

Simple Syllabus Distance Learning (DL) Components

Component	Copy and Paste DL Language	Instructions
Header		Pre-populated
Instructor Information	<p>Phone/Contact: Canvas Inbox/FSCJ email</p> <p>Office Location: Canvas</p> <p>Student Hours: By appointment/BigBlueButton</p>	<p>Please add virtual contact method and virtual office hours.</p> <p>Click on the pencil to edit. Click on Save when complete</p>
Course Information		Pre-populated
Course Location Details		Pre-populated
Welcome Message (Final Syllabus)		<p>This message helps DL learners get to know their instructor. It could include information about the nature of the course, a brief overview of expectations, tips for success, comments on teaching philosophy, a summary of experience with teaching online courses, personal information, such as hobbies, family, travel experiences, etc., the role of the instructor, and how the instructor prefers to be addressed.</p> <p>This component is a Quality Matters Standard.</p>
Communication and Instructor Response	<p>You can anticipate responses to inquiries and questions within 24–48 hours of receipt.</p> <p>You can expect to receive assignment feedback within 7 days of submission.</p>	

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<p align="center">Required Text/Materials</p>		<p>Follett, OER, ZTC, and Access materials are pre-populated.</p> <p>This information is updated nightly to match adoptions reported by Follett. If it appears incorrectly, please email Syllabus@fscj.edu.</p> <p>TIP - Select the preview icon to see how the auto-populated materials will appear for your students.</p>
<p align="center">Important Collegewide Dates</p>		<p>Pre-populated</p>
<p align="center">Course Learning Outcomes</p>		<p>Course Learning Outcomes have been auto-populated for CeL designed courses.</p> <p>TIP - Select the preview icon to see how the auto-populated outcomes will appear for your students.</p>
<p align="center">Course Outline (Date Column - Final Syllabus)</p>		<p>Cut and paste from course specific Learning and Grading Plan. *See note at the bottom of the document</p> <p>If you plan to use the optional Course Calendar, the date column can be removed from the learning plan.</p>

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<p>Course Calendar (Final Syllabus)</p>		<p>This optional component syncs with Canvas and pull in all assignments, discussions, and quizzes in your course along with their due dates. If you make a change to the assignment in Canvas, it will update here. Make invisible for Initial Syllabus.</p> <p>Important If you manually edit a cell in this table, it will lose its connection with Canvas and will no longer sync. You can use the Reset feature, selecting only this component, to remove all manual edits and resync the component back with your Canvas course.</p>
<p>Course Participation</p>	<p>Students learn through interactions with each other, with their instructor, and with the course material. A primary goal of this course is to encourage you to build learning communities within the course. This course has special forums to aid in building our learning community. We will use the discussion area to meet each other and share our thoughts and concerns.</p> <p>The “Questions for the Professor” discussion forum is used for general questions about course content, navigation, or flow. Please do not ask personal or specific grade-related questions in this forum, send individual communication instead.</p>	<p>This component is a Quality Matters Standard.</p>
<p>Grade Breakdown</p>		<p>Delete pre-populated language.</p> <p>Cut and paste from course specific Learning and Grading Plan. *See note at the bottom of the document.</p>

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Assessment Centers Information		Pre-populated. Please make invisible if your course doesn't have proctored exams.
Attendance Policy	Attendance is measured in this course by your regular academic engagement in the online classroom. You are expected to engage academically throughout the length of the online course. You will be dropped from the class following the college's never attended policy if you do not demonstrate academic engagement during the first week of a class. Please refer to the Class Attendance section of the College Catalog for detailed information on the class attendance requirements.	
Late/Missed Work		Please provide your policy.

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<p>Expectations of Student Conduct</p>	<p>In the online classroom you'll often communicate with your classmates and instructor through the course discussions, email, and sometimes chat sessions. As a general rule, you should adhere to the same classroom conduct in your online courses as you would in a traditional face-to-face course.</p> <p>"Online manners" are generally known as "netiquette." Some examples of proper netiquette follow:</p> <p>Avoid writing messages in all capital letters, which IS GENERALLY UNDERSTOOD AS SHOUTING.</p> <p>Be careful what you put in writing. Even if you are writing an email message to one person, assume that anyone could read it. Though you may send an email to a single person, it is easy to forward a message to hundreds or thousands of people.</p> <p>Spelling, grammar, and punctuation matter. Online and hybrid/blended courses demand the same standard of scholarly communication as face-to-face courses.</p> <p>Never use profanity in any area of an online course. Transcripts of online course communications are savable.</p> <p>When responding to messages, use "Reply to All" only when you intend to reply to all.</p> <p>Avoid unkindly public criticism of others. Publicly inappropriately criticizing others is known as "flaming."</p> <p>Avoid sarcasm and use humor with care. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your comments may be lost, and your message may be misinterpreted.</p>	
<p>Accessibility and Accommodations</p>		<p>Pre-populated</p>
<p>Academic Dishonesty Policy</p>		<p>Pre-populated</p>

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<p>A.I. Statement</p>	<p>Sample Language:</p> <p>In this course, we recognize the value of artificial intelligence (AI) for improving grammar and promoting collaboration. We permit students to use AI-based applications for these specific purposes while emphasizing the importance of self-discipline and personal integrity in the learning process. We encourage students to rely primarily on their own knowledge and understanding when completing assignments and engaging in discussions. If AI is used beyond its designated purposes, students should expect to revise their work to demonstrate authentic learning. Unfortunately, continued misuse of AI may result in the need to withdraw from the course.</p> <p>OR</p> <p>We acknowledge the transformative potential of artificial intelligence (AI) in shaping the educational experience and promoting personal growth. In this course, we encourage the full use of AI as an innovative learning resource. Students are welcome to explore AI-driven tools and techniques for research, problem-solving, and creative expression. However, we expect students to maintain a spirit of academic integrity, giving credit where it's due and adhering to the ethical principles of our academic community. Ultimately, we believe that a responsible and thoughtful integration of AI can enrich the learning journey for all participants.</p>	<p>Please add your AI Statement here to inform students whether or not they are allowed to use AI in the course or as an introduction to AI. You may opt for one of the sample language examples or enter your own version.</p>

* To access your course specific Learning and Grading Plan, self-enroll in the FSCJ Online Canvas course through the following link.

<https://canvas.fscj.edu/enroll/WNCCNJ>.

If your course isn't listed, please access the CeL syllabus template for your course. This is temporarily located in myFSCJ.

Path: Faculty Center, Faculty Resources, Archived Syllabus (left hand menu).

Cut and paste the Calendar of Activities into the Course Outline component and Grade Distribution in the Grade Breakdown component.