

College Name

COURSE NAME

COURSE SYLLABUS

Instructor Information

Course Director/Instructor:

Office/Instructor Telephone:

E-mail:

Course Information

Course Description/Summary:

Course Aim:

Aims highlight the teacher's intentions for the course. They provide an overall big-picture vision of why this course is important for student learning. Relate aims to the alignment of the curriculum: resources, learning activities and assessment of the course components.

Course Learning Outcomes:

List the course learning outcomes (CLO) that prescribe the knowledge, attitudes, skills and practices that students are expected to acquire and demonstrate in completing this course.

Prerequisites, Co-Requisites, Other Restrictions: Enter prerequisite information or other restrictions for the course

Required Textbooks and Materials:

List required course textbooks. Include detail such as full name of textbook, author, edition, ISBN, description (if desired), and where it can be purchased. If a required text is available online, indicate where it can be accessed.

Course delivery and learning structure

Indicate the learning and teaching activities used in the course (e.g. lectures, seminars, tutorials, studios, practicum) and describe how you expect the students to participate and learn in these various components, whether face-to-face, online or in blended learning mode. Specify any learning activities that engage students in using resources and working on tasks, creating

experiences that lead them to achieve the intended learning outcomes e.g. experiments, research-integrated learning, problem solving or project work.

Expectations of students

Indicate the course-specific expectations of students, including:

- level of engagement during class and outside of class
- attendance at lectures and tutorials/seminars/studio classes, labs or technical workshops
- online component requirement
- protocols governing email, social networks and discussion forums.

Course Schedule / Structure

Update below a sample table of weekly class topics or themes, with activities and assessment tasks.

Week [Date/Session]	Topic [Module]	Activity [Learning opportunity]	Total Hours
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			

Week/Lecture 01: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 02: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 03: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 04: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 05: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 06: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 07: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 08: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 09: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Week/Lecture 10: [Module]

- Module Description:
- Topics:
- Readings/Material(s):
- Learning Goal(s):
- Students should be able to:

Assessment

Assessment Tasks

Outline each assessment task, including:

- title and type of assessment (Example: practical work, essay, research paper, literature review, quizzes, exam) and a full description of the task
- length and weight assigned to each assessment task
- mark or grading structure if appropriate
- due date(s)
- assessment criteria and standards

The following is a useful table for presenting this information succinctly:

Assessment task	Length	Weight	Mark	Due date (normally midnight on due date)
Assessment 1:				
Assessment 2:				
Assessment 3:				

Grading Policy:

Include your grading policy explaining how the assessment will be graded and the total points/percentage possible and required to pass. If applicable, include a Late Work Policy regarding the details students need to know when submitted work after due dates.

Feedback on Assessment:

Include a strategy for giving feedback to students on their assessment preparation, activities and/or marked submissions for each task. Tell students when, where and how they will receive feedback for this assessment.

Academic integrity, referencing and plagiarism

Indicate the preferred referencing style with links to resources on how to use it.

SAMPLE