Example Course Outline Template

Course outlines are not only required but also a very useful tool to welcome students and provide an overview of the course. This document provides *examples* of required and optional course outline components to use or modify as needed.

denotes required course outline components as per section E.1 of the Academic Calendar

LAND ACKNOWLEDGEMENT: https://www.ucalgary.ca/indigenous/cultural-teachings/territorial-land-acknowledgement

*COURSE NUMBER:

*COURSE TITLE:

PRE/CO-REQUISITES (as listed in calendar)**:**

*CLASSROOM LOCATION:

*CLASS DAYS & TIMES (Including lectures, labs, seminars, tutorials, etc)

- Specify course modality, including if classes are in person, blended or web-based
- If applicable, include dates, times and locations of all approved class activities scheduled outside of regular course hours.
- If applicable, include dates, times, locations, and referral to the student centre for unique and binding drop/withdraw deadlines for courses that have been approved to run outside of regular term dates

*INSTRUCTOR NAME AND CONTACT INCLUDING UCALGARY EMAIL & PHONE:

INSTRUCTOR EMAIL POLICY:

For example:

Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours excluding weekends and statutory holidays.

NAME & EMAIL CONTACT OF TEACHING ASSISTANT(S):

COURSE DESCRIPTION:
Include the calendar or other description of the course. The description generally includes a broad overview of the key course content and an overview of the teaching approaches and methods that informs students about the learning experience

For example:

This course adopts a thematic approach to communication, exploring how people communicate effectively within academic contexts and across other professional, cultural and social settings. It is an introduction to the basic topics of linguistics: the nature of human language, speech sounds and sound patterns, word formation, sentence structure, and the study of meaning and use. Students will learn about the general structure that underlies all language as well as the variety of existing human languages. Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, and online discussions.

INSTRUCTION MODE

Include a description of the course instruction mode and details regarding assessment dates and deadlines https://www.ucalgary.ca/indigenous/cultural-teachings/territorial-land-acknowledgement and https://calendar.ucalgary.ca/uofcregs/university-regulations/academic-assessments)

For example:

This course will be offered as web-based instruction via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 4 synchronous Zoom sessions throughout the term (include dates and times or as indicated in the course schedule), and each will be recorded.

*COURSE LEARNING OUTCOMES
Identify the course learning outcomes that describe what learners will know and be able to do by the end of the course.

For example:

Upon successful completion of this course, students will be able to:
1. Demonstrate ability to analyze and discuss central issues in the area of communication
2. Use a range of research skills to investigate intercultural pragmatics
3. Identify appropriate social behaviours and knowledge of cross-cultural differences when working with peers in class contexts
4. Articulate the impact that globalization and conflict have on human communications
5. Explain reasons that communication breakdown occurs in diverse settings

*LEARNING RESOURCES
Include any required textbooks and/or readings. Specify if a link to any required textbooks and/or readings will be provided in the course D2L site. Review copyright information for all resources included

(see https://library.ucalgary.ca/copyright) and ensure all readings and other electronic resources have been reviewed for copyright compliance by contacting copyright@ucalgary.ca prior to the start of term.

For example:

Required Readings, Textbooks, and Learning Materials (available at the UCalgary Bookstore)

Beattie, G., & Ellis, A. (2017). The psychology of language and communication. East Sussex, UK: Taylor and Francis.

Thompson, N. (2003). Communication and language: A handbook of theory and practice. New York, NY: Palgrave MacMillan.

Additional weekly readings, including peer-reviewed journal articles, are posted on D2L

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*LEARNING TECHNOLOGIES AND REQUIREMENTS
Include any required access to technology, including hardware and software.

*OPTIONAL/SUPPLEMENTARY FEES
Principles and guidelines for supplementary fees that may be associated with additional technology requirements for courses can be found at: https://www.ucalgary.ca/student-services/calendar-scheduling/scheduling/supplementary-fees.

For example:

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).
* For blended or web-based instruction:
To successfully engage in their learning experiences at the University of Calgary, students taking blended or web-based instruction courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

  Most current laptops will have a built-in webcam, speaker and microphone.

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*CLASS SCHEDULE

Updated: Summer 2024

Include information relevant to the class schedule, such as weekly topics, readings, and assignment due dates. For blended or web-based instruction include whether course activities are synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.). It is recommended that important dates including the first day of classes, holidays, term breaks and last day of classes also be included.

For example:

Week	Topic	Learning Activity	Assessment and due dates
September 8-12	Introduction to data analytics	Review module material and complete discussion activity	Peer feedback on discussion posts by September 12
......			

 ASSESSMENT COMPONENTS

Clearly outline how learning will be assessed in the course including all assessment methods, descriptions, due dates, and grade weightings. It is recommended that you also include the aligned course learning outcomes and details related to the criteria for assessment. If applicable, indicate whether a passing grade on any component of a course is essential if the student is to pass the course as a whole

For example:

Group Presentations (30%): Students will present and lead a discussion of a journal article from the refereed journal articles posted on D2L. Their presentation should include a summary of the main points discussed in the article and an evaluation of its relevance to the understanding of the topic of the week. Presenters should prepare a brief handout (1-2 pages) for distribution before the talk and should be prepared to motivate discussion afterwards, as necessary. The marking sheet and criteria for assessment are posted in D2L.

Aligned Course Learning Outcomes: 2, 3, 4, 5

*GRADING

Include a link to the University's undergraduate or graduate grading system. Also include any additional faculty and departmental-specific numerical grade conversations as appropriate
https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

Include a statement on how the final course grade is calculated.

For example:

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

MISSED OR LATE ASSIGNMENTS*

Updated: Summer 2024

Include information on what students should do if they miss a required component of the course. Describe any guidelines you wish to include regarding missed or late submissions.
https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

For example:

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

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*EXAMINATIONS
Include a statement on the scheduling of the final exam, and whether the use of aids such as textbooks, course notes or electronic devices are permitted. Requirements for examinations and tests can be found at: https://calendar.ucalgary.ca/uofcregs/university-regulations/academic-assessments

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For example:

The final exam date, time and location will be posted to D2L and announced in class one month prior to examination. The use of a two-page summary sheet will be permitted during the midterm and final examinations

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EXPECTATIONS FOR WRITING
Include any expectations for writing in the course.

For example:

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:
https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e

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ADDITIONAL COURSE INFORMATION

The sections below are optional but recommended to provide additional clarity to students regarding the course – please delete if not relevant.

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Describe any additional guidelines you wish to include related to attendance and participation. Please note that attendance cannot be graded unless it is included of a participation assignment. It is recommended that instructors specify what students should do if they miss a class or a component of participation that is to be graded. More information about attendance expectations can be found at: https://calendar.ucalgary.ca/pages/f8b5ac7580a24ae494b8f3361e3e3fc7

> For example:
>
> Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Describe any guidelines you wish to include related to the submission of assignments.

> For example:
>
> Please submit all assignments electronically the Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "First Name Last Name Assignment Number" (e.g., Alex Smith Assignment 2). Assignments must be submitted by 11:59pm on their due date. It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

CONDUCT
Provide information related to the university's commitment to integrity and conduct, found at: https://calendar.ucalgary.ca/uofcregs/university-regulations/integrity-conduct
Professional faculties and schools may also provide links to related professional conduct statements.

> For example:
>
> Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: https://calendar.ucalgary.ca/uofcregs/university-regulations/integrity-conduct

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS
Include information on the use of internet, laptops and devices during course activities.

> For example:

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy

GUIDELINES FOR RECORDING SESSIONS

For more information about recording classes in any learning environment see the Media Recording of Students in Learning Spaces policy here: https://www.ucalgary.ca/provost/teaching-learning/recordings-learning-environments

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by Retention Rule 2000.01 "Examinations and Student Assignments." https://www.ucalgary.ca/provost/teaching-learning/recordings-learning-environments

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by Retention Rule 90.0011 "Draft Documents & Working Materials." https://www.ucalgary.ca/provost/teaching-learning/recordings-learning-environments

For Example:

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These

recordings will be used to support student learning only and will not be shared or used for any other purpose.

Information for Students

Media Recording for Study Purposes
Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in Section E.6 of the University Calendar (https://calendar.ucalgary.ca/pages/4ba66d5bd43b422ba2e9ab3d6331d5b0). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

COURSE EXPERIENCE FEEDBACK
Include information on opportunities for students to provide feedback on the course for evaluation and continuous improvement.

For Example:

Student feedback will be sought at the end of the course through the standard University Course Experience Survey (UCES) and Faculty feedback forms. A midterm survey may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Include information related to relevant policies and supports for teaching and learning as indicated below.

*ACADEMIC MISCONDUCT
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Updated: Summer 2024

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

*ACADEMIC ACCOMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

Students needing an accommodation because of a disability, or medical concerns should communicate this need to Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures
https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846

*RESEARCH ETHICS (if applicable)
Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb) or the Conjoint Health Research Ethics Board https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb)

 In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350

*INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

*FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act

*COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

NOTICES TO STUDENTS REGARDING USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) APPLICATIONS AND TOOLS IN LEARNING ENVIRONMENTS

Many students and instructors are curious about the use of generative AI tools, such as ChatGPT, and their impacts on their courses. The following sample syllabus statements have been adapted from McMaster University (https://mi.mcmaster.ca/generative-artificial-intelligence-in-teaching-and-learning/#tab-content-provisional-guidelines), as examples for various use permissions in academic courses. We encourage course instructors to adapt these statements further, based on their context.

Unrestricted Use
Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.

> Example statements:
> - Students may use AI tools for understanding course materials and producing assignments but must be accountable for their submissions.
> - AI-generated content must be submitted as an appendix with the prompt used.
> - Reflections on AI tool usage should be included in assignments.
> - AI-generated content must be cited appropriately.

Some Use Permitted
Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside

assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assessment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

> Example statements:
> - AI tools can be used for creating assignment outlines or critiquing drafts, but the final work must be original.
> - AI tools may be prohibited for tests, major assignments, or research papers but allowed for information gathering.

Restricted use

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy. https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf
If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

> Example statements:
> - AI tools can be used for learning course material but not for completing assignments.
> - The use of AI tools for assignments may be considered an academic offense.
> - Students must not copy or paraphrase from AI applications for assignments.

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

*OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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