Hartford Seminary Syllabus Guidelines

In order to provide quality instruction that is consistent with the specific degree program outcomes, as well as the mission of the seminary, the following guideline is provided for all instructors teaching at Hartford Seminary. This provides important information about the timing and quality of syllabi. Instructors might browse other syllabi for further suggestions and ideas of formatting (see https://www.hartsem.edu/academics/courses/)

Preliminary Syllabus:

Registration for semesters normally begins during the preceding semester. A preliminary syllabus must be submitted in March for summer and fall Semester courses, and October for spring semester courses. (Specific deadlines will be announced by the registrar.)

The preliminary syllabus must include: Course description. Learning Outcomes, modality (f2f, asynchronous online, blended), a description of the style of the course (e.g. seminar, lecture based, small groups, etc.), required reading, an outline of the assignments that will be required, and basic outline of the course.

Preliminary syllabus and the required reading must be uploaded to the seminary library "textbook and syllabus submission" page: https://www.hartsem.edu/current-students/textbook-submission/.

Please remember: Students who are selecting courses will make decisions on whether to register for your course based on the preliminary syllabus.

Submission of Final Syllabus & Course Publication:

The final syllabus for the course is due two weeks before the start of the semester, at the latest. The final syllabus should be uploaded to the "textbook and syllabus submission" page to insure that the library has your required and recommended reading: https://www.hartsem.edu/current-students/textbook-submission/

The Canvas site should be published and open to students one week prior to the start of the semester, with at least an introductory module and modules for the first four weeks of study built and published in Canvas. This allows students to prepare for your class and the first session. At the same time that the final syllabus is submitted, two weeks before the start of the semester, the course site should be ready to go.

Planning for Modality

Semester face-to-face courses: normally 14 weeks with one week for finals, presentations, or papers. Courses normally meet for 3-hour blocks that include break times. Classes that are canceled due to inclement weather or scheduling conflicts can be made-up during reading days, finals week, or can be converted to asynchronous requirements. (See the modality guidelines below.)
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Blended/Intensive courses: While these courses are normally one week "intensives" meeting five days a week from 9 to 5, this face to face time should not be considered sufficient for a 3-credit class. Pre-work (e.g., book reviews, postings, journals, etc.) and post-work (papers and projects) should be considered as requirements along with the intensive week. Final assignments should be due no later than three weeks following the intensive week.

Asynchronous online courses: All course activity and interaction is done online and asynchronously (meaning that students are not required to be on live with the class at the same time). Lectures, readings, discussions and other assignments are provided through the Canvas platform and there are no required Zoom Meetings or other live activities. For a helpful guide no the kinds and amount of activities for each week, see "general expectations" of work load below.

Synchronous online courses: Similar to standard online courses, except these courses also feature regular, required Zoom meetings or other live interaction that supplement the asynchronous activities of the course. Please note that the use of synchronous meetings does not fully replace the asynchronous elements of these courses; other assignments or activities, such as online discussions, should be required between sessions in addition to normal required reading.

All class days and times are carefully established prior to course registration and published as part of the schedule. Please do not move your class time without consultation with the Dean's office. Students carefully plan their semester based on their own work and family lives. Moving a class may impact other courses as well.

The Course Canvas Site:

Every course, regardless of whether a course is face to face, blended, synchronous, or asynchronous will have a Canvas site. While instructors can choose how to arrange the site, according to best teaching practices, the site should be used to assist students in accessing and interacting with material for the course.

By convention, all Hartford Seminary course sites should make use of modules that follow the organizational structure of the course, beginning with an introductory module that provides resources for the course as a whole; for most courses, the most useful way to organize modules is by numbered week or day of intensive study.

The final syllabus and policies should be posted in the introductory module of the course. Grades should be posted on Canvas in a timely manner so that students have access to their standing in the course. If your Canvas gradebook is set up correctly, using Assignment Groups in Canvas, you will not need to separately enter final student grades in Populi at the end of the semester. Remember that Canvas and Populi (our replacement for SONIS) are now linked, so that students can see their "current grade" in each course, as well as their final grades for each course, in Populi.

Brian Clark (bclark@hartsem.edu), the Director of Instructional Design, can assist faculty in every stage of planning, building, and teaching their courses. It is best to begin the process of consulting with him during the process of moving from a preliminary syllabus to a final syllabus and published site, but he can be of help at any stage in the process.

The Final Hartford Seminary Syllabus should contain the following information:

Hartford Seminary --- Semester and year

Course title and course number - as designated by the Registrar. Your title should be interesting and not use too much field specific jargon.

Meeting dates and times – as agreed in consultation with the Registrar.

Instructor contact information
(Office location, office hours, email, phone optional)
If you are teaching an online course, an "office hour" should be scheduled within the course, for students to be able to check in with you.

Course Description – The description should be short, interesting, and clearly describe the content to be covered, the predominant method of instruction (e.g. lecture, seminar, small group work, etc.).

Course Objectives – **Course Objectives** describe the educational goals of your course content; what each student will learn or skills to be developed. (See *Bloom's Taxomony* for suggestions.) Please, identify which assignments apply to and are measured by the specific course objective(s).

Program Requirements and Learning Outcomes – Each course will fulfill a particular role in the curriculum and meet specific outcomes of a program. List where a course objective aligns with a particular **Program Learning Outcome** (listed below). Each course should align with several program learning outcomes. Not all program learning objectives are appropriate for each course. Keep in mind that you will have students from different programs in the course (if it is 600 level). The registrar's office will indicate which program requirement your course will fulfill.

Master of Arts in Religious Studies: Learning Outcomes
1. To demonstrate foundational and critical knowledge of one's own religion
2. To demonstrate the knowledge, capacities, and willingness to respectfully engage other religions and world views
3. To demonstrate knowledge of the practices of one's own religious tradition and the capacity to appreciate the practices of other religious traditions
4. To demonstrate knowledge and skills for dialogical and constructive engagement with diversity.
5. To demonstrate the ability to relate theory and practice in the social contexts in which a religion's communities exist.

PhD in Islamic Studies and Christian-Muslim Relations: Learning Outcomes
1. Comprehensive knowledge in Christian-Muslim relations, theologies of interreligious engagement, or interfaith dialogue
2. Competence to produce and engage in original research and writing to advance the scholarship on Islamic Studies and Christian-Muslim Relations for the benefit of faith communities, academy, and society
3. Competence to teach this area in religious communities and academia

4. Skills and knowledge to inspire and encourage students to do autonomous projects that will advance the understanding of Christian-Muslim Relations in religious communities and academia

Hartford Values for Collaborative Teaching and Learning – the syllabus and course should model:
- Showing mutual appreciation and respect for others–modeling the privilege to learn from and partner with each other.
- Engaging in cross-disciplinary content and teaching
- Paying attention to the whole personhood of another – history, race, religion, knowledge, gender, and rank
- Demonstrating how to disagree respectfully and well
- Embodying mutuality – Learning to construct ideas and skills and experiences together

List of Required Texts—Include author, title, edition, ISBN (or electronic version, if available). It is important that your required reading reflect a diversity of views and perspectives. **Be mindful of providing a diversity of voices along ethnic, racial, and gender lines.**

List of Recommended Texts—Include author, title, edition, ISBN (or electronic version, if available). Please keep in mind that some students may need either remedial options and others may desire more advanced options.

Course Requirements and means of assessment—Specify how you will assess student work (e.g., participation, presentations, essays, tests, book reports or final papers, etc.) and clearly denote the percentage that each assignment, or kind of assignment, contributes to the final grade. The relative proportionality of assignments, or kind of assignments, should be reflected in the Assignment Groups set up in your Canvas course on the Assignments Page. Remember that Canvas and Populi (our replacement for SONIS) are now linked, so that students can see their "current grade" in each course, as well as their final grades for each course, in Populi. If your Canvas gradebook is set up correctly, using Assignment Groups in Canvas, you will not need to separately enter final student grades in Populi at the end of the semester.

Be clear about the expectations and requirements of each assignment and provide parameters for each degree program.

It is expected that DMin and PhD students should have additional requirements than MARS or MATLS students. In 600 level courses DMin and PhD students must have additional work assigned. Normally, this would be: 2 additional texts with short written reviews, a longer final paper, or other writing assignment—normally applied to their ministry context, for DMin students. For PhD students, 10 additional texts to be integrated into other assigned, such as critical book reviews, short papers, or a final paper – ideally focused on their research topic.

Assignments should be linked to your **Course Objectives**. In other words, let students know how assignments relate to the objectives of the course. Be clear about the expectations of assignments

Discussions -- provide a clear prompt (or choice of prompts) for each discussion, along with specific instructions regarding the kind of writing expected, the suggested length of initial posts, the due date for initial posts, expectations concerning how many peers students must engage, and the expected time frame for their responses to fellow students.
Book review – Perhaps provide a guide so the students know what you expect.
Presentations – Specify a time limit and perhaps the penalty for going over that limit.
Tests – Specify the type - written or oral and amount of time they have.
Final Paper— Normally, final papers will be set for MARS at 15 pages, DMin 20+ pages, PhD 25-35 pages. You might also direct students to the Seminary research paper guide: http://www.hartsem.edu/current-students/student-writing-resources/

Be clear whether you are asking for word count or page length (normally 250 words = one page).

Is there pre-course work? –This is required for intensive courses in order to meet the required to fulfill credit hour requirements. Please be clear with students by email prior to the course, as well as on syllabus.

Note Modality: f2f, synchronous or asynchronous or blended course (that is intensive with online components) – Be clear what the weekly expectation is, how their activities will be assessed. Be clear about due dates and times.

As a general rule, below is a general guideline for the time it takes for students to complete course requirements:

One hour = 25 pages of advanced reading
One hour = one written page of a research paper
One hour = 1 hour of participant observation or interviewing
One hour = 1 hour of supervised experiential learning
One hour = 1 hour faculty instruction (i.e. online interaction and content, including videos, lectures, external websites, discussion boards moderated by the instructor, and other virtual study).
One hour = 3 discussion forum posts/responses (not used except in case of alternate instruction.)

Possibility of resubmitting an assignment –If you allow this, then specify a clear timeline and the percentage of grade reduction.

Accommodations—For students who could benefit from writing assistance, or who ask for accommodations due to a disability, please contact the Student Services Team. Start with the Dean's office.

Do your best to include closed caption in videos. This can be done through YouTube, or transcripts from Zoom recordings. This is not only helpful for those who are hearing impaired, but for non-native English speakers.

Types of Sources – If you have specific restrictions please be clear about what you will and will not allow. For example, are _Wikipedia_ or tertiary sources allowed or are they prohibited?

Plagiarism – Please post or provide a link to the seminary statement on plagiarism:

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used they must be acknowledged. Additionally, if students receive editorial help with their writing they should also acknowledge it appropriately.

Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. **Faculty will report all instances of plagiarism to the Academic Dean**. The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined. For clarity as to what constitutes plagiarism, the following description is provided:

1. Word for word plagiarism: (a) the submission of another person's work as one's own; (b) the submission of a commercially prepared paper; (c) the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself; (d) the submission of any part of another person's work without proper use of quotation marks.

2. Plagiarism by paraphrase: (a) mere re-arrangement of another person's works and phrases does not make them your own and also constitutes plagiarism; (b) paraphrasing another person's words, ideas, and information without acknowledging the original source from which you took them is also plagiarism. See Part II of Kate L. Turabian, A Manual for Writers of Research Papers, Theses and Dissertations, (7th Edition, University of Chicago Press, 2007) for an explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.

3. Reuse of your own work: Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor's permission, to include portions of previously submitted materials if properly referenced.

MA, and PhD Seminary Grading Scale

A (95-100)   Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.

A- (90-94)   Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.

B+(87-89)   Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.

B (83-86)   Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.

B-(80-82)   Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.

C+(77-79)   Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.

C (70-76)   Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.

F (below 70)   Unable to meet the basic requirements of the course.

- Pleaae note: A+'s and C-'s are not part of the grading system.

DMin Grading Scale: High Pass (95-100), Pass (83-94), Low Pass (70-82), and Fail (below 70)

Other Academic policies are listed at http://www.hartsem.edu/current-students/policies/.

General Seminary Policies:

Student Handbook can be found at http://www.hartsem.edu/current-students/student-handbook/

Attendance policy – The following practices are standard:

For a **semester course**—1-2 absences with prior notice is acceptable, or if not acceptable then the participation grade should be lowered, 3 - 4 or more absences without a serious reason should be an automatic failure "without explanation or permission."

For **online courses**—3 or more weeks without posts equal 3 class absences and should be dealt with in the same manner.

For **intensive courses**—follow the policy for DMin: if 25% of course (one and a half days for a week intensive) is missed then the student fails the course.

If students cannot attend class but would like to join via Zoom or some other distance tool, please accommodate. Training for Zoom is available.

Inclusive language – Hartford Seminary is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another's images of God.

Email Policy –The instructor will use the official Hartford Seminary student email address for all course communications. Students should check their hartsem.edu email account regularly.

Use of Technology in class – Please be clear with students regarding the appropriate use laptops, tablets or mobiles during class.

*Classroom etiquette—S*tudent etiquette and interactions are specified by the Student Handbook http://www.hartsem.edu/current-students/policies/ and http://www.hartsem.edu/current-students/student-handbook/

Class breaks –Normally, 15-20 minutes for a three hour block.

Prayer breaks –Instructors should make every effort to schedule the class break around prayer times. This should be negotiated with each class. The chapel is always available for prayers.

Food and drink in class –This is at the discretion of each instructor.

Instructors are expected to leave the classroom as they found it; make sure trash is in the bin, tables should be returned to their previous arrangement, erase the boards, log out and turn off of all classroom technology, make sure windows are closed, and lights are turned off.