**COURSE SYLLABUS**

| **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], [office hours ].   * [Strategies for Office Hours](https://bit.ly/ctl-officehours), 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. |
| **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:  1. Knowledge and Understanding skills (1’st and 2nd level of Bloom's taxonomy).   A1 ……..  A2 ………   1. Intellectual skill (the 3rd, 4th,5th.6the level of Bloom's taxonomy).   B1 ………  B2 ………   1. Professional and Practical skills (using tools, programs, surveys,.. )   C1 ………..  C2 ……….   1. 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. |
| **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) 9. Responsible Use of GenAI [[1]](#footnote-0) [**(Click Here)**](https://drive.google.com/file/d/1wifcmTNvtlM1v16sJdDx7bOSL3bhUr4O/view?usp=drive_link)    1. **General Principles:**       1. Learners are encouraged to utilize technology, including GenAI, to enhance their understanding, under the conditions outlined below.       2. Ask if you are uncertain about what is allowed.       3. Investing time in understanding the tools and refining prompts is essential for effective use of GenAI, allowing to generate more accurate outputs.    2. **Misuse:**       1. 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.       2. Submitting assignments that include incorrect information or details you cannot explain will be deemed a misuse of GenAI.    3. **Constraints:**       1. 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.       2. Learners are prohibited from using GenAI tools during exams.       3. 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]](#footnote-1).    4. **Acknowledgement of GenAI Usage:**       1. Assignments should have an appendix that contains any content generated by GenAI tools, along with the prompt used and their dates.       2. You must clearly indicate which parts are yours and which are generated by GenAI by including a Declaration Statement.       3. 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** |
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**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) |  |

**GRADING SYSTEM**

| **Evaluation Technique** | **Percentage** |
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1. These are illustrative sample statements partially adapted from [Concordia University’s guidelines for teaching with GenAI](https://www.concordia.ca/ctl/tech-tools/teach-with-technology/guidelines-gen-ai.html). The educators have to finalize the related statements taking into consideration the specific nature of their courses. [↑](#footnote-ref-0)
2. This is just an example.The educator should decide on the percentage that fits their courses and tasks best. [↑](#footnote-ref-1)