

APPENDIX E

SAMPLE ANNOTATED **UNDERGRADUATE** DISTANCE COURSE OUTLINE

- * If you are writing a graduate distance course outline, replace the undergraduate references with graduate information from the university calendar at <http://www.msvu.ca/en/home/programsdepartments/graduatecalendar/default.aspx>*

This sample identifies and explains the content of an e-learning course outline and how to organize the content that you may wish to use, as applicable.

- * Although the words course outline and syllabus are used interchangeably, they are not the same thing, as this sample will illustrate. **



FACULTY OF...(E.G., ARTS AND SCIENCE)
DEPARTMENT NAME/COURSE NUMBER (E.G., ENGLISH 1001)
COURSE TITLE AND NUMBER (E.G., INTRODUCTORY ENGLISH 1001)
SECTION: NUMBER(S) (IF APPLICABLE) (E.G., SECTION 18)
COURSE OUTLINE *effective for Winter 2010*

WELCOME/INTRODUCTION (CONTEXT OF THE COURSE TOPIC): *write a brief statement that welcomes the student to the course and introduce the course to the student...this is especially important for distance courses when the student may never meet face-to-face with other students and/or the course instructor. Why is the course worth paying tuition to study? This sets the tone for the remainder of the course outline and the course itself.*

ABOUT YOUR INSTRUCTOR:

WEBSITE (IF APPLICABLE): *if you have a website, provide the u.r.l.; you may wish to include your picture and a brief bio on your website and/or in the course outline*

OFFICE LOCATION: *if you have an office, state where the student can find you; (you could include a map on your website with directions to your office); if you do not have an office, state alternative methods for how you would meet with the student online and in person (if possible)*

OFFICE HOURS: *indicate when the student could meet with you face-to-face and/or online*

PHONE: *state the contact number a student should use to call you; if you have a policy about when the student should expect a reply from you to a phone message from the student, state it here*

FAX: *if you will accept faxes from the students, state the fax number students should use; if you have a policy about when the student should expect a reply from you to the student's fax if applicable, state it here*

EMAIL: *state the email address students are to use to communicate with you during the course; if you have a policy about when the student should expect a reply email from you, state it here*

ABOUT YOUR COURSE:

TEACHING AND LEARNING PLATFORM: *describe the online learning environment(s) the student will use in the course (e.g., Moodle, Elluminate Live). You may wish to insert the urls for the Moodle (Appendix H) &/or Elluminate Live (Appendix I) student setup instructions documents here (if applicable):*

Moodle: <http://www.msvu.ca/site/media/msvu/MoodleStudentGuide.pdf>

Elluminate Live: http://www.msvu.ca/site/media/msvu/Elluminate_Setup_Instructions.pdf

FORMAT OF THE COURSE: *discuss how the e-learning course will work, how the course might be similar to and/or different from a similar course offered face-to-face, how the online community of learners will be constructed, how the student will use the media you selected for the course, why you selected the media, how the media will enhance the student learning experience, what is unique about the course, what students should expect from the course, if the student will be working independently and/or in small groups, estimated contact time with the instructor and other students, course-related activities, special notes, etc.*

CLASS MEETS: *if the class has a defined scheduled meeting time in the online learning environment, indicate the (local) time when the student is required to interact with other students and the course instructor throughout the course; if the class meeting schedule is t.b.a. or will be sporadic, indicate same in this section*

LAB: *If the course includes a lab component, state its details*

COMMUNICATION: *state how the student will interact with other students and with you throughout the course in the online learning environment*

COURSE DESCRIPTION: *include the course description, verbatim, from the undergraduate calendar*

COURSE PRE-REQUISITES: *if applicable, state the course pre-requisites; if the student does not have the course pre-requisite(s), but can still enroll in the course, suggest what the student should/needs to do before the course begins (e.g., contact the course instructor for permission to enroll in the course)*

COURSE GOAL: *state the course goal, which is different from the student learning objectives*

STUDENT LEARNING OBJECTIVES: *list the student learning objectives for the course: measurable statements that describe what you expect the student to know and/or be able to do because of the course; write S.M.A.R.T. learning objectives: each learning objective should be **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely*

The list of objectives should be preceded by the statement:

At the conclusion of this course, the student (or, you) should be able to:

COURSE TEXT(S): *list the course text(s) and how/where/when the student can obtain the text(s). Explain why you selected the course text(s) and how it/they will contribute to the quality of the course. As an example of best practice, you may wish to cite the text(s) in this section using your department's preferred citation style. This section of the course outline could then serve as a teaching tool for you: when necessary, you could refer the student to this section for examples of correct text citation 'how to.'*

COURSE READING(S) (REQUIRED): *depending on the number of required readings, you could list them all in this section or list each reading in the respective module section. If the student will be using hardcopy of a reading, state how/where the student can obtain the reading(s). If the course reading(s) is/are online, provide the u.r.l.(s). Explain why you selected the course reading(s) and how it/they will contribute to the quality of the course. As an example of best practice, you may wish to list the online reading(s) using your department's preferred citation style. This section of the course outline could then serve as a teaching tool for you: when necessary, you could refer the student to this section for examples of correct reading citation 'how to.'*

COURSE READING(S) (OPTIONAL, IF APPLICABLE): *same as above*

ONLINE RESOURCES: *if the student will be using instructor-assigned websites for coursework, discuss why you selected the websites and how they will contribute to the course. List the title of each website and provide the u.r.l. beneath the website name; for example:*

Mount Saint Vincent University

<http://www.msvu.ca>

TEACHING AND LEARNING STRATEGIES: *describe your instructional approach for the course and how the student will benefit from it/them.*

SYLLABUS (WHAT WE WILL BE DOING, LEARNING AND WHEN THROUGHOUT THE COURSE)

Provide a comprehensive 'at a glance' schedule of the course activities for the student; a table format with the following headings may be most effective:

Class	Topic	Activity	Reading(s)	Assignment #	Due
1					
2					
3					
4					
5					

You may wish to add: In consultation with the class, the instructor reserves the right to amend the above course plan.

ASSESSMENT AND EVALUATION: if possible, use a cross-section of different assessment and evaluation methods in the course to accommodate for different student learning styles. Determine and list the components of the course that will be assessed/evaluated and the assigned value for each.

ASSIGNMENTS: DELIVERABLES AND EXPECTATIONS: list each of the course assignments and assign a number to sequence the assignments (e.g., 1, 2, 3, 4, etc.) Indicate the corresponding value for each assignment. Write a detailed, clear description of your expectations for each assignment. You may wish to negotiate the due dates for each assignment with the students when you review the course outline at the first class; if not, state each assignment's due date. State how the assignment is to be submitted; indicate an approximate turn-around time for when the student could expect to receive feedback to the assignment submission and how the student will receive your feedback (may vary depending on the assignment type).

TESTS/EXAMS

Describe the format of the course test(s) and/or exam(s) and the value of each; if applicable, describe how the student will write the course test(s) and/or exam(s) via the course media, followed by:

Refer to the MSVU Grading & Examinations website from the undergraduate calendar:

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/gradingexaminations.aspx>

MISSED TESTS/EXAMS

If the student will be permitted to write a missed test and/or exam, state the conditions a student must meet to write the missed test and/or exam; e.g., if ill, medical certificate required.

LATE ASSIGNMENTS

If late assignments will be accepted, state the conditions under which a late assignment will be accepted; if applicable, state the penalty that will be applied to the late assignment submission, e.g., lose 1/point/day.

GUIDELINES FOR WRITTEN ASSIGNMENTS (IF APPLICABLE)

This section might read:

You must submit all written assignments to receive a final grade. You must submit a hardcopy and/or an electronic version of your written assignment, which should be an example of an original,

acceptable piece of scholarly work and follow the minimum/maximum page range indicated in the assignment details.

Your written assignment must include the following information:

- a cover page: your name, course name/number, your student I.D. #, title of assignment, date
- Format:
- Times Roman font
 - 12 point font
 - 1" margin
 - double-spaced
 - paginated (numbered)
 - use the department's preferred citation style, if applicable

You are responsible for keeping a back-up copy of all your written work.

If the student is to use a method other than email via Moodle to submit written assignments to the instructor, state the information here.

LANGUAGE

Correct use of language is one of the criteria used to assess and evaluate all your written assignment submissions.

UNDERGRADUATE GRADING SCHEME

Refer to the MSVU Undergraduate Course Guidelines for Marking:

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/gradingexaminations.aspx>

COURSE POLICIES

ACADEMIC INTEGRITY

You play a vital role in contributing to and maintaining the culture of academic integrity expected of everyone at MSVU. Statement on Plagiarism and Cheating: "University regulations on Plagiarism and Cheating and academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on Department notice boards and on the website at <http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/academicoffenses.aspx>

Read them!

If you have any questions, please contact your instructor.

RESEARCH (IF APPLICABLE)

Students who conduct research involving human participants must have their research reviewed in accordance with the *MSVU Policies and Procedures for Ethics Review of Research*

before starting the research. Check with your course professor or Chair of the Department about proper procedure.

OTHER COURSE-SPECIFIC POLICIES YOU IDENTIFY

OTHER COURSE-SPECIFIC TOPICS YOU IDENTIFY

HELPFUL ONLINE STUDENT RESOURCES AT MSVU:

MSVU Undergraduate Calendar

<http://www.msvu.ca/calendar/undergraduate.asp>

MSVU Library

<http://www.msvu.ca/library/>

MSVU Writing Resource Centre

<http://www.msvu.ca/en/home/student-services/academic-advising-support/writing-resource-centre/default.aspx>

Distance Learning and Continuing Education

<http://www.msvu.ca/Distance/index.asp>

MSVU Student Affairs

http://www.msvu.ca/student_affairs/index.asp

FINAL COMMENTS

PLEASE NOTE

Class Cancellation Line: 457-6566