

## Course Outline Guide

A course outline (or syllabus) is a critical element of your teaching toolkit. In addition to providing basic course information, we can use a syllabus as a teaching device to provide our students with an outline version of our courses, including how it is organized, what content we will be covering, what our objectives are and expectations.

The LUFA Collective agreement requires that all instructors provide a course outline to students, as indicated in article 16.02.07. *At the commencement of each course, a faculty member shall prepare and make available to the students information either in hard copy or electronic form concerning course requirements, assignments, evaluation procedures, components and percentage weighting of the final mark, penalties for late filing of assignments, office hours for academic counselling and any other relevant material, and shall file a copy of this information with his/her immediate supervisor. Any change to this information must be provided in either hard copy or electronic form to the students and copied to the immediate supervisor in a timely manner.*

These are the basic requirements for your syllabus, but you are free to include additional information. The following template includes a number of additional items for you to consider. It has been created based on research indicating how a well thought out and detailed syllabus can best prepare students for success in your class.

**Course Name**  
Department / School/ Program  
Term

**Instructor Information**

Instructor:  
Office Location:  
Telephone:  
E-mail:  
Office Hours:

**Course Identification**

Course Number:  
Course Name:  
Course Location:  
Class Times:  
Prerequisites:

**Course Description/Overview**

Use the calendar description

**Course Learning Objectives**

Outline what the students will have learned by the time they have completed the course

**Course Resources**

*Course Website(s)*

- D2L
- Personal website

*Required Course Text*

- Texts, Readings (location), websites, etc

**Course Schedule/Outline**

Include a list, by week, of intended topics, associated readings, assignment/test due dates, holidays, last day to drop classes etc. (a table works well).

Date	Tentative Topic	Text Readings
(week of..)	Topic area	Chapter, website, article etc
	Mid term / Assignment	
	Holiday break (Thanksgiving, Feb Break)	
	Last Day to drop classes without Academic Penalty	

	Final Exam	
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## Assignments and Evaluations

Be sure to list the assignments, tests etc, including their due date and their value. A table works well for this, as illustrated below.

Assignment/Test	Date	Value
Homework/Essay/Labs etc		
Mid Term Exam(s)		
Class attendance/participation		
Final	TBA	

## Late Assignments

Describe your late assignment policy here.

## Assignments

Describe all of your assignments here, with as much detail as possible. Include due dates and value. It is also helpful to include your evaluation framework. An example of an evaluation rubric is given below.

Example of an Evaluation Rubric for Social Sciences Research Paper

Element	85-100	75-84	60-74	< 60
<b>Writing Mechanics</b> ( /20)	<ul style="list-style-type: none"> <li>conforms to APA standards (headings, manuscript header, margins, page numbers, referencing style)</li> <li>good spelling and grammar</li> <li>very good sentence structure</li> <li>paragraphs are well planned and have excellent flow</li> </ul>	<ul style="list-style-type: none"> <li>conforms to APA standards (headings, manuscript header, margins, page numbers)</li> <li>limited spelling or grammatical errors</li> <li>good sentence structure and paragraph flow</li> </ul>	<ul style="list-style-type: none"> <li>some mistakes in APA format</li> <li>some spelling and grammatical mistakes</li> <li>sentences are somewhat difficult to understand</li> <li>paragraphs have too many ideas</li> </ul>	<ul style="list-style-type: none"> <li>mistakes in APA format</li> <li>mistakes in spelling and grammar take away from understanding</li> <li>sentences are poorly structured</li> <li>paragraphs are confusing</li> </ul>
<b>Research/ Referencing</b> ( /20)	<ul style="list-style-type: none"> <li>excellent referencing within the text</li> <li>large number of journal articles</li> <li>wide variety of sources (different journals, books)</li> </ul>	<ul style="list-style-type: none"> <li>good referencing within the text</li> <li>more than 5 journal articles</li> <li>variety of sources (different journals)</li> </ul>	<ul style="list-style-type: none"> <li>missing some referencing in the text</li> <li>only 5 journal articles</li> <li>limited variety of sources (multiple use of</li> </ul>	<ul style="list-style-type: none"> <li>very limited referencing within the text</li> <li>less than 5 journal sources (or includes web sources)</li> </ul>

	and other information sources)		same journal or edited volume)	– no variety of sources
<b>Content (/40)</b>	<ul style="list-style-type: none"> <li>– all aspects of the assignment are completed</li> <li>– information is accurate, up to date and goes beyond what is required</li> <li>– information is synthesized and connected to course material, as well as connections being made between literature sources</li> <li>– argument is well constructed and connects strongly to conclusion</li> </ul>	<ul style="list-style-type: none"> <li>– all aspects of the assignment are completed</li> <li>– information is accurate and up to date</li> <li>– good synthesis of information and connection between literature sources</li> <li>– well constructed argument and connects to conclusion</li> </ul>	<ul style="list-style-type: none"> <li>– missing some required elements of the assignment</li> <li>– some information is inaccurate or out of date</li> <li>– the information is summarized but not well connected to literature</li> <li>– argument is difficult to follow to the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>– several missing elements</li> <li>– information is often inaccurate</li> <li>– there is limited connection between literature or purpose of paper</li> <li>– limited development of argument; no real conclusions</li> </ul>

## Course Policies

Behavioral standards, attendance, group work/collaboration, safety regulations, etc

## Collaboration/Plagiarism Rules

Specific course rules or policies regarding collaboration on graded academic exercises.

## University Policies

Include those you feel relevant (a brief summary with links to the policies), such as:

- Student Code of Conduct
- Academic Misconduct
- Accommodation for Students with Disabilities

## Additional Information

### Course Fees

- List any course fees here.

### Course Supplies

- List any course supplies here.

## Additional Resource

Grunert O'Brien, J., Millis, B., and Cohen, M. 2008. *The course syllabus: A learning-centered approach*. 2<sup>nd</sup> Edition. John Wiley & Sons.