



Course Outline - Course Title Here

School of

General Information

Course #:

Section #:

Term:

Year: 2020-21

Delivery: *Is the course in-person, blended, online synchronous, online asynchronous*

Course Day and Time: *Course day, time location can be removed for asynchronous online courses*

Course Location:

Instructor Information (Repeat as necessary for multiple instructors)

Name:

E-mail:

If office hours are being held virtually (OWL Forum Zoom, etc.), please specify how you will hold your office hours.

Telephone number for office appointments:

Office hours for students:

Office location:

CA or Lab Instructor Information (if applicable)

Name:

E-mail:

Telephone number for office appointments

Office hours for students

Office location:

Course Description

Enter the course description as it appears in the Academic Calendar, including pre- and anti-requisites.

Go to <http://www.westerncalendar.uwo.ca/Courses.cfm> to open the Calendar, then enter the course number in the search field to find your course.

Required Course Materials

Provide specific information about required readings, including title, author(s), edition number and availability (from where they can be purchased or borrowed). It is helpful to the students to indicate how each reading relates to a particular topic in the course.

Optional Course Materials

If optional materials (e.g., recommended readings) exist, list them here.

Learning Outcomes

Learning outcomes are 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"). Learning outcomes provide more detailed information about the course goals or objectives. Learning outcomes help to organize and structure students' learning and improve their ability to know how course activities and tasks contribute to that learning.

Brescia Competencies

The Competencies are Brescia's institution-level learning outcomes. Identify how course content, activities, and assignments assist students in developing the Competencies, and to what Level (1 to 4). The Brescia Competencies Handbook is available as a resource with this exercise. You are not required to use this document's language verbatim; rather, you are encouraged to interpret and articulate the Competencies from your disciplinary perspective.

Teaching Methodology and Expectations of Students

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

You may also choose to include additional information relevant to this course, such as attendance requirements, expectations for OWL use, and classroom etiquette (e.g., use of electronic devices).

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

A description of the means of evaluation to be used in the course: The purpose of evaluation is to provide feedback to students on their learning, as well as to permit the instructor to assign a fair grade at the end of the course. Providing explicit information about assignments and grading procedures will clarify expectations and allay student anxiety, while supporting students in pacing their studies, gauging their progress, and achieving learning outcomes.

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

[instructors must indicate whether medical documentation will be required for course components worth less than 10% of the course grade. If medical documentation is required, such documentation must be submitted by the student directly to their academic advisor.]

If you will require documentation:

For course components worth less than 10% of the total course grade, documentation will be required. Medical or other supporting documentation should be submitted to your Academic Advisor.

If you will not require documentation:

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

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 is helpful for students*
- *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/chapters will not be covered.*
- *If appropriate, rather than assigning specific dates, may note that topics will be covered in the order listed and dates listed (if you list any) are meant as a guideline.*

Weekly Organizer:

Class/Topic	Date	Description	Assignments and/or Readings Due
		e.g., topic, content, associated readings, activities.	e.g., quiz, paper, group project, exam.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

It is strongly recommended that variations in schedules, e.g., due to holidays and reading week, be indicated.

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