**SAMPLE SYLLABUS TEMPLATLE**

**University of Macau**

**Faculty of …**

**Department of …**

**XXXX111 “TITLE OF COURSE” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INSTRUCTOR**

Photo of Instructor

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Office: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Include Photo of Instructor here**

**Tel no: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**OFFICE HOURS**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Tues and Thurs 2:00-3:00 and by appointment, see me after class or by email (UM requires all instructors to hold weekly office hours)

**CREDITS: (indicate the semester hours/credits for the course)**

**PREREQUISITIES (delete if not applicable)**

**CLASS MEETINGS (enter day of week ) (enter time) (enter venue)**

**Mon-Thurs 10:00 – 113;30**

**E3 Rm. G034**

**CLASS MOODLE SITE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

As a student in this class you have access to the class Moodle site. You should bookmark this page. This is where I will post important announcements, the syllabus, lecture outlines, assignments, forms, and other class information. You should check the class web site several times a week.

**The Moodle URL is** [**https://ummoodle.umac.mo/**](https://ummoodle.umac.mo/)

**COURSE GOALS AND LEARNING OUTCOMES**

Goals are overarching statements and may or may not be readily measureable. They are related to and help guide the learning outcomes. Both should align with and support UM graduation attributes, the programs goals and learning outcome and be easily understood by students and the colleagues. Generally there are 4-6 goals and learning outcomes for a course. You may want to review the attached hand-out on writing LOs.

Example from a GE Microbiology course

**Course Goals:**

1. To introduce students to the basic principles, concepts, theories, and language that constitutes the discipline of microbiology
2. To provide a framework for understanding how microbiology impacts life and society.
3. To foster the ability to critically assess microbiology information from the Internet, books, the popular press, journals, and other sources.
4. To help students understand that science is a part of everyday life
5. To help students see that science has cultural and social dimensions.

**Course Learning Outcomes**

1. LO-1 - Students will be able to describe the basic principles, concepts, theories, and language that constitute the discipline of microbiology.
2. LO-2 Students will be able to articulate how microbiology impacts life and society.
3. LO-3 Students will be able to critically read and evaluate biological and microbiology information from books, the popular press, journals, and other sources.
4. LO-4 Students will be able to describe how science is a part of everyday life with examples.
5. LO-5 Students will be able to identify and describe the cultural and social dimensions of science.

**REQUIRED BOOKS AND OTHERS**

**Textbook and Other Required Class Materials (lab manuals, software, etc)**

(Enter full reference to all prescribed textbooks including the ISBN number – instructors should also order see your departmental support staff to how to do this least 3 months before the start of the semester),

**REQUIRED READINGS**

Books, chapters, websites etc.

(Enter information about required readings that will be available (on hold) in the Library and/or made available to students through UMMoodle and/or any other medium – this can also be listed at the end, or the heading deleted if not required)

**SUPPLEMENTARY READING**

Add information about reading that will be supplementary but not compulsory for this course

**COURSE OVERVIEW**

Include a brief description overview of the course 100-200 words

**COURSE EXPECTATIONS**

Provide a description of what is expected, attendance, participation, any special events, class engagements, course policies with respect to mobiles, Turn-it-in, etc.

Example

Classroom Courtesy.

1) Turn off cell phones and other electronic devices with sounds.

2) With diversity of background, there will undoubtedly be differences of opinion and perspective. You are not required to agree with your classmates. However, you are required to treat your classmates and instructor with respect and courtesy.

3) Be punctual is a virtue, I would encourage you come to the class on time. If you are late, you may lose the grade for the in-class assignment/quizzes if I start with these activities.

4) Class time is important time and I believe that it deserves your full attention, **Please do not text message, use facebook, check email, carry on conversations, etc., while class is going on.** Everyone will benefit when we make the best possible use of our class time together

**ASSESSMENT AND GRADES**

Provide a clear and transparent description of the type of assessments/assignments that will be used to grade student and how they will be weighted. There is no one model below are two examples;

Example One

**Grading:**

|  |  |
| --- | --- |
| Exams (including final exam) | 30% |
| Health Behavior Change Paper | 30% |
| Research Questions | 27% |
| In-class Assignments/Quizzes | 20% |
| Class Participation | 3% |

Note is generally preferable to have more detailed information on the various categories. See next example

Example Two

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture Points** | | **Laboratory Points** | |
| **Assessment** | **Points** | **Assessment** | **Points** |
| Tests (3 @ 125 pts. each including the final | 375 | Attendance and Participation | 125 |
| Project | 125 |  |  |
| Two Writing Assignments  25 pts @ | 50 | Project\*\* | 100 |
| Quizzes (12 @ 5 pts. ea. The two lowest quiz scores will be dropped | 50 | Lab Journal | 25 |
| Class Participation | 50 |  |  |
| Total | 650 |  | 250 |

If you miss a mini-test, you will need to take the final.

\*\* The details regarding the writing assignments and project will be posted on the class web site.

|  |  |
| --- | --- |
| **Letter Grade** | **Required Points** |
| A, | 810-900 |
| B | 720-809 |
| C | 630-719 |
| D, | 540-629 points |
| F | Less than 540 points |

A as denotes **excellent mastery** of the subject and **outstanding scholarship,**B denotes good mastery of the subject and good scholarship, **C denotes acceptable mastery of the subject and the usual expected achievement**. Excellent mastery and outstanding scholarship means world-class. You should not assume that simply working hard guarantees you an A grade. However, if you do not work diligently you can expect to not receive an A grade. Your final grade is not negotiable it is base on the product of your efforts.

This class is based on 900 points. I do not "curve" grades or give extra-for-credit work. The number of points for final grades is given above. The point cuts offs are set. You **MUST** have the minimum number of points for each letter grade. There will be many opportunities in the class to earn bonus points. The best solution is to attend all classes and labs, put in effort to understand the information when it is presented and when you study and review. Any adjustments in grading will be made only for sound academic reasons.

Lab is worth 250 points. Lab points are based on attendance, quizzes, a project and assignments. You need to attend laboratory. If you miss a laboratory session you must provide a valid reason with documentation (see below for a description of what constitutes valid reasons and documentation) otherwise you forfeit the points associated with that laboratory. Labs that are missed for a valid reason **CANNOT** be made up, and you are responsible for the material. Because life is unpredictable we will grant two unexcused absences from lab, however you are still responsible for the material

Tests must be taken at the scheduled time unless a valid (e.g., religious holiday, illness, death in the family, etc.) excuse is presented within 5-days of the missed exam. All medically related excuses must reflect a serious or extended health problem. Simply being ill the night before is generally not a sufficient condition. If you will miss an exam because of an official University event you must provide appropriate documentation prior to the examination

If you feel we have made a grading error you must see me, within 5-days after we have returned the graded exam, paper, or project. You must explain **in writing** why you believe you should receive additional points. We reserve the option of re-grading the entire exam, paper or project.

Note Assessment is part of learning and not a means in itself. It is a process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. Develop and align learning outcomes and assessment strategies simultaneously to ensure all outcomes are appropriately evaluated at the end of the course and outcomes properly achieved. Different assessment strategies should be used to evaluate students’ achievements, and should increase in complexity in upper level courses.

**Academic Integrity (A Simple Reminder)**

Academic dishonesty will not be tolerated.

Definitions of academic dishonesty follow:

image006 CHEATING: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

image006 FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise

image006 FACILITATION: intentionally or knowingly helping or attempting to help another to violate any provision of the Code of Academic Integrity.

image006 PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. (All information used MUST be corrected cited in ALL assignments).

The academic integrity code applies to ALL class work.

If you are found to have committed any act of academic dishonesty, your grade will be severely affected. Other possible consequences include academic probation, a notation of cheating on your university transcript, or dismissal from the university.

You can refer the university policy regarding student dishonesty (<http://www.umac.mo/reg/UMCalendar/%286%29GR-RHSAD.pdf>).

Also see

<http://www.umac.mo/reg/notices/RHSADishonesty(chi).pdf>

[http://www.umac.mo/reg/notices/RHSADishonesty(eng).pdf](http://www.umac.mo/reg/notices/RHSADishonesty(chi).pdf)

[http://www.umac.mo/reg/notices/RHSADishonesty(port).pdf](http://www.umac.mo/reg/notices/RHSADishonesty(chi).pdf)

**SURVIVAL SKILLS FOR UNIVERSITY LIFE**

Surviving university life can be a challenge for many. The Student Affairs Service (SAS) and other units on campus provide ample opportunities for students to enhance their learning experience. Please refer to the *Handbook for New Local Students* available at <http://www.umac.mo/student_life.html> to access the student handbook and get acquainted with the services (CREW, workshops, counselling, and more) available on campus.

*[Instructors can add further links to relevant websites that might be of interest to their particular students based on need. Various websites and links are available from the UM website and current students should be encouraged to regularly check updates relevant to their survival at university.]*

**DISABILITIES STATEMENT**

Promoting equal opportunity for persons with disabilities is a goal relevant to many professional organisations. Student Disability Support Service is now available to provide an equal opportunity to education, university life activities and services for all students at UM. If you are a student with a physical, visual, hearing, learning or psychological impairment, you are welcome to contact the Student Disability Support Service for further information regarding documenting your permanent or temporary disabilities. To learn more about the service, please contact the Student Affairs Section at [sas.enquiry@umac.mo](mailto:sas.enquiry@umac.mo) or at 8397 4901 / 8397 4820 or visit the website at <http://www.umac.mo/sas/disability>

*[Instructors can also include a statement regarding their own disabilities if necessary to alert students how to communicate with them more effectively. Please contact CTLE for further information if you wish to include such a statement.]*

**Recommended additional optional content:**

**NOTES TO STUDENTS / PROJECTS OF LEARNING**

The facilitator should provide students in advance of clear and specific instructions regarding expected assignments and projects in the course. The instructions should be included in the course outline or provided separately indicating, for example, formative assessment strategies (i.e., how assignments will be graded, if re-writes are acceptable, etc.), and practical application of learning in out-of-class projects. Examples are available upon request.

**IMPORTANT DATES and TOPICS**

If the “Course Overview” only lists the main topics/themes for the course, a further outline could be included indicating important dates (e.g., for submission of assignments). Alternatively, the “Course Overview” could include both the topic list and the important dates. See example Appendix 2.

**SPECIAL POLICIES**

* Include class policy regarding late arrival for class
* Include class policy regarding food, drink, use of mobile phones, etc.
* Include class policy regarding absenteeism both from class and/or examinations

**Optional additional content for course outline:**

**SAMPLE RUBRIC FOR ASSESSMENT**

Whereas an assessment rubric and/or memorandum should be available to student when giving feedback on assignments and examinations, a sample rubric can be included in the course outline to alert students to the criteria that will be used when assessing, for example, written assignments. See example Appendix 4 or contact CTLE for assistance in creating assessment rubrics specific to your courses.

**Tentative Course Schedule (This may be provided as a separate document)**

**Example**

**Schedule:**

***Any modifications or changes to this schedule will be posted on the Moodle.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class Topic** | **Reading** | **Turn in** |
| **Aug 26 (Tue)** | 1. **Welcome and Introduction** |  |  |
| **Aug 29 (Fri)** |  | **Chapter 1-**  **2** |  |
| **Sep 2 (Tue)** |  | **Chapter 3** |  |
| **Sep 5 (Fri)** |  | **Chapter 4** |  |
| **Sep 9 (Tue)** | **NO CLASS — Holiday** |  |  |
| **Sep 12 (Fri)\*** |  | **Chapter 5** |  |
| **Sep 16 (Tue)** |  | **Chapter 6** |  |
| **Sep 19 (Fri)\*** |  | **Chapter 6** |  |
| **Sep 23 (Tue)** |  | **Chapter 6** | ***Assignment XX due*** |
| **Sep 26 (Fri)\*** |  | **Chapter 6** |  |
| **Sep 30 (Tue)** | **NO CLASS—Holiday** |  |  |
| **Oct 3 (Fri)** | **EXAM 1** |  |  |
| **Oct 7 (Tue)** |  | **Chapter 7** |  |
| **Oct 10 (Fri)\*** |  | **Chapter 7** |  |
| **Oct 14 (Tue)** |  | **Chapter 7** |  |
| **Oct 17 (Fri)\*** |  | **Chapter 8** |  |
| **Oct 21 (Tue)** |  | **Chapter 9** | ***Assignment xx due*** |
| **Oct 24 (Fri)\*** |  | **Chapter 10** |  |
| **Oct 28 (Tue)** |  | **Chapter 11** |  |
| **Oct 31 (Fri)\*** |  | **Chapter 12** |  |
| **Nov 4 (Tue)** |  | **Chapter 13** |  |
| **Nov 7 (Fri)** | **EXAM 2** |  |  |
| **Nov 11 (Tue)** |  | **Supplementary readings** |  |
| **Nov 14 (Fri)\*** |  | **Supplementary readings** |  |
| **Nov 18 (Tue)** |  | **Supplementary Readings** |  |
| **Nov 21 (Fri)\*** |  | **Supplementary readings** |  |
| **Nov 25 (Tue)** |  | **Supplementary readings** |  |
| **Nov 28 (Fri)\*** | 1. **Course Summary** | **Chapter 14** | **FINAL PAPER DUE** |
| **TBA** | **FINAL EXAM** |  |  |