COURSE SYLLABUS

A course syllabus, like all course resources, should be designed to optimize student learning. Instructors can do that by ensuring that their syllabus:
- *makes explicit course expectations and logistics*
- *starts building an inclusive learning environment.*
- *gets students engaged and excited to learn.*

Instructions for reading and using this course syllabus template:

- **Make your own copy of this document.**
- **Sample language**: rewrite these passages in the default style in your own voice, and use your own words to adapt the text to your course needs.
- **Comments**: Text with a gray background (like this) is commentary and suggestions to consider as you draft your syllabus. Delete it after you have made your choices.
- **Text in blue boxes** with the information icon ℹ️ contains references and links to follow up on discussions. Delete it after reviewing.
- Final steps:
  - Delete the first two pages of this document: instructions and table of contents.
  - Delete the final Additional Resources section of the document.

College	[College of]
Department	[Department of]
Program	[Program of]
Course	[title], [credit hours],[student workload],[course Average in the last three Years] [number], [semester and year].
Prerequisites and Corequisites	[prerequisite or corequisite courses and special skills required for the course].
Time and Location	[of class meetings]

Instructor [name and title], [office address], [email and website URL (*link to staff.ppu.edu*)], [office hours].

> ℹ️ **For more information, see:**
> ● 10 Strategies for Effective Office Hours, CTL

Textbook [List Required Textbooks, edition, publisher]

Other Learning Resources
- List Essential Reference Materials (Journals, Reports, etc.)
-List Electronic Materials, Web Sites, Facebook, Twitter, etc.
-Other learning materials such as computer-based programs/CDs, professional standards or regulations, and software.
- OpenStax

Additional Materials or Equipment Needed for the Course
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.).
2. Technology resources (AR, VR, data show, Smart Board, software, etc.).
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements, or attach list).

Supplementary Materials [any materials or resources to help students succeed in the course such as helpful hints on how to study, take notes, or do well in class, Online resources that may be helpful to students, Other university resources or facilities.].

Course Description [An outline overview of course content and philosophy, or simply duplicate the catalog description].

Course Aims [Objectives]

Intended Learning Outcomes
[What are the Intended learning outcomes of this course?]
✔ The learning outcomes are the primary skills, behaviors, abilities, and expertise, the learner will "own" at the end of the course.
✔ Indicate what the learner will be able to do after the course – not what the learner will be doing while enrolled in the course.
✔ Must be stated in specific and measurable terms or action verbs, such as List, compare, analyze, define, …..

✔ Should cover all levels of skills (more information about ILOs will be provided later)
✔ Divide the ILOs into four categories:

A. Knowledge and Understanding skills (1'st and 2nd level of Bloom's taxonomy).
   A1 ……..
   A2 ………
B. Intellectual skill (the 3rd, 4th,5th.6the level of Bloom's taxonomy).
   B1 ………
   B2 ………
C. Professional and Practical skills (using tools, programs, surveys,..)
   C1 ………..
   C2 ……….
D. General and Transferable skills (computing skills, working with a team, …)
   D1……….
   D2……….

The First three categories are subject-specific and the 4th category is generic.

ℹ️ **For more information, see:**
- How to Write Learning Goals, Stanford Evaluation and Research, VPSA.
- Bloom's Taxonomy, CTL
- SMART Guidelines, CTL
- A Compendium of Pedagogies for Teaching Entrepreneurship https://drive.google.com/file/d/1vdZEuDWFlVGO-IrJMmU_BRy_XoUu7-L4/view?usp=share_link
- Stanford Examples: Learning Goals, Syllabi, and Inclusion Statements

Mode of Instruction	(mark all that apply):	
	a. traditional classroom	(What percentage?)
	b. blended (traditional and online)	(What percentage?)
	c. other	(What percentage?)

Course Policies	[The University's and instructor's policy regarding the course]:
	1. Class attendance:
	2. unexcused absence:

3. reporting illnesses:
4. turning in late work:
5. missing home works, tests, or exams:
6. make-up policy:
7. extra credit (if any):
8. Academic Dishonesty (Cheating and plagiarism)
    - تعليمات ورقة الامتحان
    - تعليمات الامتحانات المشتركة
9. Responsible Use of GenAI [1] **(Click Here)**
    a. **General Principles:**
        i. Learners are encouraged to utilize technology, including GenAI, to enhance their understanding, under the conditions outlined below.
        ii. Ask if you are uncertain about what is allowed.
        iii. Investing time in understanding the tools and refining prompts is essential for effective use of GenAI, allowing to generate more accurate outputs.

    b. **Misuse:**
        i. Any material sourced from ChatGPT or other GenAI tools must be properly acknowledged; claiming GenAI-generated ideas or expressions as one's own will be regarded as an academic violation.
        ii. Submitting assignments that include incorrect information or details you cannot explain will be deemed a misuse of GenAI.

    c. **Constraints:**
        i. Learners can use GenAI to generate ideas, gather information, create outlines, refine language, or aid in the initial development of assignments, but the final submission must be their own work.
        ii. Learners are prohibited from using GenAI tools during exams.

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[1] These are illustrative sample statements partially adapted from Concordia University's guidelines for teaching with GenAI. The educators have to finalize the related statements taking into consideration the specific nature of their courses.

iii. GenAI can assist in drafting writing, but it cannot be directly cut and pasted, and should account for no more than 25% of the text [2].

d. **Acknowledgement of GenAI Usage:**

i. Assignments should have an appendix that contains any content generated by GenAI tools, along with the prompt used and their dates.

ii. You must clearly indicate which parts are yours and which are generated by GenAI by including a Declaration Statement.

iii. To provide clear declarations, please adhere to three instructions: (1) state the tool used, (2) mention the use of the tool to fulfill specific task requirements, and (3) specify the prompts entered and explain how the output was applied.

Course Outline and Calendar
[Content and activities of class meetings - by weeks or by hours]

#	Topics	Weeks/hours	ILO's

> ℹ️ For more information, see:
> ● the academic calendar https://www.ppu.edu/p/ar/about/academic-calender   for key dates during the quarter.
> ● the Course Workload Estimator to estimate student time required to complete work. (for teacher)
> ● Students midterm survey https://reg.ppu.edu/ options

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[2] This is just an example.The educator should decide on the percentage that fits their courses and tasks best.

ℹ️ For ideas on lesson plans and class activities and assignments, see the following resources:
- The 5-E Learning Cycle Model
- EMPOWER Student Learning, CTL
- Learning to Enrich Face-to-Face Instruction, CTL
- Structuring Group Work, CTL
- Assignment Calculator, Stanford Learning Lab
- Example PollEverywhere Activities
- 50 Classroom Assessment Techniques
- Supporting Student Metacognition
- 10 Strategies for Engaging Discussions
- Promote Love of Learning: Strategies for Intrinsic Motivation

TEACHING METHODS, ASSESSMENT MEASURES & ILO's MATRIX

TEACHING METHODS	ASSESSMENT MEASURES	ILO's
☐ Lecture	☐ Unseen Exam ☐ Open book Exam ☐ Quiz ☐ Report ☐ Oral presentation ☐ Homework ☐ Other (specify)	A1, A2, B2, C, D2......
☐ Lab	☐ Practical work ☐ Report ☐ Quiz ☐ Course study analysis ☐ Other (specify)	
☐ Reading	☐ Take home exam ☐ Open book Exam ☐ Report ☐ Homework	

	☐ Other (specify)	
☐ Web search	☐ Report	
	☐ Course study analysis	
	☐ Homework	
	☐ Other (specify)	
☐ Independent work	☐ Homework	
	☐ Take home exam	
	☐ Report	
	☐ Individual Project	
	☐ Other (specify)	
☐ Group work	☐ Group Project	
	☐ Report	
	☐ Course study analysis	
	☐ Oral presentation	
	☐ Other (specify)	
☐ Case study	☐ Course study analysis	
	☐ Report	
	☐ Oral presentation	
	☐ Other (specify)	
☐ Presentation	☐ Oral presentation	
	☐ Report	
	☐ Quiz	
	☐ Other (specify)	
☐ Simulation analysis	☐ Quiz	
	☐ Report	
	☐ Practical work	
	☐ Course study analysis	

	☐ Other (specify)	
☐ Problem-based learning	☐ Take home exam ☐ Report ☐ Course study analysis ☐ Individual Project ☐ Others (specify)	
☐ Others (specify)	☐ Others (specify)	

ℹ️ For more information **about teaching methods**, see:
- Class Community Commitments: A Guide for Instructors, CTL
- ACT To Sustain Learning Through Current Events, CTL

ℹ️ For more information about **assessment measures**, see:
- The Grade Calculator, for assistance with grade calculations.
- Privacy Growing the Growth Mindset: Best Practices for College Instructors, CTL
- Grading and Performance Rubrics, Eberly Center, CMU
- Search Canvas Commons for the tutorial "Leveraging Rubrics"

- The Grade Calculator, for assistance with grade calculations.

GRADING SYSTEM

Evaluation Technique	Percentage

For more information, see examples of:
- Stanford course syllabi