

Course Outline Template

The course outline template is provided as a checklist and form for you to use in preparing course outlines. It gives a 'road map' or rationale to students about the purpose and structure of the course and it explains to them how their learning performance in the course will be assessed and graded.

1. Course code & Title
2. Course overview
3. Learning outcomes
4. List of topics
5. Assessment scheme (including rationale)
6. Recommended learning resources
7. Course schedule
8. Contact details
9. Details of course website
10. Course policy

1. Course Code

This is a straightforward section. It provides the basic information about the course code and name of your course at the beginning of the course outline.

Course code:

Title:

2. Course overview

Explain concisely in your statement(s) what the course is about and how the overall course will support student learning in the discipline(s) of the programme.

Provide a holistic view of your course with coherent information for your students. It is useful to give details of the background of the subject: the prior knowledge the students should have, the overall aims of the course, and/or how the course relates to the other courses in the programme.

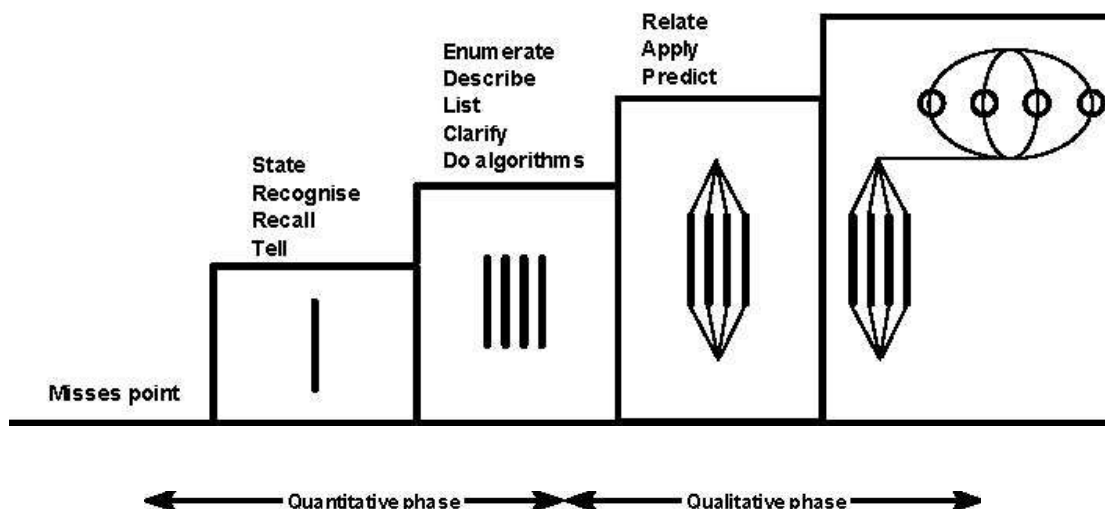
Course overview:

3. Learning outcomes

List 4-5 broad statements of what you hope students will know, be able to do, or have experienced as a result of taking the course.

Intended learning outcomes indicate to the students what you expect them to have learned, i.e., go away with, by the end of the semester or year, and the reasons why these outcomes are important.

The learning outcomes can be broken down into knowledge-oriented learning outcomes, skill-oriented learning outcomes, values etc. The model below it may be helpful in distinguishing basic and higher-order desired learning outcomes (after Biggs, 2003) ¹.



On completion of the course, students should be able to:

4. List of topics

Highlight the fundamental concepts involved in each topic in order to help students better understand what is and what is not covered in the course.

Topic	Contents/ fundamental concepts

5. Assessment scheme (including rationale)

There are many forms of evaluation that you can use to generate the feedback from students such as questionnaires, and qualitative feedback from students through focus-group meetings or email exchanges.

Provide a breakdown of internal assessment and final exam (if there is one). Indicate the main components, what they will test, their weighting or percentage worth, and when they are due. Indicate the criteria by which each piece is to be graded and the grading scheme.

Indicate what is required to pass the course and also any requirements for progression. For example:

- Class attendance and participation [xx %]

¹

Biggs, J. B. (2003). Teaching for quality learning at university (2nd Ed.). Buckingham: Society for Research into Higher Education & Open University Press.

- *Group Project and Presentation [xx %]*
- *Assignments [xx %]*
- *Research Paper (up to 2000 words) [xx %]*
- *Final Exam [xx %]*

Task	Description	Weight

6. Recommended learning resources

These set of learning resources are usually in the form of reading lists and references. They may also include sets of links to online resources and eBooks. It is often helpful to separate these resources into required and recommended. Include a brief statement for each item as to why it is needed/required.

Learning resources

7. Course schedule

A matrix is a good way to represent a course schedule including class, date, topic and requirements so that students can prepare their own learning before classes. It is useful to highlight important dates for students, including holidays, dates when assessments are due and/or dates of tests and examinations.

Week	Date	Topic	Requirements/Readings

8. Contact details

Help students to easily locate your contact information. The information allows students to arrange for any consultation after classes or receive support in terms of learning and teaching from teacher, tutors and/or teaching assistants. It is better to put both the teachers' and TAs' contact details such as name, office location, phone number and email address.

Professor/Lecturer/Instructor	
Name	
Office Location	
Telephone	
Email	
Teaching Location	

Website	
Other information	

9. Details of course website

Use of Moodle learning platform: Moodle is a web-based learning platform that we use to help manage teaching and learning in the course. On Moodle you will find resource material, a list of lectures and tutorials, a discussion site, on-line quizzes, and your own personal grade sheet.

We will use some of these tools later in the course, but for now we just want to make sure you can access these pages. First, go to the Moodle home page by following these steps:

- Click on to your browser, for example Internet Explorer or Firefox: <http://www.mu.edu.et/elearning/> and click on Moodle.
- Click the "Login" link at the top right-hand side of the page.
- Enter your username and password. Your username will be in the format (all lower case): firstname.fathersname
- Your password will be your first name (all lower case).
- When you first log in you will be asked to change your password (see details on "Moodle Introduction for Students"- manual).
- Once you have logged in you will find yourself on your personal Moodle page.
- On the left hand side of the site you will see the heading "Course categories". All the courses in which you are enrolled should be listed. The courses are categorized into different subject areas.
- If you have any problems with Moodle please contact xxxxxxxx

10. Course policy

- *What do I do if I need more time? Indicate the course policy for accepting and grading late work.*
- *Re-marks and Moderations Procedure*
- *Group work / peer assessment / self assessment*
- *Indicate the referencing style required in the course and how the student can access more information.*
- *Include a statement relating to plagiarism and the University's dishonest practice regulations. Example: You should make sure that all submitted work is your own. Plagiarism is defined as copying or paraphrasing another's work, whether intentionally or otherwise, and presenting it as one's own. Any student found responsible for plagiarism in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations which may result in various penalties, including forfeiture of marks for the piece of*

work submitted, a zero grade for the paper, or in extreme cases exclusion from the University.