**Senate Committee on Academic Standards, Curriculum & Pedagogy**

**BASIC COURSE OUTLINE MODEL**

**FACULTY NAME**

**UNIT NAME**

***General instructions and examples noted in blue should be either replaced or removed.***

***All statements or headings to be included in course outlines are provided in black.***

**Course**: e.g. AP/HIST xxxx. 3.0 - Course Title **Course Webpage**: Provide URL

**Term**: e.g. Fall Term 2011

**Prerequisite / Co-requisite**: e.g. AP/HIST xxxx 3.0A - Course Title

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Instructor**

List all course instructors. Include listing of teaching assistants, when information is available. If full teaching complement not identified prior to start of term, provide an updated list as in-class handout and/or on course website.

Example: Jane Doe

(416) 927-1111

Lumbers 723

[jdoe@yorku.ca](mailto:jdoe@yorku.ca) Course consultation hours: Monday, 10-12 am

**Time and Location**

Lectures TR 1:30 CLH – B

Tutorial Group : M 3:30 112 Founders

Lab Group 8 M 3:30

**Expanded Course Description**

An expanded course description is helpful to students, as calendar descriptions are by design terse and lack specificity. It is highly recommended that the following categories of Information are included:

**Organization of the Course - Include information on the class and tutorial format, role of instructors and expectations of students, kinds of activity and resources (such as invited guests, discussion opportunities, use of films or videos, readings) that will be used to stimulate and support learning during the course.**

Example: The course involves formal lectures by the teaching team and invited guests and weekly tutorial sessions of about 25 students each. The lectures will be supplemented by films and videos. Tutorial meetings will be the main locus for discussion of required and recommended reading and assignments in the course. The required readings are central to the course. The lectures and tutorials will serve to enrich, clarify, and illustrate crucial issues from the assigned readings

**Course Objectives**

**(1) Brief statement of the purpose:**

Example: The purpose of this course is to assist students in developing a critical overview of the social, economic, and biophysical impacts of major resource development projects in extreme environments. Students will be able to compare and contrast both arctic and tropical environments, and identify fundamental principles/challenges of resource development projects. Students will be able to describe and apply emerging frameworks for sustainable development.

**(2) Brief list of specific learning outcomes of the course,** bearing in mind:

* disciplinary component of knowledge about concepts and methods (how the course contributes to the depth and/or breadth in a specific discipline
* the skills component (how the course contributes to the skills to be developed within the

degree program)

* how the course develops ‘transferable’ or broader knowledge and skills relevant to both students pursuing a major or a minor in the discipline, and for students carrying the course as an elective.

Example: The specific outcomes of the course are that students will be able to:

* critically examine the imperatives of resource development
* identify and describe current approaches to environmental impact measurement
* apply theory to critically evaluate case studies
* discuss and analyse current resource development issues in written form

### Course Text / Readings

Additional readings may be assigned or recommended during the course.

Example:

The following texts, books and journal articles (or course kit) are readings for the course:

A

B

**Evaluation \***

Provide a detailed statement of the grading system, assignments (format, description, due date, length, etc.) tests, and examinations.

Example:

The final grade for the course\*\* will be based on the following items weighted as indicated:

Assignment #1: 15%

Assignment #2: 15%

Term Test: 20% **\*\*\***  +++

Tutorial Participation: 10%

Final Examination: 30%

The **Senate Grading Scheme and Feedback Policy** stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see the policy for exceptions to this aspect of the policy - <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

*\*\* If final grades will be subject to grades distribution adjustment, it should be specifically noted in this section by including the following statement:*

“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”

\*\*\* If Term Test will be held outside of regularly scheduled class time, include announcement of day, date and time here (e.g., Saturday, October 28, 2006, 10 am to 11:30, room TBA).

+++ An exam or term test worth more than 20% of the final grade may not be given during the final two weeks of classes.

**Grading, Assignment Submission, Lateness Penalties and Missed Tests**

**Grading**: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests**\*** will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>

\* If an alternative number grade/percentage system is used for assignments or tests, it must be fully described in the course outline.

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the *(Faculty name)* section of the Undergraduate Calendar: (provide web link to calendar description of this option for the Faculty offering the course)

**Assignment Submission**: Proper academic performance depends on students doing their work not only well, but on time. Accordingly,assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in (specify how, where and when if this information was not provided in the Description of Assignments above).

**Lateness Penalty:** Assignments received later than the due date will be penalized (State penalty: e.g., one-half letter grade (1 grade point) per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. (State accommodation arrangement: e.g., allowed to write a make-up test on xx date.) Further extensions or accommodation will require students to submit a formal petition to the Faculty.

**ADDITIONAL INFORMATION**

Provide a brief description (e.g. field trips, special lab session, special tutorials), dates, times, required materials or preparation, any fees or costs, etc.

**IMPORTANT COURSE INFORMATION FOR STUDENTS**

For course outlines provided online (e.g. in Moodle) simply include the following statement and web link. If paper copies of the course outline are distributed, a copy of this information should be appended to the course outline in place of this statement.

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

* Senate Policy on Academic Honesty and the Academic Integrity Website
* Ethics Review Process for research involving human participants
* Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
* Student Conduct Standards
* Religious Observance Accommodation

*November 2013*

*Links updated August 30, 2018*