香 港 大 學
THE UNIVERSITY OF HONG KONG

COURSE OUTLINE TEMPLATE
GUIDELINES FOR WRITING COURSE OUTLINES
COURSE OUTLINE TEMPLATE (SAMPLE)

Prepared by

cetl

Centre for the Enhancement of Teaching and Learning

香 港 大 學
THE UNIVERSITY OF HONG KONG

This course outline template acts as a guide for you when writing your course outlines, as every course is different, please feel free to amend the template format to suit your course. Explanations and further information on each heading can be found in the appendix – Guidelines for Writing Course Outlines.

COURSE OUTLINE TEMPLATE

Course Title			
Course Code		No. of Credits	
Department		Faculty	
Pre-requisites Course Code		Co-requisites Course Code	
Course Coordinator(s)			
Email		Telephone No.	
Other Course Teacher(s)/Tutor(s)			
Learning Hours			
Student Quota			
Course Type	☐Core Course ☐Compulsory ☐Elective ☐Other _____		
Offer in Academic Year	☐1st Semester ☐2nd Semester ☐Summer ☐Year Long ☐Other _____		

COURSE DESCRIPTION

COURSE OBJECTIVES

1.
2.
3.
4.

GUIDELINES ON GRADING AND STANDARDS OF ASSESSMENT

COURSE CONTENT

-
-
-
-
-

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COURSE LEARNING OUTCOMES	
Course Learning Outcomes	**Aligned Programme Learning Outcomes**
1. 2. 3. 4. 5.	

COURSE TEACHING AND LEARNING ACTIVITIES	
Course Teaching and Learning Activities	**Aligned Course Learning Outcomes**
1. 2. 3. 4.	

COURSE ASSESSMENT METHODS

Assessment Method	Description	Weight	Aligned Course Learning Outcomes

ESSENTIAL READINGS: (Journals, textbooks, website addresses etc.)

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

COURSE POLICY *(including plagiarism, academic honesty, attendance etc)*

ADDITIONAL COURSE INFORMATION

ACADEMIC COUNCIL APPROVAL

Signature_____   Date_____

GUIDELINES FOR WRITING COURSE OUTLINES

DESCRIPTIONS OF EACH ITEMS

Course Title
This is the title of the course in a programme

Course Code
This is the code of the course in a programme

No. of Credits
The credits bear in the course

Department
The department for which this course resides

Faculty
The faculty for which this course resides

Pre-requisites Course Code
This is the course code of the course that your student must complete successfully before enrolling in this course. Students are expected to provide evidence that they have completed the course.

Co-requisites Course Code
This is the course code of the course that your student must also register if he/she wishes to enrol on this course. This is often required because the courses complement each other.

Course Co-ordinator
The course co-ordinator is the teacher who is responsible for the course. He/she is usually involved in the design of the course including the learning outcomes, learning activities and the assessment. He/she overlooks and monitors the course activity such as the organization of grades and lesson schedule.

Other Course Teacher(s)/Tutor(s)
These are the teachers or tutors who are involved in teaching or tutoring the course. They will often liaise closely with the course-cordinator on different aspects of the course. In the template, please indicate the teaching share. e.g. Prof. C.Lau (30%); Dr. K.Chan (70%).

Learning Hours
This is the number of hours that the course has been allocated in the timetable. Learning hours are hours that are used for the learning activities and assessment of the course such as lecture, tutorial, laboratory, online and private study hours. In the template, please indicate how the learning hours are allocated. e.g. Lecture (5hr), Tutorial (10hr), Private Study hours (5hr).

Course Type
This is the course type. In the template, please indicate if the course is core, compulsory, elective or other and state what the other type is.

Student Quota
This is the maximum number of students who may enrol in the course. In the template, please indicate 'no limit' if there is no maximum intake in the course.

Offer in Academic Year
The course may be offered at different times during the academic year. In the template, please indicate the times that are offered.

Course Description
This provides a description of the course – what the course is about. Consider the target audience and provide a description of the activities in which students will be engaged.   In addition to the description of the course, you should also explain why the course is included in the program of study and why it is offered at this time in a student's program of study. A description of any prior knowledge or co-requisites required for this course should also be explained here.

Course Objectives
The course objectives should explain what the course is designed to achieve. Objectives should be aligned with the Course Description, Programme Learning Outcomes, Course Learning Outcomes, Teaching and Learning activities and Assessment.

Expectations for student learning should be clearly communicated.

Guidelines on grading and standards of assessment

The course guidelines or policy on grading and assessment should be provided here (web-link is adequate). HKU has adapted standards-based assessment, thus, when using standards-based assessment as opposed to norm-based assessment, descriptors should be established so that students are clear about what is expected of them. Students will receive a score based on these benchmarks as opposed to a ranking based on a norm. The standards of assessment should be provided to the students and the assessors, so the assessment is assessed with little ambiguity. Assessors are expected to assess materials according to the defined descriptors. If attendance forms part of the course assessment, such information should be included.

In this section, you should develop your course level grade descriptors – describing the normal expectations of student achieving particular grades. Each course may develop marking rubrics for assessment items aligned with the course level grade descriptors. Marking rubric for each assessment items need not include all aspects of the grade descriptor. Some assessment items may be more appropriate for the higher level grade descriptor (essay) and some for the lower level grade descriptors (MCQs). In developing grade descriptors, the danger is to set too high levels of standards. The grade descriptors should represent a range of grades.

It is recommended that marking rubrics should be provided for each assessment item in the course.

Course Content

The major topics of the course should be provided here.

Course Learning Outcomes (CLOs)

Learning outcome is a statement or a set of statements that specify what the learners will know and able to do at the end of the course. Learning Outcomes should be written from the perspective of the student and should clearly communicate what is expected of students at the level they are at and what they should achieve by undertaking the course.

In the course outline, the learning outcomes, the learning activities and the assessment tasks must be shown to be properly aligned. Thus the intended learning outcomes (what do we want the learners to know?) must be supported by the correct used of learning activities (how will the learners learn?) and the assessment tasks including the languages employed (how will we know the learners have learnt?). It is vitally important when you design your course that these three components are carefully considered and written to enhance better student learning. It is also recommended that you should design the course so that all (or at least most of the) learning outcomes are assessable. There is no limit on the number of course learning outcomes. However, it is recommended that five or six course learning outcomes are sufficient for each course.

In the template, please also indicate which course learning outcomes (CLOs) are aligned with which programme learning outcomes (PLOs). In some cases, there may be more than one programme learning outcome aligns with each course learning outcomes. It is sufficient to indicate only the number of the programme learning outcomes in the template (see sample template for more information).

More information can be found on learning outcomes in the resources section below.

Course Teaching and Learning Activities

Teaching and learning activities are the teaching and learning methods which the teachers use to achieve each of the Learning Outcomes. From this, the students will know exactly why they are being asked to engage in certain teaching and learning activities in their courses. There is no limit to the number of course teaching and learning activities for each course.

This section should include both the methods of presentation of content such as lectures, tutorials, workshops and the learning activities students will undertake and how student learning will be supported to achieve the desired learning outcomes.

In the template, please indicate how each teaching and learning activity is aligned with the specified course learning outcomes. It is sufficient to indicate only the number of the course learning outcomes in the template (see sample template for more information).

More information can be found on teaching and learning activities in the resources section below.

Course Assessment Methods

Assessment is an on-going evaluation process aimed at understanding and improving student learning by measuring the learning outcomes the students may have achieved. Students will have a clear idea of why they are being assessed in the way they are. Finally, students will be helped to understand what they need to be able to do to get higher grades in their courses.

In this section, list and describe each assessment component in the course including the weighting, the rationale and format. In the template, please also indicate how each assessment component is aligned with the specified course learning outcomes. It is sufficient to indicate only the number of the course learning outcomes in the template (see sample template for more information).

More information can be found on assessment in the resources section below.

Essential Readings
List the textbooks required and other suggested readings or textbooks including publisher, edition and other necessary information.

Means/Processes for Student Feedback on Course
The SETL questionnaire is one of the ways HKU courses and teaching are evaluated. HKU places significant importance on student learning and on the continuous enhancement of teaching and learning outcomes.

Students are asked to complete this evaluation of their learning experiences at the conclusion of each course in which they enrol. Questionnaire items relate to the overall evaluation of the course as well as an evaluation of teaching.
In addition, individual teachers may seek other student feedback mechanism in the duration of their course such as through student forums or class discussion feedback.

In this section, please indicate the means or processes for students to provide feedback on your course.

Course Policy
In this section, course and programme policies should be provided (web-links are sufficient). Other information such as the University Regulations on academic misconduct, guidelines on health and safety and plagiarism should all be included here (web-links are sufficient).

Additional Course Information
Any other course information such as e-learning platforms and materials can be included here.

ADDITIONAL RESOURCES

References for Writing Course Objectives:

Biggs, J. B. (2003). Aligning teaching and assessing to course objectives. Paper presented at the Teaching and Learning in Higher Education: New Trends and Innovations Conference http://event.ua.pt/iched/main/invcom/p182.pdf

Biggs, J. B. (1996). Enhancing teaching through constructive alignment. Higher Education, 32, 347-364.

Virginia Commonwealth University. Centre for Teaching Excellence. Writing Course Objectives: http://www.vcu.edu/cte/resources/nfrg/10_03_writing_course_objectives.htm

References for Writing Learning Outcomes:

Kennedy, D, Hyland, A. & Ryan, N. (2005). Writing and Using Learning Outcomes: A Practical Guide http://www.bologna.msmt.cz/files/learning-outcomes.pdf

Kurotsuchi Inkelas, K. Writing Learning Outcomes (2009) http://www.cas.edu/Presentations%20&%20Tutorials/Inkelas2009.pdf

Macquarie University. Learning and Teaching Centre. Designing Learning Outcomes. http://www.mq.edu.au/ltc/about_lt/assess_docs/writing_learn_out.pdf

Oxford Brookes University, Oxford Centre for Staff and Learning Development. Writing Learning Outcomes: Some Suggestions http://www.brookes.ac.uk/services/ocsd/2_learntch/writing_learning_outcomes.html

The Florida State University, Centre for Teaching and Learning. Writing Learning Outcomes. http://learningforlife.fsu.edu/ctl/explore/bestPractices/docs/LearningOutcomes.pdf

References for Learning Activities:

Queensland University of Technology. Teaching and Learning Support Service. (2010). Teaching and Learning Activities http://www.talss.qut.edu.au/staff/curriculum/elements/element5.jsp

The following resources can assist with the design and development of teaching and learning activities
   Choosing Learning Activities [DOC 33kb]
   Deep, surface and strategic approaches to learning [PDF 274kb]
   Student Learning Styles [External Link]
   Using Case Studies [External Link]
   Using Classroom Discussions [External Link]
   Learning and Teaching Strategies and Technologies (Resources) [External Link]

Four Fundamental Types of Workshop Learning Activities
This summary is based on Chapter 4 of Workshops: Designing and Facilitating Experiential Learning by Jeff E. Brooks-Harris & Susan R. Stock-Ward (1999). Thousand Oaks, CA: Sage Publications.
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/four_fundamental_types.html

Northcote, M, Kendle, A., Ingram, D. & Thompson, E. (2001). Activities for Learning – Practical advice for enhancing your teaching and learning. The University of Western Australia. http://www.catl.uwa.edu.au/__data/page/75753/activities.pdf

Instructional Design - Robert Gagné, The Conditions of Learning
http://www.keele.ac.uk/depts/aa/landt/lt/docs/atid.htm

References for Assessment:

Assessment Resources@HKU, The University of Hong Kong, http://ar.cetl.hku.hk

Biggs, J. B. (2003). Teaching for quality at university: what the student does (2nd ed.). Buckingham: Society for Research into Higher Education: Open University Press.

Chapter 8 focuses on Principles of Assessment. Chapter 9 focuses on implementation of assessment.

Boud, D., & Falchikov, N. (2005). Redesigning assessment for learning beyond higher education. In A. Brew & C. Asmar (Eds.), Higher education in a changing world (pp.225-235). Milperra, NSW: Higher Education Research and Development Society of Australasia.

Bryan, C., & Clegg, K. (Eds.). (2006). Innovative assessment in higher education. London: Routledge.

Giggs, G. & Simpson, C. (2004-5). Conditions under which assessment supports students' learning? Learning and Teaching in Higher Education, (1), 3-31.
http://kwb.ki.se/internakurser/lararkurser/grundkurser/course_design/day_4/gibbs_simpson_2004.pdf

Herrington, J. & Herrington, A. (1998). Authentic assessment and multimedia: how university students respond to a model of authentic assessment. Higher Education Research and Development, 17(3), 305-332.

James, R., McInnis, C., & Devlin, M. (2002). Assessing learning in Australian universities: ideas, strategies and resources for quality in student assessment. Melbourne and Canberra: Centre for the Study of Higher Education, Australian Universities Teaching Committee.

La Trobe University. Curriculum Teaching and Learning. Assessing Your Students.
http://www.latrobe.edu.au/teaching/teaching-resources/assessment.html

Queensland University of Technology. Teaching and Learning Support Services. (2010). Assessment Processes.
http://www.talss.qut.edu.au/staff/curriculum/elements/element6.jsp

Sadler, D. R. (2005). Interpretations of criteria-based assessment and grading in higher education. Assessment & Evaluation in Higher Education, 30(2), 175-194. http://web.ebscohost.com/ehost/pdf?vid=3&hid=11&sid=44e4edcf-582c-487f-a5af-b413cfb54fe7%40sessionmgr14

Additional references:

Butcher, C., Davies, C., & Highton, M. (2006). Designing learning: from module outline to effective teaching. New York: Routledge.

Dick, W. O., Carey, L., & Carey, J. O. (2004). The systematic design of instruction. Boston: Allyn & Bacon.

Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.

Gagné, R. M., Briggs, L. J., Wager, W. W., Golas, K. C., & Keller, J. M. (2004). Principles of instructional design. Belmont, CA: Wadsworth.

Jenkins, A., Breen, R., Lindsay, R., & Brew, A. (2003). Reshaping teaching in higher education:linking teaching with research. London: Sterling, VA: Kogan Page.

Herrington, A. & Herrington. J. (Eds.). (2006). Authentic learning environments in higher education. Hershey, PA: Information Science Pub.

Kirkwood, A., & Price, L. (2005). Learners and learning in the twenty-first century: what do we know about students' attitudes towards and experiences of information and communication technologies that will help us design courses? Studies in Higher Education, 30(3), 257-275.

Laurilliard, D. (2002). Rethinking university teaching: a conversational framework for the effective use of learning technologies (2nd ed.). London: Routledge/Falmer.

Mager, R. F. (1997). Preparing instructional objectives: A critical tool in the development of effective instruction. Atlanta, GA: Center for Effective Performance.

Reigeluth, C. M. (Ed.). (1999). Instructional-design theories and models: Vol. 2. A new paradigm of instructional theory. Hillsdale, NJ: Lawrence Erlbaum.

Ramsden, P. (2003). Learning to teach in higher education (2nd ed.). London: Routledge Falmer.

Roberts, T. S. (Ed.). (2005). Computer-supported collaborative learning in higher education. Hershey, P A: Idea Group Pub.

Savin-Baden, M., & Wilkie, K. (Eds.). (2004). Challenging research in problem-based learning. Maidenhead: Society for Research into Higher Education & Open University Press.

Stephenson, J. (Ed.). (2001). Teaching and learning online: pedagogies for new technologies. London: Kogan Page.

Wiggins, G. P., & McTighe, J. (2005). Understanding by design (2nd expanded edition). Baltimore: Association for Supervision & Curriculum Development.

Blueprints for complex learning: The 4C/ID-model. Educational Technology, Research and Development, 50 (2), 39-64.

Web-Sites

Self Study Guide in Instructional Design. http://id2.usu.edu/MDavidMerrill/IDREAD.PDF

Survey of Instructional Development Models. ERIC Digest. http://www.ericdigests.org/1998-1/survey.htm

Instructional Design and Learning Theories. http://www.usask.ca/education/coursework/802papers/mergel/brenda.htm

Tips for Rapid Instructional Design. http://www.thiagi.com/rid.html

Problem-Based Learning. http://chemeng.mcmaster.ca/pbl/pbl.htm

Cantor, J. A. Experiential Learning in Higher Education: Linking Classroom and Community http://www.ntlf.com/html/lib/bib/95-7dig.htm

The Higher Education Academy. Engineering Subject Centre. Deep and Surface Approaches to Learning http://www.engsc.ac.uk/er/theory/learning.asp

Resources to Support Carrick Award Applications: Annotated Bibliography. Prepared by S. Bannah, D. Peach and J. Logan (2006).

COURSE OUTLINE TEMPLATE (SAMPLE)

Course Title	Communication and Language		
Course Code	LL101	**No. of Credits**	15
Department	Linguistics	**Faculty**	Arts
Pre-requisites Course Code	None	**Co-requisites Course Code**	None
Course Coordinator(s)	Dr. Susan Kelly		
Email	skelly@hku.hk	**Telephone No.**	2857 8534
Other Course Teacher(s)/Tutor(s)	Dr. Susan Kelly (75%); Dr. K.Chan (25%)		
Learning Hours	Total: 60 Learning Hours. Lecture (15hr), Tutorial (15hr), Online and Private Study (30hr)		
Student Quota	No limit		
Course Type	☑Core Course ☐Compulsory ☐Elective ☐Other _____		
Offer in Academic Year	☑1st Semester ☑2nd Semester ☐Summer ☐Year Long ☐Other _____		

COURSE DESCRIPTION

This course adopts a thematic approach to communication, exploring how people communicate effectively both within academic contexts and across other professional, cultural and social settings. This course is a prerequisite for all courses taught in the department, and a requirement for all students majoring in linguistics. It is an introduction to the basic topics of linguistics: the nature of human language, speech sounds and sound patterns, word formation, sentence structure, and the study of meaning and use.

Students will learn about the general structure that underlies all language as well as the great variety of existing human languages. The course gives plenty of practice in solving problems, analysing languages, including Chinese and English, and dealing with data.

COURSE OBJECTIVES

This course focuses on how people use messages to generate meanings within and across various contexts and media. This includes interpersonal communication, intergroup communication, intercultural communication and global communication.
The course objectives are:
1. To gain an understanding of the relationship between language and communication;
2. To improve students' communicative competence;
3. To explore the foundations of critical thinking, academic research, training students how to conduct and present undergraduate research;
4. To introduce students to learning strategies that will enhance their learning experience;
5. To showcase some of the topics that students will explore over the course of the Language degree.

GUIDELINES ON GRADING AND STANDARDS OF ASSESSMENT

General Course Grade Descriptors

Please note: HKU has adapted standards-based assessment, thus, when using standards-based assessment as opposed to norm-based assessment, descriptors should be established so that students are clear about what is expected of them. Students will receive a score based on these benchmarks as opposed to a ranking based on a norm.

A	Demonstrate evidence of original thought, strong analytical and critical abilities as well as a thorough grasp of the topic from background reading and analysis; should demonstrate excellent organizational, rhetorical and presentational skills.
B	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking; show adequate grasp of the topic from background reading and analysis; should demonstrate strong

		organizational, rhetorical and presentational skills.
C		Demonstrate evidence of a reasonable grasp of their subject but most of their information is derivative, with rather little evidence of critical thinking; should demonstrate fair organizational, rhetorical and presentational skills.
D		Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
F		Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, and answers are largely irrelevant. Work fails to reach degree level
Non-graded		Inadequate attendance. However, the student has demonstrated evidence of a reasonable grasp of their subject and has achieved all major objectives of the course. (Please see and discuss with course coordinator)

COURSE CONTENT

Course topics include:
- Introduction to the Course. What is communication? What is language?
- Language and animal communication systems: Is language restricted to humans?
- First language acquisition: Is language innate?
- Second language acquisition
- Computer mediated communication
- Intercultural pragmatics
- Conversation and Discourse Analysis
- Other modes of communication
- Conclusion and Revision

COURSE LEARNING OUTCOMES

Course Learning Outcomes	**Aligned Programme Learning Outcomes**
After participating in the course, students would be able to	
1. Demonstrate ability to analyze and discuss central issues in the area of communication	1, 3
2. Use a range of research skills to investigate intercultural pragmatics	1, 2, 5
3. Demonstrate appropriate social behaviours and knowledge of cross-cultural differences when working with peers in class contexts	4, 5
4. Apply computer mediated communication techniques to enhance second language acquisition	4

COURSE TEACHING AND LEARNING ACTIVITIES

Course Teaching and Learning Activities	**Aligned Course Learning Outcomes**
There are three contact hours weekly, 1 x 2 hour lecture, and 1 x 1 hour tutorial.	
This course is taught as a series of interactive lectures and tutorials which provide an introduction to the area of language and communication. The tutorials will also cover a wide range of skills development activities, such as using databases, developing sound arguments, critical reading and note-taking, finding sources of evidence, and applying these and other skills into the context of communication.	
1. Interactive class discussion	1, 3
2. Presentations and critical reading	2, 3
3. Lectures	2
4. Project work	1, 2, 3
5. In class brainstorming sessions	1, 2, 3
6. Online discussion and forum	4

COURSE ASSESSMENT METHODS

Assessment Method	Description	Weight	Aligned Course Learning Outcomes
Group Presentations	Students will present and lead a discussion of a journal article from the refereed journal articles. Their presentation should include a summary of the main points discussed in the article and an evaluation of its relevance to the understanding of the topic of the week. Presenters should prepare a brief handout (2-3 pages) for distribution before the talk and should be prepared to motivate discussion afterwards, as necessary. The marking sheet and criteria for assessment will be given in class. This will be marked by peers and tutors.	15%	2, 3, 4
Online journal	Students will prepare a weekly e-journal on the class work and also on the online discussions. The marking sheet and criteria for assessment will be given in class. This will be marked by the teachers.	15%	1, 2, 4
Attendance and participation in class and in online forum	In addition to attendance and general participation in class discussions, this includes completing written homework exercises and the assigned readings of the topic for the week prior to coming to class. Since there will be no make-ups for this item, students should be aware that regular absences will affect their grades. In some circumstances, the student may not allow to proceed to the next level.	10%	1, 2, 4
Exam	The end of semester exam will consist of a number of short response items and will be two hours in length. The content to be examined will be drawn from the weekly lectures and tutorial sessions, and from the readings assigned in class.	60%	1, 2

ESSENTIAL READINGS: (Journals, textbooks, website addresses etc.)

Textbooks:
Linguistics and Languages, 2nd Ed., Thortons S.Kelly, 2006.
Languages and us, 5th Ed. PPL Publishers. M. Lau, 2009.

Other readings will be assigned in class and placed in webct and the intranet@hku.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

The SETL questionnaire is one of the ways HKU courses and teaching are evaluated. HKU places significant importance on student learning and on the continuous enhancement of teaching and learning outcomes.

Students are asked to complete this evaluation of their learning experiences at the conclusion of each course in which they enroll. Questionnaire items relate to the overall evaluation of the course as well as an evaluation of teaching.

Regular feedback on the course is requested from students through webct and the exchange forum. Students may also give comments at the comments box in the class in the first week of each month.

COURSE POLICY *(including plagiarism, academic honesty, attendance etc)*

Unless otherwise stated, the normal course administration policies and rules of the Faculty of Arts apply. For the policy, see http://www.ss.hku.hk.
The University Regulations on academic misconduct will be strictly enforced. Please refer to http://www.hku/hk/student/plagiarism/ for further details. In addition, students should familiarise themselves with http://lib.hku/hk/turnitin/**.**
General health and safety information can be obtained from http://www.hku.hk/health_and_safety/

ADDITIONAL COURSE INFORMATION

The Course Coordinator is available for consultation at times that are displayed on the coordinator's office notice board (outside KKLR009) and on http://ss.hku.hk/skelly. Queries may also be emailed to the Course Coordinator directly at skelly@hku.hk

ACADEMIC COUNCIL APPROVAL

Signature_____C.Chan_____   Date _____20/1/2010_____.