The University of Fiji

COURSE OUTLINE GUIDELINE

"The course outline is a small place to start bringing students and faculty members back together." Sharon Rubin, "Professors, Students, and the Syllabus," Chronicle of Higher Education, Aug. 7, 1985, p. 56.G.

There is no standard format of a course outline. It differs as per the necessities of each course. This document serves as a guide line to what a course outline is, what it is intended to do and what all needs to be included in an ideal course outline.

Checklist

The following essential information's can be used by facilitators when preparing a course outline:

1. Course title, course code, time, days, location and URL for Moodle access.
Course outlines should be placed online as it will be accessible for students who misplace their first copy. Students need to be informed if any modifications are done to the course outline during the semester. Highlight the changes in a visible way (for instance, with a different color) and add an updated date in the footer of the document. It is wise to date the course outlines before distributing them to the students.

2. Name and contact information of the facilitators and if applicable, Tutors/Teaching Assistants and contact hours.
Clearly spell out the contact hours, days, office location and indicate how students should contact you, whether by email, phone or if there is any open door policy.

3. Prerequisites
Prerequisites help students determine whether they have completed the necessary academic requirements for the course. It also helps facilitators to communicate their assumptions about the students.

4. Course Introduction
Provide a brief course summary describing what the course is about. The description should be consistent with that which appears in the course listings.

5. Course objective/Learning Outcomes
Course objectives indicate what each student should be able to gain or to accomplish by the end of the course. Learning outcomes has the following characteristics: Specific, Measurable, Achievable, Realistic and Timely (SMART). Learning outcomes can be designed using the active verbs from the Revised Bloom's Taxonomy. (Available on QA webpage)

6. Course schedule/Course Topics
Provide a detailed explanation for each topic. Include the dates on which you will be covering the topics. If you want students to come to class ready to discuss particular chapters, list the specific reading materials for each day. In the course schedule table list down the required texts that are

related to the particular topic. The more detailed the course schedules, the more useful it is for the students and other higher education authorities for their future reference.

7. Assessment and marking criteria
Provide detailed information on the nature and layout of each assessment. Indicate the due dates for each assignment, nature, and length of any exam. Inform the students as to how they will be assessed for undertaking each assessment. The marking criteria should be properly laid out in the course outlines along with each assessment. Also indicate the dates and description of required events such as field trips and seminars.

8. Grading System and policies
Provide details on the grading system, indicative of the weight of each component, such as assignments, exams, presentations and participation with the course grade. Direct policies and links to the grading system.

9. Reading materials
Provide information about each text, indicate the title, author, edition, publisher, and where the text book can be purchased or borrowed from. Also indicate if any e-copies of the text books are available over the net and provide links to the relevant website. For each text book, specify whether it is "required" or "optional."

10. Academic Integrity (Referencing and Plagiarism)
Instructors need to take a proactive approach towards Academic integrity. Instructors need to express their willingness to help students understand the Academic integrity Policy and how students can avoid plagiarism and its serious consequences by learning to cite and acknowledge sources correctly. Have study skills guide for students on referencing. Preferred style of referencing for the course should be stated in the course outlines.

11. Additional course policies
Provide detail policies concerning attendance; class participation; late submission of assessments; missed exams; academic integrity; request for extension and for rescheduling of exams; and expectation for student conduct in the classroom, laboratory or in the field.

12. Student Support
List information about relevant resources that might be helpful to students in your course. Provide a link for detailed information on student support.