**Course Outline**

**Category: (1)**

|  |  |
| --- | --- |
| Faculty: **Department:****Faculty Approval Date:** | **Date:****Contact Person:****Phone:****Email:** |
| **Effective Date for Change:****Proposed Calendar Entry:** (40 word limit.) | **URL:**(URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.) **Present Calendar Entry:**(Cut and paste from the current web Calendar.) **Type of Action:**(e.g. new course, delete course, etc.)**Rationale for Proposed Change:** In this section, write clear and concise reasons for the calendar change. If there are several changes, number them in the “Type of Action” section, and use the same numbering in the “Rationale” section to provide the reasons for each of the changes. When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed. **Not available for Cr/D/F grading.**(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)**Rationale for not being available for Cr/D/F):**  **Pass/Fail or Honours/Pass/Fail grading**(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) |

1. **Course Information:**
2. Expanded course description, (including: rationale for course, intended audience, # of students)
3. Course objectives (What concepts or topics will be covered?)
4. Relationship to existing courses.
5. Potential instructors (list of potential instructors and their suitability and readiness to teach)
6. **Course Format:**
7. Describe how the course is structured in terms of learning activities (e.g., method of engagement with course material, labs, tutorials, active learning, field experience etc.?)
8. How much time will students be expected to spend on different activities each week, on average? Fill in table. Delete/add rows as needed.

|  |  |
| --- | --- |
| **Activity** | **Hours per week** |
| Attend lecture |  |
| Attend lab |  |
| Attend tutorial |  |
| Homework |  |
| Research paper |  |
| Pre-class preparation |  |
| … |  |
| Total |  |

1. **Course Schedule:**

 (A tentative schedule of the topics to be covered on a weekly basis)

|  |  |  |
| --- | --- | --- |
| Week | Topic | Readings |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| 13 |  |  |

1. **Learning Outcomes:**

 (What skills or knowledge will students acquire? Phrased as numbered points following the statement “By the end

 of the course, students will be able to…”. Learning Outcomes will be linked to assessments in the table below.)

1. **Assessment Criteria and Grading:**
2. Summary Matrix of Learning Outcomes (LOs) Relative to Assessments *[Fill in table below with your own assessments. Replace examples]*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessments** | Weight (%) | LO.1 | LO.2 | LO.3 | LO.4 | LO.5 | LO.6 |
| 1. SES map |  | ✔ | ✔ |  |  | ✔ | ✔ |
| 2. Knowledge gap & research question |  | ✔ | ✔ |  |  | ✔ | ✔ |
| 3. Research methods presentation |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 4. Draft research findings |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 5. Final presentation |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 6. Final research deliverable |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 7. Reflective journals |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 8. Participation |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

1. Assessment Descriptions: Briefly describe each assessment type (assignments, activities, mid-terms, exams, etc.) that will be required of students
2. What will be the criteria for evaluating student performance on the assessments? Include grading rubrics for non-exam based assessments such as oral presentations, papers, etc. *(Matrix rubrics recommended. Examples below. Replace with your own)*

EXAMPLE: Rubric for Assessing Student Participation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary (>80%) | Proficient (60%-80%) | Developing (50%-60%) | Beginning(<50%) |
| Frequency of participation in class | Student initiates contributions regularly\* in discussions. | Student initiates contributions occasionally in discussions. | Student initiates contribution in at least half of the discussions. | Student does not initiate contribution and needs instructor to solicit output. |
| Quality of comments | Comments are consistently insightful and constructive. Balanced between general impressions, opinions and specific, thoughtful criticisms. Uses appropriate terminology. | Comments are mostly insightful and constructive. Occasionally comments are too genera or not relevant to the discussion. Mostly uses appropriate terminology. | Comments are sometimes constructive, with occasional signs of insight. Comments are not always relevant to the discussion. Student does not use appropriate terminology. | Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, and lacks logical supported reasoning. |
| Listening skills | Student listens when others present materials and perspectives, as indicated by comments that build on others’ remarks. | Student is mostly attentive when other present ideas, materials, as indicated by comments that reflect and build on others’ remarks. Occasionally needs encouragement or reminder for focus or comment. | Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking. | Does not listen to others; regularly talks while other speak or does not pay attention while others speak; detracts from discussion; sleeps, etc. |

\* Here it should be noted that not all students will have the opportunity to participate verbally in each discussion, due to time constraints. However, multiple options will be provided to students to participate in other ways, for example, posting questions or thoughts in a chat box in Zoom, posting questions to Piazza through Canvas. Other methods during discussion will be employed to give reticent students opportunities to contribute verbally (e.g., raise hand function in Zoom). This can be facilitated in a classroom setting by the instructor by using break-out groups for discussion or choosing which students to call on for comments/questions.

Adapted from: <https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf>

EXAMPLE: Rubric for Assessing Presentations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary (>80%) | Proficient (60%-80%) | Developing (50%-60%) | Beginning(<50%) |
| Delivery | Holds attention of audience with use of direct eye contact, seldom looking at notes. Speaks with fluctuation in volume and inflection to maintain audience interest. Emphasizes key points. | Consistent use of direct eye contact with audience, but still returns to notes. Speaks with satisfactory variation and volume and inflection. | Displays minimal eye contact with audience, while reading mostly from notes. Speaks in uneven volume with little or no inflection. | Holds no eye contact with audience, as entire report is read from notes. Speaks in low volume and/or monotonous tone, which causes audience to disengage. |
| Content/Organization/ Answering Questions | Provides clear purpose and subject; pertinent examples, facts and/or statistics; supports conclusions/ideas with evidence Demonstrates full knowledge by answering all class questions with explanations and elaboration.  | Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions. Provides expected answers to all questions, without elaboration.  | Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence. Is uncomfortable with information and is able to answer only rudimentary questions.  | Does not clearly define subject; gives insufficient support for ideas or conclusions. Does not have a grasp of information and cannot answer questions about subject.  |
| Enthusiasm/Audience Awareness | Demonstrates strong enthusiasm about topic during presentation. Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject. | Shows some enthusiasm about the topic. Raises audience understanding and awareness of most points. | Shows little or mixed interest in the topic being presented. Raises audience understanding and knowledge of some points. | Shows no interest in topic presented. Fails to increase audience understanding and knowledge of topic. |

Adapted from: http://www.readwritethink.org/files/resources/printouts/30700\_rubric.pdf

EXAMPLE: Rubric for assessing submitted reading assignments and the final research project:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary (>80%) | Proficient (60%-80%) | Developing (50%-60%) | Beginning(<50%) |
| Integration of knowledge | Paper/assignmentdemonstrates the student fully understands and has applied concepts learned in the course. Provides concluding remarks that show analysis and synthesis of ideas. | Paper/assignment demonstrates the student, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. | Paper/assignment demonstrates that the student partially understands and has applied concepts learned in the course. Conclusions are marginally supported.  | Paper/assignment does not demonstrate that the student has understood and applied concepts learned in the course. Conclusions are mostly not supported. |
| Depth of discussion | In-depth discussion and elaboration in all sections of the paper. | In-depth discussion and elaboration in most sections of the paper. | In-depth discussion in few sections; mostly brief discussion. Pertinent content is missing. | Cursory discussion in all the sections of the paper or brief discussion in only a few sections. Pertinent content is missing. |
| Cohesiveness | Ties together information from all sources. Paper flows from one issue to the next. Writing demonstrates an understanding of the relationship among material. | For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author’s writing demonstrates an understanding of the relationship among material. | Sometimes tied together information from all sources. Paper does not flow – disjointedness is apparent. Authors’ writing does not demonstrate an understanding of the relationship among material. | Does not tie together information. Paper does not flow and appears to be created from disparate issues. Writing does not demonstrate understanding any relationships. |
| Spelling and grammar | No spelling and/or grammar mistakes. | Minimal spelling and/or grammar mistakes. | Noticeable spelling and grammar mistakes. | Unacceptable number of spelling and/or grammar mistakes. |
| Sources | More than minimum required current sources, of which at least two-thirds are peer-reviewed journal articles or scholarly books. Sources include both general background sources and specialized sources. | Minimum required current sources, of which half are peer-reviewed journals articles or scholarly books. | Fewer than minimum required current sources, and fewer than half are peer-reviewed journal articles or scholarly books.  | Fewer than required current sources, and almost none are peer-reviewed journal articles or scholarly books. |
| Citations | Cites all information obtained from other sources. Consistent citation style is used in both text and bibliography. | Cites most information obtained from other sources. Consistent citation style is used in both text and bibliography. | Cites some information obtained from other sources. Citation style is inconsistent. | Does not cite or rarely cites sources. Citations are largely incomplete and inconsistent. |

Adapted from: Whalen, S. “Rubric from Contemporary Health Issues Research Paper” http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601\_r2.shtml

1. **Required and Recommended Readings:**

 (A detailed bibliography of course readings)

1. **Articulation:**
2. Changes to existing courses: List all existing sending/receiving articulations and how they’ll be updated. (New lower-level courses must inform articulation committee and discuss potential articulation. Upper level courses typically do not require articulation.)
3. **Budget Impact:**
4. New Courses: explain the resources necessary for the course and how the budget for new course will be accommodated within your academic unit.
5. **Library Impact:**
6. **Consultation With Other Academic Units:**
7. Which units were formally consulted (with the official form)?

***(Note:*** *While you are preparing your proposal, you should do informal consultations with people across campus who might be affected by your proposal. These are prior to the formal consult forms, and don’t need to be included in the proposal)*

***NOTE: UBC Policy V-130: Content and Distribution of Course Syllabi, requires the following statement to be included in syllabi distributed to students.***

*UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (*[*https://senate.ubc.ca/policies-resources-support-student-success*](https://senate.ubc.ca/policies-resources-support-student-success)*)*

For more information about the syllabus policy, see: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,328,0,0>

Each syllabus should also include a course-specific section about academic integrity. Suggestions for how to approach this can be found here: https://docs.google.com/document/d/1NJEweHnimA0eGm4\_0Z66eGVa-XJXqsOJUoG9\_BWHnG4/edit#heading=h.7tv95pyewehc