** (866) 429-8889, ext. 1.

**STUDENT RESPONSIBILITIES**

*Expectations for students. For example, read assigned readings prior to class;* *actively participate in in‐class and online discussions; contribute to group projects, etc.*

You are expected to:

* Do assigned readings/viewings prior to coming to the class. We will discuss and practice key concepts covered in the readings/viewings.
* Actively participate in online and in‐class activities.
* 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.*

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

|  |  |
| --- | --- |
| Syllabus quiz | 10% |
| Attendance | 10% |
| Discussion forums | 25% |
| Evaluation report  | 35% |
| Final exam | 20% |

**COURSE POLICIES**

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

**Missed Exams, Assignments (Make up policy)**

**Academic Misconduct Policy**

Please refer to the link below for the school’s Code of Ethics:

<https://catalog.pacific.edu/sanfrancisco/divisionofstudentlife/#professionaltext>

**Generative AI Guidelines**

*Whether you allow the use of generative AI tools, be clear about the course guidelines. Example below:*

You are welcome to use generative AI in this course. Learning to use AI **effectively and responsibly** is a valuable skill and I have provided tutorial on Canvas on how to use it. The use of AI tools must be done in accordance with the following:

* The AI-generated response may be **inaccurate or biased**. Don’t trust anything it says**. Always verify its accuracy against another source**. You are responsible for inaccurate or unethical content you submit.
* **Quote and cite** any AI-generated text that you use **-** like any other reference material.
	+ Copying AI-generated text verbatim is plagiarism.
	+ Even if you have paraphrased the AI-generated text, using it without proper citation is also a violation of academic integrity.
* Make it clear which part of the work is generated by AI by **highlighting the AI-generated text.**
* No more than **20%** of your work should be generated by AI.

**In-text citation (example)**

 It is important to use chatbots in a way that complements, rather than replaces, human interaction and instruction (ChatGPT, 2023).

**References (format and examples)**

Tool name. (Creation date). “Your text of query.” Company that developed the tool. Link to the tool. Brief description of how you used it.

ChatGPT. (01/17/2023). “Your text of query.” OpenAI. <https://chat.openai.com/>. Requested on initial draft of the introduction section of the essay, which I then edited and expanded.

**ACCOMMODATIONS**

Please refer to this link for the school’s Policy on Accommodations for Students with Disabilities

### <https://catalog.pacific.edu/sanfrancisco/divisionofstudentlife/#professionaltext>

**SUPPORT RESOURCES**

Pacific Dugoni is committed to your academic and personal success. In addition to course directors and faculty advisors, you have access to the following services:

* Tutoring. Consult with the course director.
* Dugoni Peer Support Program: https://dental.pulse.pacific.edu/current-students/student-life/dugoni-peer-support-program
* Counseling and Psychological Services (CAPS): <https://dental.pulse.pacific.edu/current-students/student-life/mental-health-resources#c>

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

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

**NEXT PAGES**

Course Calendar

Appendix (rubrics)

**COURSE CALENDAR**

*Class dates, location, topics, assignments, due dates, etc.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Location** |  **Topics** | **Assignments**  |
| Week 1: Date | F2F(514) |  |  |
| Week 2: Date | Online (Zoom) |  |  |
| Week 3: Date | F2F (514) |  |  |
| Week 4: Date | Online (self-paced) |  |  |

**APPENDIX**

*Attach rubrics so that students have everything in one single document. List each rubric on a separate page.*

**Appendix A Discussion Forum Rubric**

**Appendix B Presentation Rubric**

**Appendix C Evaluation Report Rubric**