



Course Outline Template

Introduction

The course outline template is provided as a checklist and form for teachers to use in preparing course catalog for inputting to the Chinese University Student Information System (CUSIS) for undergraduate and/or postgraduate courses and for preparing course outline for students. It gives a ‘road map’ or rationale to students about the purpose and structure of the course, and it explains to them how their learning performance in the course will be assessed and graded. It is important that course catalog and outline are consistent with the University’s teaching and learning policy. The 14 sections in a course outline are described below. Sections 1–10 are required in course catalog for course approval; these sections will be stored in CUSIS. Information in sections 11–14 should be provided each time a course is offered. Please feel free to adapt this current template format, especially sections 11–14, to suit the needs of your course(s).

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| 1. Course code | 8. Assessment type |
| 2. English title | 9. Required and recommended readings |
| 3. Chinese title | 10. Feedback for evaluation |
| 4. Course description | 11. Course schedule |
| 5. Learning outcomes | 12. Contact details for teacher(s) or TA(s) |
| 6. Course syllabus | 13. Details of course website |
| 7. Course components (Learning activities) | 14. Academic honesty and plagiarism |

1–3. Course code, English title and Chinese title

Key points: This is a straightforward section. Provide the basic information about the course code and name of your course at the beginning of the course outline.

Course Code: Title in English: Title in Chinese:

4. Course description

Key points: Explain concisely in your statement(s) what the course is about and how the overall course will support student learning in the discipline(s) of the programme. The purpose of a course description is to provide a holistic view of your course with coherent information for your students. It is useful to give details of the background of the subject: the prior knowledge the students should have, the overall aims of the course, and/or how the course relates to the other courses in the programme.

Course description:

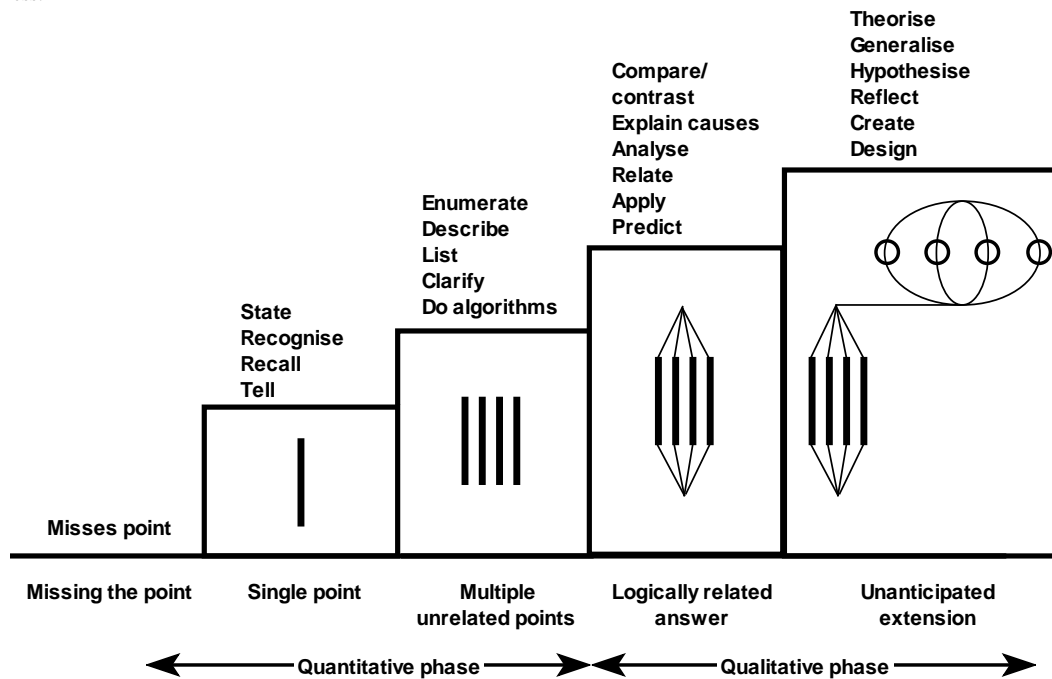
5. Learning outcomes

Although the term ‘learning outcome’ is often used interchangeably with terms such as ‘learning objectives’, ‘educational objectives’, and ‘instructional objectives’, there are some differences that are worth mentioning. Learning outcomes are student-oriented, referring specifically to what students are expected to achieve or learn at the end of the course. Objectives are usually used to describe course design in terms of what teachers want to teach or how they view the course as contributing to the content areas covered by the entire programme.



Key point: State clearly **what** you expect/ intend students to achieve. This is usually more helpful than stating what the teacher is planning to teach. Teachers can indicate different levels of students' expected learning outcomes. The model below may be helpful in distinguishing basic and higher-order desired learning outcomes (after Biggs, 2003).

Biggs, J. B. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham: Society for Research into Higher Education & Open University Press.



Learning outcomes:

6. Course syllabus

Key point: Highlight the fundamental concepts involved in each topic in order to help students better understand what is and what is not covered in the course.

Topic	Contents/ fundamental concepts

7. Course components (Learning activities)

Indicate the course components of the course, examples of which includes: lecture, interactive tutorial, laboratory, field studies/field-trip, web-enhanced teaching, and also the instructor contact hours.

Key point: Consideration should be taken into regarding “instructor contact hours” and “workload hours”. Considering student workload is an important part of course design. Here are some examples of rough calculations one might make for a 3-credit-point course.

A student might do five 3-credit-point courses in a semester. Working on approximately 60 hours of actual study per week, this implies that students might be expected to spend about 12-13 hours a week on work associated with a 3-credit-point course. Only a small number of these hours might be in class.

- How do you anticipate students will apportion the remaining hours?
- Will this vary significantly throughout the term?

Answers to these questions should assist students in planning their work and also assist the programme as a whole in assessing likely variation in student workload.

8. Assessment type

Key point: If we consider assessment to be part of the learning activities in the course, then it is clear that assessment must be matched to the desired learning outcomes. You need to consider what and how the assessment task(s) are able to help students achieve the desired learning outcomes.

Assessment type	Percentage

9. Required and recommended readings

Key points: A well structured set of learning resources should be provided to students. These are usually in the form of reading lists and references. They may also include sets of links to online resources and eBooks. It is often helpful to separate these resources into ones which are central to the content and desired learning outcomes of the course (required readings), and those which are relate to extensions of areas of the course (recommended readings). One needs to be realistic about the amount of reading material students are likely to delve into. Overly long reading lists can be counter-productive and discourage students.

Required readings:	
Recommended readings:	



10. Feedback for evaluation

Key point: There are many forms of evaluation that you can use to generate the feedback from students such as questionnaires, and qualitative feedback from students through focus-group meetings or email exchanges. Planning to have a variety of evaluation strategies is more likely to ensure that valid, rich and diagnostic information is received.

Feedback for evaluation:

11. Course schedule

Key point: A matrix is suggested as a good way to represent a course schedule including class, date, topic and requirements so that students can prepare their own learning before classes. It is useful to highlight important dates for students, including holidays, dates when assessments are due and/or dates of tests and examinations.

Class/ week	Date	Topic	Requirements

12. Contact details for teacher(s) or TA(s)

Key point: Help students to easily locate your contact information. The information allows students to arrange for any consultation after classes or receive support in terms of learning and teaching from teacher, tutors and/or teaching assistants. It is better to put both the teachers' and TAs' contact details such as name, office location, phone number and email address.

Professor/Lecturer/Instructor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	



Teaching Assistant/Tutor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

13. Details of course website

Key point: Information concerning the accessibility of the course website (if it exists). This might be an open website or the Blackboard platform hosted by the University. Teachers should also demonstrate the site in class so as to familiarize the students with the key functionalities. More information on setting up course websites can be found at: <http://www.cuhk.edu.hk/eLearning>

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14. Academic honesty and plagiarism

Key point: Relevant information can be found via: <http://www.cuhk.edu.hk/policy/academichonesty/>. A course outline may also include subject-specific requirements on plagiarism. A statement to be included in a course outline can be constructed from the following paragraphs, depending on the nature of the assessment tasks.

<p>Academic honesty and plagiarism</p> <p>Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.</p> <p>With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.</p> <p>For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.</p>
