

Course Syllabus Template

Subject Code and Course Number:

Course Title:

Number of Credits:

Instructor Name: *[Note: Include Teaching Assistants, if any]*

Email Address:

Telephone Number:

[Note: Instructors are encouraged to use office telephone numbers as syllabi may be published online.]

Office Location:

Office Hours: *[Note: Include Office Hours for Teaching Assistants, if any]*

Term/Year:

Class Schedule: *[For example, Mondays & Wednesday: 6 PM – 7:30 PM]*

[Note: If not full semester course (e.g. module) include dates of first and last class and total instruction time. For example, Course Dates: October 1 – December 10]

Prerequisites: *[Note: Include course number(s) and title(s). If there are no prerequisites or co-requisites, please write “None.”]*

Co-Requisites: *[Note: Include course number(s) and title(s). If there are no co-requisites or co-requisites, please write “None.”]*

Course Description: *[Note: This should be taken word for word from the Catalog (catalog.aua.am).]*

Required Materials: *[Note: This should include all required materials: Textbooks, readers, calculator....]*

Schedule & Topics: *[Note: Review and Q&A in preparation for exams should be scheduled and noted on syllabus.]*

Course Syllabus is subject to change to address student needs.

Week	Topic	Reading	Non-Reading Home Tasks
1			
2			
3			
4			
5			
6			
7	[For example: Summary and Synthesis of Topics in Weeks 1-6]		
8	[For example: Review of Mid-Term Exam. Focus on areas where mid-term performance indicates need for reinforcement or supplemental work]		
9			
10			
11			
12			
13			
14			
15			

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Student Learning Outcomes:

The following chart shows alignment between course-specific and program student learning outcomes and program goals. *[Note: in determining course-specific outcomes, it is important to review the academic program's curriculum map to relate the appropriate skill level if specified (e.g. beginner, intermediate, and advanced). Student Learning Outcomes should be clear, attainable, and measurable.]*

Course-based Student Learning Outcomes <i>In this course, students will be able to:</i>	Program Student Learning Outcomes <i>Students will be able to:</i>	Program Goal
<i>[For example: Identify the basic methods used to study the interrelations among language, culture and social interaction, including ethnography of communication, conversation and discourse analysis, and dialectology.]</i>	<i>[For example: 2.4 Identify and describe the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought. (Beginner Level)]</i>	<i>[For example: 2. Equip student with analytical skill in linguistics, communications and literary criticism].</i>

Course Structure *[Note: How will the course be taught? For example: “Instructor-led class will meet twice per week. Home tasks include readings, problem sets, and progress made on final group presentation. All home tasks must be completed before the discussion starts.” OR “Instructor-led class which requires weekly in-class presentations. Home tasks include reading and problem sets.”]*

Method of Evaluation *[Note: These should be fully described, see examples below. Rubrics should be attached to the syllabus as appropriate or supplemented when the assignment is announced. Evaluation methods should link to both course-based and program student learning outcomes. How will this particular method of evaluation help students learn and faculty assess the intended student learning outcomes? Information regarding how students will receive feedback on assignments or evaluation methods should be noted as appropriate.]*

Student learning will be evaluated on the basis of the following weighted components:

- (#%)
- (#%)
- (#%)
- (#%)

[For example: Class attendance and participation:

Students are expected to attend class and demonstrate their understanding of topics by participating in class discussions. Please see attached rubric for class participation criteria.]

[Note: How is this assessed? (e.g. quality and/or quantity; speaking and/or listening) What if someone attends 50% of the classes but actively participates and contributes during the classes he/she attends?]

[For example: Exams

The course will include a mid-term exam covering topics from weeks 1 to 7 as well as a comprehensive final exam covering all course topics with an emphasis on topics covered in weeks 9-14. Please see attached rubric for essay criteria, which will be used to grade the essay section of the exam.

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Mid-Term Exam:

The mid-term exam will cover topics from weeks 1 to 7 and will be administered in a computer lab equipped with basic statistical software. The mid-term exam will consist of the following:

- 1) Multiple choice and short answers on basic terminology and concepts
- 2) Application of appropriate models and statistical methods to data samples similar to home task problem sets.

The purpose of the mid-term exam is to assess students' progress in learning how to use terminology and apply appropriate models and methods to analyze data samples. Students will receive feedback through the in-class mid-term review as well as written feedback on their mid-term exams. Students are encouraged to attend office hours for more individualized guidance.

Final Exam:

The final exam will cover topics covered throughout the course with special emphasis on topics covered in weeks 8 to 15. The final exam will consist of the following:

1. Multiple choice and short answers on concepts and terminology
2. Short analytical essay identifying the pros and cons of different methods and models for analyzing a complex economic problem
3. Utilize statistical software to analyze data sample and track trends

The purpose of the final exam is to assess students' mastery of concepts and terminology as well as their abilities to select appropriate methods and apply econometric methods to analyze data sets and solve complex problems. Final exams and comments will be posted to Moodle. Students are welcome to confer with the instructor for more individualized feedback.]

[For example: Final Presentation

Students work in teams of three or four in order to complete an in-depth analysis of a particular problem and present their findings to the class using appropriate media and technology. Please see attached rubric for Final Presentation criteria Students must submit a proposal by week 8 identifying members of their team, their project focus, and a brief plan for their investigation. Teams are expected to meet periodically with the instructor in order to solicit guidance and feedback as they develop their analysis and conclusions. Students will be assessed on the quality of their analysis and presentation. Please see attached rubric for oral presentations. Students are strongly encouraged to attend office hours periodically in order to solicit additional feedback and ask questions as they progress on their research and writing.]

Library and Media/Technology Use

[For example: Students are encouraged to use supplemental online and reference materials available at the library to enhance their overall learning in the course. Students are encouraged to use audio-visual aids and presentation software as appropriate. If students have any questions or need additional support in using library resources or technology, they should confer with library staff, ICT, or the instructor.]

Late Policy

[For example: A half grade will be deducted from an assignment each day that it late (e.g. an assignment graded as an A will become a B+ if it is submitted two days late). The instructor might not penalize the student if the student submits convincing evidence of a medical or other emergency that made completing the assignment at the scheduled time impossible.]

Make-up Procedures

[For example: Make-up assignment, exam, and quiz will be given at the instructor's discretion. Students must submit convincing evidence of a medical or other emergency that makes completing an assignment or taking an exam or quiz at the scheduled time impossible.]

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Policy on Grade Appeal

Students are entitled to appeal grades in line with the university's *Grades Policies* policy which is available online at <http://policies.aua.am/policy/11>

Standards for Academic Integrity

Students are required to conduct themselves in an academically responsible and ethical manner in line with the Student Code of Ethics. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Code of Student Ethics
<http://policies.aua.am/policy/10>

The Student Code of Conduct can be found at <http://policies.aua.am/policy/101>

Special Needs:

Students requiring special accommodations for learning should contact the Center for Student Success by the end of the Drop/Add period with such requests. studentsuccess@aua.am,
<http://studentsuccess.aua.am/disability-support-services/>

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Template for Assignment-Specific Rubric

Assignment Name	Not Yet Competent	Developing	Proficient	Advanced
	a)	a)	a)	a)
	b)	b)	b)	b)
	c)	c)	c)	c)
Relevant SLOs				
<i>Students will be able to:</i>	<i>Course-Specific Learning Outcome:</i>	<i>Program Specific Learning Outcomes:</i>		