**Course title**

**Course code**

**Session/term**

**Course instructor(s):** [Insert name(s) of course instructor(s) and if applicable, TAs. Please include contact information, preferably in terms of YorkU email addresses, for all members of the teaching team.]

**Technical requirements for taking the course:** [Please list what students will need in order to fully participate in your course. If you are expecting that students participate in your course 1) through video conferencing and 2) that they also appear on video (e.g., for tutorial/seminar discussion, remote proctoring, oral exams, etc.), please let them know upfront. In addition to stable, higher-speed Internet connection, these students will need a computer with webcam and microphone, and/or a smart device with these features.

Here are some useful links for student computing information, resources and help:

[Student Guide to Moodle](https://lthelp.yorku.ca/student-guide-to-moodle)

[Zoom@YorkU Best Practices](https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf)

[Zoom@YorkU User Reference Guide](http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf)

[Computing for Students Website](https://student.computing.yorku.ca/)

[Student Guide to eLearning at York University](http://elearning-guide.apps01.yorku.ca/)

To determine Internet connection and speed, there are online tests, such as [Speedtest](https://www.speedtest.net/), that can be run.]

**Times and locations:** [Please clearly communicate to students that this is a course that will be remotely delivered. Suggested language is provided in blue font.] Please note that this is a course that depends on remote teaching and learning. There will be no in-person interactions or activities on campus.

**Organization of the course**

[Please clearly communicate to students how you will be organizing your remote teaching. **This section will be longer and more elaborate than for in-person courses**, largely because you will need to indicate if you will be teaching synchronously and/or asynchronously and how these modes of teaching correspond with the course’s scheduled meeting times. Your scheduled meeting times can be found on the [Registrar’s Office’s website](https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm).

Decisions about asynchronous and synchronous modes of teaching are at your discretion, but please make it clear to students when they are expected to attend your virtual classes. Here are some examples of how you can choose to run your course:

* Your entire course can be run asynchronously as though it were an online (ONLN) course. Please ensure that test dates and due dates for assignments correspond to a scheduled meeting day/time. Suggested wording for this course format is in blue font, and a more elaborate example can be found on the LA&PS online course outline template: The entire course, including the submission of assignments, participation/discussion and test-taking, will take place on the course’s Moodle. Although we are scheduled to meet at particular times and days of the week, this course has no live virtual meetings outside of office hours. Like an online course, you can learn the course material at your own pace, following the schedule of readings and activities.
* Your entire course can be run synchronously according to the RO’s schedule (i.e., with ‘live’ sessions scheduled according to your meeting times). Please clearly communicate to students that they are expected to meet at the scheduled times, and how (e.g., via Zoom, Adobe Connect, Google Hangouts, Moodle chat, etc.). To accommodate students who may be unable to attend live sessions (e.g., international students, students with many competing obligations, etc.), please ensure that you record all live sessions and make them available for student viewing. Please provide opportunities for students to participate asynchronously in order to maximize student engagement in the course.
* Your course has both synchronous and asynchronous elements. Please indicate to students how these elements work in relation to your course’s scheduled meeting times. For example, a lecture course with tutorials can run the lectures asynchronously (e.g., pre-recorded lectures every week) and the tutorials synchronously. Please ensure that there is consistency in how TAs will be running their tutorials, so that they are run in similar ways (e.g., they are all synchronous, or they use the same mixture of synchronous/asynchronous modes of student engagement). As another example, we can consider seminar courses. For instance, a seminar course can meet once a week synchronously as a group, according to one of the scheduled meeting times. The other scheduled meeting times can consist of activities that can be completed asynchronously, and/ or can be used for synchronous drop-in sessions. Examples are provided below in blue font. Please note that these are only examples, and you are free to develop your own mix of synchronous and asynchronous elements according to your course objectives and learning outcomes.
* While you will retain a schedule for your remotely delivered course, please note that we are strongly encouraging you to not deliver your virtual lectures in the same manner as you would your in-person lectures. That is, please do not deliver a one-, two- or three-hour long lecture in one single take. Research has demonstrated that effectively delivered online lectures will need to deviate from the format of the traditional classroom lecture. For instance, your online lecture, whether pre-recorded or live, will need to be broken down into 15- to 20-minute segments. If delivered live, your shorter lecture segments can be followed by more interactive student activities (e.g., Q & A periods, workshops, work done in Zoom breakout rooms, or even stretching activities for students. The latter is being suggested so that we are not compelling students to remain in front of a screen without movement for too long. The stretching allows them a physical and mental break, so that they can more effectively focus on learning the next short lecture segment). Please apply similar considerations in your delivery of live seminar sessions.

Lecture with tutorials

|  |  |  |  |
| --- | --- | --- | --- |
| Meeting | Day | Time |  |
| Lecture | Monday | 8:30 – 10:30 am | This is a pre-recorded lecture. Please access the lecture via the course Moodle. |
|  | Tuesday | 8:30 – 10:30 am | This is a live lecture via Zoom [insert Zoom meeting link.] The lecture will be recorded, and the recording can be accessed via the course Moodle by Wednesday morning. |
|  | Wednesday | 8:30 – 10:30 am | This is a pre-recorded lecture. |
|  | Thursday | 8:30 – 10:30 am | This is a pre-recorded lecture.  Please note that the course instructor’s virtual office hours are alwaysscheduled on Thursdays from 9:30 to 10:30 am. Please drop in to chat [insert Zoom link that will be accessible to all students in the course]. For individual appointments, please email the course instructor. |
| Tutorial 1 | Tuesdays &  Thursdays | 2:30 – 4:30 pm | This tutorial will always meet live via Zoom. [Insert link.] |

Seminar course

|  |  |  |
| --- | --- | --- |
| Mondays | 2:30 – 5:30 pm | We will always meet as a group during this time to discuss the readings through a live Zoom session. [Insert instructions and/or link about how students will be able to attend your live virtual class.] Please note that the Zoom meetings will be recorded and posted to the course Moodle. |
| Wednesdays | 2:30 – 5:30 pm | We will not typically meet live on Wednesdays as a group. This class is used for [insert purpose: group activities, completion of assignments, assessment, due/test dates, etc.]. Please refer to the schedule of readings and activities for more details.  Please note that virtual office hours will always be held from 2:30 to 3:30 pm on Wednesdays. |

**Course** **webpage**: [Moodle]

**Virtual office hours:** [Please provide a virtual office hour for student meetings/consultations. If you will not be providing synchronous teaching, it would be useful to use one of your scheduled meeting times for your office hour. If using Zoom for your virtual office hour, please schedule a meeting time as recurring, and designate yourself as host. Disable audio and video for all participants entering the meeting. For further security features, such as setting a meeting password, please see [Going Digital](https://eso.laps.yorku.ca/goingdigital/). For more suggestions on how to hold virtual office hours, please visit the [Going Remote website](https://bold.info.yorku.ca/interact-with-students/).]

**Expanded course description:** [Insert your course description.]

**Course objectives and learning outcomes:** [Insert your course objectives and learning outcomes.]

### Course readings

[Copyright Support staff are available for helping instructors link their readings to York University’s e-resources at [copy@yorku.ca](mailto:copy@yorku.ca). Please also visit the [York Bookstore webpage](https://bookstore.yorku.ca/) for ordering e-books and for the free shipping of course books/kits to students with a Canadian address.]

**Evaluation**

[The [Senate Grading Scheme and Feedback Policy](https://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/) stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Summer Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see the policy for exceptions to this aspect of the policy).

Please note that an exam or term test worth more than 20% of the final grade may not be given during the final two weeks of classes. It must be scheduled for the formal exam period. For the SU and S2 sessions, the formal exam period will run from August 14 to 21, 2020; for the S1 session, it will run from June 24 to 26.

To help your department/school with the grade reappraisal process, please remember to include specific due dates for all pieces of evaluation.]

**Course policies**

[Insert your course policies on grading, assignment submission, tests and makeup tests, lateness penalties, etc. For language on these policies, please review the [basic course outline](https://secretariat.info.yorku.ca/files/BasicCourseOutlineTemplateNovember2013-.docx?x45720) provided by the Academic Standards, Curriculum & Pedagogy Committee.

If you will be including audio-visual recordings of your live sessions on Moodle, you may wish to include a course policy on how those recordings should be used by students. Please review the [guidelines](https://ipo.info.yorku.ca/privacy/guidelines-for-the-taking-and-use-of-photographs-video-and-audio-recordings-by-employees/) for the taking and use of photographs, video and audio recordings by York employees. Please note in your policy that 1) the recordings should be used for educational purposes only and as a means for enhancing accessibility; 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](https://www.ontario.ca/laws/statute/90f31)); and 3) all recordings will be destroyed after the end of classes.

For some common language about academic integrity, and the online tools used to promote it, please see the text in blue font below. Please note that students should be able to opt out of Turnitin and remote proctoring, if they so choose. For the few students who opt out, they will need to inform you. For these students, please make alternative arrangements for assignment submission and/or assessment. Students who opt out should not be penalized in any way.]

*Academic honesty and integrity*

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK’s [Academic Integrity module](https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another’s work, the representation of another’s ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/).

Turnitin

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin service are described on the Turnitin.com website.

[If you are considering remote proctoring, it must be offered by a professional proctoring service. Please do not engage in makeshift (Zoom) proctoring. Please also note that a professional remote proctoring service is to be used as a last resort for maintaining academic integrity. Please exhaust all possible alternative assessment options before requesting the use of such a service. For alternative online assessment ideas, please consult the [Teaching Commons](https://bold.info.yorku.ca/) and [the Taylor Institute website](https://taylorinstitute.ucalgary.ca/teaching-continuity/student-assessment-ideas) as starting points. If you are considering the use of remote proctoring, please consult both the Associate Deans, Programs and Teaching & Learning, to discuss the pros and cons of using this service. York’s licence with the service is limited and you will require Dean’s Office approval to use this service.]

**Course information**

All students are expected to familiarize themselves with the following information:

* [Student Rights & Responsibilities](https://oscr.students.yorku.ca/csrr)
* [Academic Accommodation for Students with Disabilities](https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/)
* [For more language on course information, please consult the University’s [Important Course Information document](https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf?x45720).]

**Schedule of readings and activities**

[Please note the following dates for the summer term: For the SU session, classes will start on May 11 and end on August 12. For the S1 session, classes will start on May 11 and end on June 22. For the S2 session, classes will start on June 29 and end on August 12.]