**Click here to enter course name and code**

Faculty of Choose a faculty.

Department of Click here to enter department.

Instructor – Click here to enter name of faculty member.

Course Outline Effective for Choose a semester. Choose a year.

**Our Course**

### **Course Description**

Click here to describe your course in a few sentences. Engage your students by telling a framing story, by posing central questions, and/or by communicating the use and value of the course.

### **Learning Outcomes**

Click here to include 5-8 learning outcomes that identify the knowledge, skills and attributes that students will develop and/or acquire in your course. These learning outcomes should align with the learning assessment strategies you will employ in your course.

### **Learning Environment**

Click here to describe the course learning environment and the reasons for its adoption. Present learning routines you hope to establish in class, out of class, and online.

### **Learning Technologies**

Click here to include 5-8 learning outcomes that identify the knowledge, skills and attributes that students will develop and/or acquire in your course. These learning outcomes should align with the learning assessment strategies you will employ in the course.

### **Learning Supports**

Click here to describe learning supports offered at your institution and include information about academic accommodations.

### **Communication Plan**

Click here to describe your communication plan. Consider adding communications method and response times for the items such as student questions (personal and course related), instructor announcements, assignment feedback, grades, and course feedback.

**Your Instructor**

### **Name**

Click here to enter your name and credentials.

### **Teaching Approach**

Click here to describe your personal teaching beliefs and values. Describe how these beliefs and values impact your teaching practices.

### **Contact**

Click here to enter your institutional email address.

Click here to enter your office location and phone number.

### **Availability**

Click here to enter your email availability and your office hours.

**One-on-One Support**

Click here to describe the one-on-one support you can provide to students via email and during office hours.

**Our Journey**

I have designed the learning activities to help you build your knowledge, skills and attributes. These activities will help you make progress towards achieving the learning outcomes of the course. They will prepare you for the summative assessment of your learning in the course.

|  |  |  |
| --- | --- | --- |
| Learning Outcomes | Outcome Supporting Activities | Value and Purpose of Activities |
| Click here to enter course learning outcomes identified above. | Click here to enter the various activities offered that will provide students with opportunities to make progress towards achieving the learning outcome. | Click here to describe the value of the activities to student learning and indicate the value relating to future learning, academic program, work and/or personal life. |

### **Course Map**

Click here to add a text, table, SmartArt, diagram, or other graphic representation of your course schedule or calendar. Use this space to present tentative topics, readings and/or course material.

### **Expectations**

You can expect the following from me as your instructor in this class:

* Arrive to class in advance of the scheduled start time
* Provide weekly unassessed practice opportunities
* Provide grades and feedback within a week of submission.

I expect the following from you as a student in this class:

* Arrive to class in advance of the scheduled start time
* Attend and engage in all of our scheduled class activities
* Spend 4 hours a week outside of class time engaging in the course

### **Engagement**

Click here to describe any specific ways you expect students to participate in the course. Clarify your expectations for attendance and participation in group or online activities. Share a statement about your commitment to supporting the benefits of active student engagement in learning.

### **Online Etiquette**

You are encouraged to interact frequently with your peers and with me in the course. All interactions, online and in-person, should have a positive, respectful, and inclusive tone. Actively listen to others without interrupting. Ask questions to create a two-way conversation rather than one that is single-sided. Be critical of ideas, not people. Be mindful of the use of capitals (can indicate yelling), punctuation, and correct language.

### **Tips for Learning Success**

The following tips can help you work towards learning outcomes of this course:

* Write your notes in your own words. This will help prepare you for short answer questions on your quizzes and exams.
* Try to create a study question for each PowerPoint slide or topic. Consider how this material might be presented on a quiz or exam.
* Click here to enter your learning tip.
* Click here to enter your learning tip..

**Tracking our Progress**

### **Feedback for Learning**

To learn best, it is important to receive feedback on our performances. In this class, I will strive to provide you with ample opportunities to practice and demonstrate your learning and to receive feedback on your learning successes and learning gaps. Feedback on your on your learning may come from several sources: practice opportunities, yourself, peers or from me as your instructor.

The purpose of the feedback I provide will be to identify your major learning strengths and current learning needs (learning gaps). My aim will be to focus on efforts you might make to take the next steps towards advancing your learning and to provide you with a manageable path forward. Additionally, I will identify resources and strategies to help you in your learning efforts.

As per university policy, to provide you with adequate information about your learning in advance of the deadline for withdrawing from this course without academic penalty, I will provide you with your first written feedback in the form of email, learning assessment to date and/or Moodle comments by Click here to enter a date.

### **Assessment Activities**

This course will offer you a variety of activities to assess your learning at multiple points throughout the course. These assessment activities will provide opportunity for you to demonstrate your learning relative to the course learning outcomes and receive feedback to guide future learning. Please refer to the university’s undergraduate grading scheme or graduate grading scheme to determine the passing grade in this course.

|  |  |  |
| --- | --- | --- |
| Assessment Activities | Description | Contribution to Final Grade (%) |
| Click here to enter an assessment activity. You may identify activities such as participation/engagement, quick writes, quizzes, assignments, presentations, term papers, projects, laboratory components and/or exams. | Click here to enter a description of the assessment activity. You may link or reference another resource such as an assignment guideline. If there is a due date for the assessment it should be included here. Consider bolding the date to emphasize it. | Click here to enter the value that this assessment activity contributes to the final course grade. |
| Click here to enter an assessment activity. You may identify activities such as participation/engagement, quick writes, quizzes, assignments, presentations, term papers, projects, laboratory components and/or exams. | Click here to enter a description of the assessment activity. You may link or reference another resource such as an assignment guideline. If there is a due date for the assessment it should be included here. Consider bolding the date to emphasize it. | Click here to enter the value that this assessment activity contributes to the final course grade. |

**University Advisories**

### **Scheduling Conflicts**

If a student has a scheduling conflict with any aspect of the course, notably an assignment deadline or an examination, please contact your instructor in advance (1 week ahead) of the relevant deadline to request consideration for accommodation.

If a student has overlapping final exam times, a work commitment that cannot be changed, or is scheduled to write three exams in three consecutive writing times, an Exam Conflict form should be submitted to the Registrar’s Office. Documentation may be required.

### **Accommodations**

Students who have disability and who require academic accommodations must register with Accessibility Services as early as possible in order to receive accommodations.

### **Religious Observances**

Requests for accommodation of specific religious or spiritual observance must be presented in writing to the instructor within the first two weeks of class.

### **Course Material**

This course may contain material that some may find disturbing and/or challenging to read, view or discuss. At any time in the course if you feel uncomfortable with the course material or discussions please contact your instructor.

### **Use of Course Material**

As a student in this course you should observe the following:

* Course material to which you are granted access in this course is only to be used for this course.
* Material that you submit as part of the requirements of this course cannot be used to complete the requirements of another course, without the expressed permission of the instructor of the second course. This constitutes cheating as stated in the Academic Calendar.
* Students do not have permission to upload course material to any external websites or share with others, unless expressly permitted to do so by the instructor. If you require further clarification about using materials from this course in other contexts, please contact the instructor.
* Under no circumstances are students permitted to provide anyone not registered in this course with access to the Mount Online course site established for the course.

Only students registered in this Mount Online course site are permitted to view, download, upload, comment or otherwise participate in this course site.

### **Use of Language**

Correct use of language is one of the criteria included in the evaluation of all written assignments.

### **Academic Integrity**

### **Missed or Late Work**

### **Research**

### **Class Attendance**

### **Class Cancellations**

### **Online Class Recordings**

### **Distance Student Examination**

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**Appendix A – Student Services**