

## GENERAL COURSE OUTLINE TEMPLATE

The following are the key components that are included in all course outlines across the different schools. You can contact your school manager, course coordinator, area coordinator or relevant programme director to have a course outline template specific to your school.

### PRE-REQUISITE/CO-REQUISITE/MUTUALLY EXCLUSIVE COURSE(S)

State the requirements for the course (if any). You can approach your school managers for more information.

### COURSE DESCRIPTION (100 – 150 words)

The course description is a written account of what your course is. Describe the goal and scope of the course. You may focus on:

- The relevant knowledge and skills that the course content seeks to cover
- Profile of students this course may be of interest to
- How your course develops students academically and professionally
- How your course and its goal relates to other course offerings, the overall programme in the discipline and SMU's graduate learning outcomes (GLOs)\*. Contact CTE to learn more about aligning your course learning objectives to the GLOs.

\*The graduate learning outcomes refer to the university-wide highest learning goals that are important for all undergraduates.

### LEARNING OBJECTIVES

Learning objectives are specific statements about the key knowledge and skills that students will acquire after completing your course. They should be observable and measurable such that students are able to demonstrate and that you can assess. Craft learning objectives using the list of action verbs from the Bloom's Revised Taxonomy (**Table 1**) and present them as follows:

By the end of the course, students should be able to:

1. <Action verb><description of knowledge/skill>.
2. <Action verb><description of knowledge/skill>.
3. ...

### ASSESSMENT METHODS

List the assessment methods that you will be using to collect evidence student learning (see **Table 2** for reference). For each assessment method, include details on its weightage contributions<sup>^</sup> towards the course grade here. Give a short description on the purpose/format/how students will be graded for each assessment method. You may group the assessment methods according to:

- Class participation
- Group Assignments
- Individual Assignments
- Final Exam (up to 50% for all schools/centre, with the exception of School of Law, which is up to 60%)

An example is as follows:

<b>Assessment method</b>	<b>Weightage</b>	<b>Description (Purpose/Format/How students will be assessed)</b>
Online quizzes	10%	<ul style="list-style-type: none"> <li>• There will be 2 short quizzes for this course- one on Process Fundamentals and one on Inventory Management, to assess your understanding of factual information and concepts.</li> <li>• Quizzes will be conducted via eLearn and conducted during Weeks 5 and 10.</li> <li>• Each quiz consists of 20 MCQs, and each is 5% of the course grade.</li> </ul>

*^Note: For university core, business core and major-related required modules, a final exam is usually required. Please also note that the final exam should have no more than 50% of the total marks from MCQs. Check with your respective course coordinator/Dean's Office on the guidelines for all other assessment method weightages applicable for your course (Source: [SMU Teaching Handbook](#).)*

## **INSTRUCTIONAL METHODS**

*Describe the ways/strategies in which you will deliver the course, and the key instructional activities that your students need to do in order to achieve the learning outcomes (see [Table 3](#) for reference). Strive for interactivity in the way you deliver your course to be better aligned to SMU's pedagogy.*

## **EXPECTATIONS**

*Expectations are desired behaviours or outcomes of students. Stating your expectations upfront on what you want students to complete prior to coming to class (e.g. homework assignments, pre-readings) and expected classroom behaviour (e.g. punctuality, attendance, laptop/hand phone usage) can help you greatly in managing your students. An example is as follows:*

<b>Instructional Method/Strategy</b>	<b>Description (Purpose/Format)</b>	<b>Expectation(s)</b>
Group Presentation	<p><i>Purpose: The purpose of the group presentation is for you to share your research findings on an area that you are interested in, related to international financial market.</i></p> <p><i>Format: Each group will be given 20 minutes to present, followed by 10 minutes for Q&amp;A. The instructor will probe and question you during the presentation so as to assess your ability to reason critically in areas that cannot be assessed by written exam, e.g. oral communication skills, conciseness, persuasiveness, quality and clarity of responses to questions, body language and professional manner.</i></p>	<p><i>You will be expected to work collaboratively and contribute actively towards the group presentations. You will be assessed by the instructor and your peers of your contributions.</i></p>

**CONSULTATIONS**

*State your consultation hours and mode(s) (e.g. online and/or face-to-face), and the minimum work efforts expected from your students before they come for their consultation sessions with you. You may also include contact details and availability of your teaching assistant(s).*

**RECOMMENDED TEXTBOOKS AND READINGS**

*E.g.: Book title, edition, year of publication; Author(s); Publisher: ISBN number of available*

**WEEKLY LESSON PLAN**

*Provide an overview of what your students will be learning weekly. Consider listing the topics, specific lesson objectives, assessments, instructional activities and require readings for each week.*

All course outlines will also include sections on **academic integrity, accessibility and accommodations, and requirements on emergency preparedness for teaching and learning.**