Course Outline Guide

Below, you will find information on how to prepare a course outline.

Introduction

Course outlines are intended to provide students with an overall plan for a course to enable them to function efficiently and effectively in the course. A course outline can be divided into six sections:

- **General information**
- **Learning outcomes**
- **Course content**
- **Instructional method**
- **Course materials**
- **Assignments and evaluation**

General information

- Number and title of course, number of credits;
- Name and title of the Instructor;
- Day, place and time of regular classes;
- Prerequisites - particular courses, specific knowledge or skills a student should know before beginning the course (e.g., use of the computer, ability to read architectural plans, etc.);
- **Access to the instructor - office hours for students, office location and telephone number for office appointments** - Other contact information may be provided, such as email and similar information for teaching assistants where applicable.
- Calendar course description.

Learning outcomes

- Course goals or objectives; clear statements of the knowledge, competencies or skills you expect students to have acquired by the end of the course (e.g., "By the end of this course students should be able to synthesize

information from...." or "make predictions" or "solve problems" etc.).

Course content

- **A description of the topics to be addressed in the course.**

- A concept map or graphic representation of the content of the course.

- The rationale for the sequence of the course, especially if there is not an assigned text in chapter sequence (e.g., an historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications).

- If appropriate, explain what the course is not about or what topics will not be covered.

Instructional method

- Provide a brief description of instructional approaches that will be used during the course (e.g., lectures, seminars, laboratory or clinical activities, group projects, etc.).

Course materials

- **Specific information should be provided about required texts,** including title, author(s), edition number and where they can be purchased or borrowed.

- **Additional materials should be noted** if they are part of the required reading. (It should be clear what is required reading as opposed to suggested reading).

- **Recommended readings should also be listed.** It is helpful to the students to indicate the relationship of each reading to a particular topic in the course. This can be accomplished by grouping them according to topic and/or class session.

- The Library provides access to course materials, both print and online in its Course Reserves system. The Library puts course reserve materials on short-term loan at the branch libraries, while also linking to online materials (both e-books and e-journal articles.) Course Packs are made available at the library branches, along with print and online links for the materials listed in these Course Packs. Please share your lists of course

materials with your Liaison Librarian. You can work with your Liaison Librarian to create links to the library's Course Reserves and online resources in WebCT.

- Any other requirements should be mentioned.

Assignments and evaluation

The description of how learning will be evaluated provides guidelines for students to structure and pace their study and to gauge their progress. Providing explicit information about assignments and grading procedures will allay student anxiety or prevent phone calls, e-mails and visits from students questioning their mark after the course is finished.

Once the course is finished, it is difficult to set up consistent standards and the result can be confusion and perceived injustice. The following issues should be addressed:

A description of the means of evaluation to be used in the course.

- ➢ A clear statement of what percentage of the final grade each assignment and exam will represent.
- ➢ The criteria and procedures for arriving at each contributing score.
- ➢ The consequences of a delayed presentation or late paper. Are extensions possible: What are acceptable circumstances for a delay? Are there penalties?
- ➢ The topic or name of each assignment. Explicit information about assignments (e.g., length, breadth) can also be provided as part of the course outline, but this may be more easily provided later in the course, as assignments are presented. Some instructors prefer to hand out a description sheet for assignments before each is due, responding to any questions at that time.
- ➢ Refer to policies on Academic Integrity and the Right to submit in English and French.

If applicable, refer to the policy on Text-Matching Software.