COURSE OUTLINE GUIDE

IMPROVING STUDENTS’ ACADEMIC EXPERIENCE

Your course outline provides important information that students need to meet your course requirements. It helps students understand the nature of the course and what is expected of them.

It also serves as an important reminder to students of all the support services that are available to help them achieve academic and personal success. When you are reviewing your course outline at the beginning of the semester, it is a good practice to talk about these services and to point out the contact information to your students.

WHAT IS A COURSE OUTLINE?
A course outline is an agreement between the professor (representing the University) and their students. It identifies how the course is structured, both pedagogically and administratively, and therefore must be as complete and comprehensive as possible. The pedagogical objectives must be clearly stated.

It must explain the grading criteria, state what is expected from students in terms of course work, preparation, assignment due dates and in-class behaviour. Sanctions must also be clearly indicated and explained.

It is recommended that all faculty members send a copy of their course outline to their Department or Unit.

THE FOLLOWING RUBRICS AND INFORMATION MUST BE PRESENT IN EVERY COURSE OUTLINE:

I. GENERAL INFORMATION
• Course title, number, credits, semester, year.
• Class date, time and location (campus, building, room number).
• Name and title of the instructor, Faculty and Department.
• Access to the instructor: office location, campus phone number, email, website (if available), office hours, preferred means of contact.
• Similar access information for teaching assistants, where applicable.

Optional:
• Territorial Acknowledgement: concordia.ca/about/indigenous/territorial-acknowledgement

2. COURSE DESCRIPTION
• Calendar course description (must be identical to that in the calendar).
• Prerequisites.

Optional:
• Expanded course description.
• Specific knowledge or skills students should have before beginning the course (e.g., computer skills).
• If appropriate, explain what the course is not about or what topics will not be covered.

3. OBJECTIVES
Clear statement of learning objectives: the knowledge, competencies or skills students are expected to achieve by the end of the course (e.g., synthesize information, make predictions, solve problems, etc.).

4. SCHEDULE (may be subject to change)
• Assignment due dates.
• Exam dates.
• Legal holidays/No class dates.
• Special activities (e.g., group selection for project work, guest speaker, etc.).
• Provide a general schedule of the main topics to be addressed and questions that will drive discussion.

Optional:
• The DNE/DISC withdrawal dates.
• Include plan for make-up classes.
• Ask students to advise you early in the term if they are taking religious holidays.

5. COURSE MATERIALS
• Required textbook(s) for the course.
• Where book(s) can be borrowed or purchased.
• If additional readings are required, include the articles and indicate where they can be obtained.
• Indicate readings that have been placed on reserve in the libraries.
• Other required resources (e.g., lab equipment, software, art supplies, etc.); indicate where they can be found and, if applicable, how much they will cost.

Optional:
• Suggested readings.
6. GRADING
• Describe the evaluation scheme: the format and timing of assignments (e.g., term papers, exams, quizzes) and other grading procedures (e.g., participation).
• Indicate the weights accorded to the various elements that make up the final grade.
• Include the grading scale and the grading criteria.
• Indicate your expectations about respecting due dates and any sanctions if these expectations are not met.
• Inform students of their right to write in French.
Once the semester has started, the grading scale should not be changed without either unanimous consent of students (reasonable efforts must have been made to contact all students) or consent from the chair.
For Information, see the Undergraduate Calendar.
Optional:
Describe your Department’s policy on oral and written proficiency.

7. ETHICAL BEHAVIOUR
Include the following statements:

Plagiarism
The most common offense under the Academic Code of Conduct is plagiarism, “the presentation of the work of another person as one’s own or without proper acknowledgement.” This includes material copied word for word from books, journals, Internet sites, professors’ course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone – it can refer to copying images, graphs, tables and ideas. “Presentation” is not limited to written work. It includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

In Simple Words
Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it.
(source: The Academic Integrity Website: concordia.ca/students/academic-integrity)

Optional:
• Indicate the kind of in-class behaviour that you expect and state what kind of behaviour you consider disruptive; you may wish to refer students to the Code of Rights and Responsibilities: concordia.ca/students/rights
• Include a statement that sexual violence, including sexual harassment and sexual assault, is not tolerated at Concordia. Please see Concordia’s policy on sexual violence for more information about awareness and prevention, support for survivors/victims, responding to disclosures and procedures for reports and complaints. You can also contact the Sexual Assault Resource Centre for information and support by email sarc@concordia.ca or phone 514 848-2424 x 3353 or online at concordia.ca/students/sexual-assault

8. ACCESSIBILITY
A suggested statement on accessibility: ‘I will strive to make learning experience as accessible and inclusive as possible. If you have accessibility needs that require academic accommodations, please meet with an advisor from the Access Centre for Students with Disabilities (ACSD) as soon as possible to set up an accommodation plan. I welcome meeting with all students to discuss their accessibility needs. concordia.ca/students/accessibility

9. USE OF THIRD-PARTY SOFTWARE & WEB SITES
If you are using third-party software and/or web sites, see the guidelines and include a statement. Information and standard wording found at: concordia.ca/offices/ctl/concordia-university-educational-technology-guidelines-for-faculty-and-students

LIST OF STUDENT SERVICES
1. Access Centre for Students with Disabilities: concordia.ca/students/accessibility
2. Student Success Centre: concordia.ca/students/success
3. Counselling and Psychological Services: concordia.ca/students/counselling-life-skills
4. Concordia Library Citation and Style Guides: library.concordia.ca/help/howto/citations
5. Health Services: concordia.ca/students/health
6. Financial Aid and Awards: concordia.ca/offices/faao
7. Academic Integrity: concordia.ca/students/academic-integrity
8. Dean of Students Office: concordia.ca/offices/dean-students
9. Aboriginal Student Resource Centre: concordia.ca/students/aboriginal
10. International Students Office: concordia.ca/students/international
11. Student Hub: concordia.ca/students
12. Sexual Assault Resource Centre: concordia.ca/students/sexual-assault
13. The Concordia Student Union offers students many resources including:
   a. HOJO (Off Campus Housing and Job Bank): csu.qc.ca/services/housing-and-job-bank-hojo/
   b. CSU Advocacy Centre: csu.qc.ca/services/advocacy-centre/