

course outline **GUIDE**



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Introduction

Course Outlines are formal documents representing the College, our Schools and our Programs. They function primarily as an information and learning tool for our students.

The purpose of a Course Outline is to provide the student with an overview of the course content, its contribution to the program, and its delivery and assessment. It is a contractual agreement that defines the course content and the criteria by which a student is evaluated.

Course outlines are the primary vehicle for course planning. Courses are developed and revised by professors and approved by academic deans. When courses are revised, it is the course outline that records those changes. These outlines are used for both academic and administrative purposes.

It is important that course outlines are clear, concise, and contain all pertinent course information. A standard course outline template is used to ensure students in all college programs receive appropriate course information within a consistent framework.

Course outlines are available online through MyCampus and for many courses they also available through WebCT. Students are expected to print a copy of the course outline that pertains to each of their courses and to bring that outline to the first class in each course or access it electronically if resources to do so are available in the classroom setting.

The Course Outline

The first page of the course outline provides specific course details including course name and code, prerequisites, course hours and the professor's contact information. Further details of the course are provided within the body of the outline.

The first section of the course outline includes both the course specific learning outcomes as well as the essential employability learning outcomes. The learning outcomes represent culminating demonstrations of learning and achievement. They are the skills, knowledge, and attitudes that students are expected to demonstrate by the end of the course.

The course outline also contains a detailed Sequence of Instruction which links topics and the learning related to those topics, to course learning outcomes, to intended learning activities, and to assessment. The Sequence of Instruction provides an overview of the course at a glance. The outline concludes with a detailed explanation of the evaluation process and information related to classroom policies and expectations.

The Course Outline Template

Every course at Durham College has a detailed course outline. Course outlines are developed and revised by professors in collaboration with their program teams using the course outline template. The template (see Appendix A) is designed to provide appropriate course information within a consistent yet flexible framework. The template is available in both paper and electronic versions (refer to section entitled, Accessing the Electronic Template on page 3).

Using this Guide

This GUIDE is designed to assist faculty developing Durham College's course outlines. It takes the user through the course outline template and provides information regarding content required for each section of the outline. It also explains, on a section-by-section basis, the steps required to effectively use the electronic template. Instructions regarding the use of the electronic template have been shaded so that they are easily distinguished from content information.

The Guide also contains other resources that may be helpful in the process of developing or revising course outlines.

Using the Electronic Course Outline Template

Welcome to the electronic course outline template! In order to ensure consistency in our course outline format all course outlines are completed using this MS Word template.



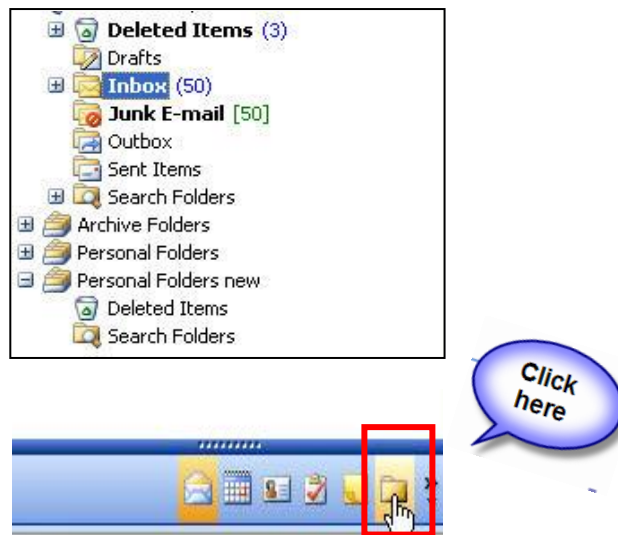
The 10-Minute Rule!

The 10-minute rule means spending no more than ten minutes trying to figure out how to use the template. If you have not found the solution after ten minutes, ask for help from a colleague, your curriculum support specialist, or the Innovation Centre.

Accessing the Electronic Template

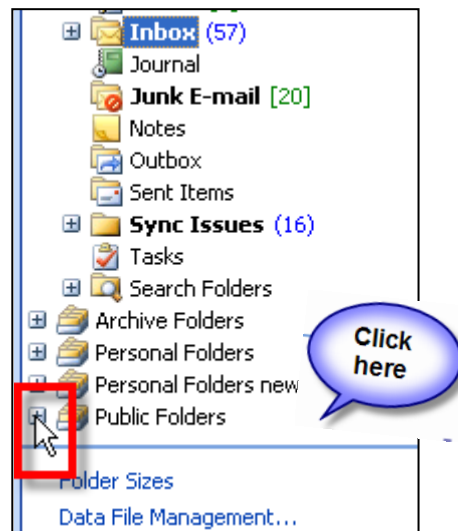
The electronic template resides in **Microsoft Outlook** under **Public Folders** located in the folder list on the left hand side of your Outlook screen. If you cannot see the Public Folders in the list, follow the instructions below:


1. Click on the folder list icon located at the bottom left side of your screen.



2. The **Public Folders** folder is often located at the very bottom of the list of folders. *(If you have followed all the previous steps and still cannot find the Public Folders, please contact the IT Help Desk at extension 3333).*

Click on the  icon beside **Public Folders** folder or double-click on **Public Folders** folder to expand Public Folders.



3. Once you have expanded the Public Folders, Click on the  icon beside **All Public Folders** folder or double-click on **All Public Folders** folder to expand **All Public Folders**.
4. Look through the alphabetically listed folders to find the folder entitled, **DC Course Outline Template 09-10**.
5. In this folder, you will see e-mails from Chris Hinton. One e-mail is for Windows users and the other is for MAC users. Right-click and select **Save As** to store the template on your computer.
6. **After opening the template for the first time, use Save As to save this file under an appropriate filename on your computer. Failure to save this document could result in losing the document contents.**

IT IS IMPORTANT TO NOTE THAT WHILE WORKING WITHIN THE TEMPLATE, THE FOLLOWING DESIGN CRITERIA BE ADHERED TO:

- **Text should be entered only in the shaded areas/fields. (In this guide, all areas of the template requiring completion by faculty will be referred to as fields).**
- **The formatting toolbar is available; but font size is an integral part of the course outline design. Font size within the template should not be altered with the exception of the font size in the Sequence of Instruction. That font sized can be changed at the discretion of the faculty to 10 pt. (note: a font size beyond 10 pt. will mean the table will not fit on a page).**
- **Do not delete sections of the outline or modify the overall template design.**

Tips for Navigating the Template

- It is important that while working in the electronic template that the fields are **highlighted** prior to entering the text. Our advice is to use the **tab** key to advance from one field to the next field.
- **Shift-tab** will allow you to move backwards through the fields as will your arrow keys.

Finding Help While Navigating the Template

There are two types of help, one electronic aide and one paper based aide, available to you as you are using the electronic template:

- The electronic version of the guide is available at <http://innovation.durhamcollege.ca> under Curriculum Development (refer to the tab located at the top of the homepage).
- The paper-based instructions are available in this guide on a section-by-section basis in the shaded boxes entitled, Completing the Electronic Template.

Preparing the Course Outline

The course outline is a formal document representing the College, the School, and the Program and should be written in the third person.

At a minimum, all course outlines for the full academic year must be completed as per your school policy. Please check with your Administrative Coordinator to confirm the due date for course outlines in your school.

In preparation for developing or revising a Course Outline, the following items may be helpful to have on hand:

- Program of Study;
- Program Guide;
- Program Curriculum Map;
- MTCU Program Standards - (<http://www.edu.gov.on.ca/eng/general/college/progstan/intro.html>);
- MTCU Essential Employability Outcomes (Appendix C);
- Current Course Outline;
- Previous course lesson plans and class notes from throughout the semester;
- Textbooks, reading materials;
- Students' course evaluations;
- Electronic Course Outline Template (for instructions on how to access the electronic template, please instructions in this guide on page 3); and
- Program Team Input.

1. Cover Page

The cover page of the course outline should be completed as follows:

Section	Content	Completing the Electronic Template
School Name	This section identifies the name of the school offering the course.	If you need to change the school name on an unlocked template, click on the far left end of the field, placing the cursor at the beginning of the word school. Once properly located the cursor will blink. Hit the DELETE button ONCE . IF THE DELETE BUTTON IS HIT MORE THAN ONCE, THE TEXT BOX WILL DISAPPEAR. TO CORRECT, HIT THE UNDO BUTTON UNTIL A VAGUE IMAGE OF THE TEXT BOX REAPPEARS. Without moving the cursor, type in the appropriate school name. This will appear in white letters on a black background.
Course Name	This section identifies the name of course as it appears in the Program of Study.	This field will be highlighted; if not, highlight this field and type the course name. Use the tab key to advance to the next field.
Academic Year	This section identifies the academic year of the course offering.	
Program(s), Year, Semester	This section identifies the name of the program or programs and program options as they appear in Program of Study, the year (1, 2 or 3), and semester (1-6) in which the course is offered.	The first program name field will be highlighted. Type the program name and use the tab key to advance to Year field. Enter the number for the year and use the tab key to advance to the Semester field. Enter the semester number and use the tab key to advance to the next field. Note: Leave the unused rows blank.

Section	Content	Completing the Electronic Template
Course Code	<p>This section identifies the specific code assigned to this subject as it appears in the Program of Study and the College Calendar.</p> <p>If this is a course that originates in Con. Ed., the Con. Ed. course code is to be entered in this field.</p>	<p>This section has two fields. For the first field, enter the first 4 alpha characters of the course code (i.e., COMP) and use the tab key to advance to the next field. In the next field enter the 4 numeric digits of the course code (i.e., 2222) and use the tab key to advance to the next shaded field.</p>
Con. Ed. Code	<p>This section identifies the specific code assigned to this course by Continuing Education: this code can be verified with the administrative coordinator or the Con. Ed. program officer.</p>	<p>Enter Con. Ed. Course code(s), separated by a comma.</p> <p>If there is no Con. Ed. Code, enter NA, and use the tab key to advance to the next shaded field.</p>
Course hours	<p>This section identifies the total number of course hours, by digit, as designated in Program of Study.</p>	<p>Enter the number of hours the course is taught, and use the tab key to advance to the next shaded field.</p>
GPA Weighting	<p>This section identifies the numeric weighting of the course: the weighting can be verified with your administrative coordinator.</p>	<p>Enter the numeric weighting of the course, and use the tab key to advance to the next shaded field.</p>
Prerequisite(s)	<p>This section identifies by course code, or brief statement, any courses or conditions that a student must have successfully completed before they can enrol in this course: these can be verified with your administrative coordinator.</p>	<p>Enter Prerequisite(s), separated by a comma.</p> <p>If there is no Prerequisite (s), enter NA, and use the tab key to advance to the next shaded field.</p>
Corequisite(s)	<p>This section identifies by course code, or brief statement, any courses or conditions that a student must be taking or meeting at the same time as this course: this information can be verified with your administrative coordinator.</p>	<p>Enter Corequisite(s), separated by a comma.</p> <p>If there is no Corequisite(s), enter NA, and use the tab key to advance to the next shaded field.</p> <p>If there is not corequisite, enter NA, and use the tab key to advance to the next shaded field.</p>

Section	Content	Completing the Electronic Template
Prepared By	This section identifies by name, all faculty who prepared this outline.	Type the name of the faculty member(s) (separated by a comma) who prepared this outline, and use the tab key to advance to the next shaded field.
Laptop Course	This section provides an opportunity to identify the course as a laptop course (or not).	Use the spacebar or click the left mouse button to select the Yes checkbox or press the tab key to advance to the No checkbox, and use the tab key to advance to the next shaded field.
Authorized By (Dean)	This space is provided for the appropriate dean's signature.	This will be completed by the Dean
Date	This space identifies the date the outline was authorized by the dean.	
Professor's Contact Information	This section identifies the name, college e-mail address, college telephone number with extension, and office location of each professor teaching the course.	<p><u>Name</u>: Type professor's name and tab to the next field.</p> <p><u>E-mail</u>: Type professor's e-mail address and tab to the next field.</p> <p><u>Phone</u>: 905 (area code) is already typed in; however, this number can be easily overwritten by simply typing over the numbers. Tab to the next field and type the next three digits of the phone number, tab to the next field again and type the last four digits of the phone and tab again to type your four digit extension and tab to the next field.</p> <p><u>Location</u>: Enter professor's office number and use the tab key to advance to the next shaded field</p> <p>Note: Leave the unused rows blank.</p>

2. Course Description

The course description is based on the information published in the College Calendar under Subject Descriptions, but may be an expansion of that short description.

Sample 1:

This course introduces the student to fundamental accounting concepts. It introduces the student to the double entry bookkeeping cycle, including the preparation of financial statements for sole proprietorships.

Sample 2:

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories, and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

Completing the Electronic Template

This field will be highlighted; if not, highlight this field and type or copy/paste the course description in this field, and use the tab key to advance to the next shaded field.

3. Rationale

The rationale answers the question, “Why should I take this course?” and “How does this course relate to my program of study?” The rationale explains how this course integrates the program’s objectives and prepares students for their careers.

Sample 1:

What is “organic chemistry”, and why should you study it? The answers are everywhere. Every living organism is made of organic chemicals. The foods you eat; the medicines you take; the wood, paper, plastics, and fibres that make modern life possible, are all organic chemicals. As a consequence, many if not most, environmental pollutants are also “organic chemicals”. An understanding of their physical and chemical properties is therefore critical in understanding Food Science, Pharmacology, and Environmental Studies.

Sample 2:

An early childhood curriculum provides the framework for what actually happens in a planned environment where young children interact with materials, peers, and adults. A well-planned and developmentally appropriate curriculum helps children use their environment productively and see themselves as capable learners. Early childhood educators use their knowledge of normal child development and what they know about each child’s interests, abilities, needs and backgrounds to design inclusive programs that support holistic development and learning of individuals.

Completing the Electronic Template

This field will be highlighted; if not, highlight this field and type or copy/paste the rationale for this course in this field, and use the tab key to advance to the next shaded field.

4. Course Learning Outcomes

This section contains the learning outcomes for this course, both course specific outcomes and essential employability outcomes. These outcomes will provide the basis for student assessment within this course.

Course Specific Outcomes

The left hand column of this section of the course outline contains a numbered list of learning outcomes that apply specifically to this course.

The course specific learning outcomes clearly identify the learning that a successful student in this course will be able to demonstrate. The course specific learning outcomes are aligned with the vocational learning outcomes documented in the MTCU Program Standards. The course specific learning outcomes should complement the program's outcomes and should reflect an appropriate level of complexity (year one versus year two or three of a program). Bloom's Taxonomy (see Appendix D) may be useful when developing appropriate learning outcomes. Evaluation, assessment, and learning activities should align with these learning outcomes.

Course Specific Learning Outcomes Samples

Sample 1:

Students receiving a credit for this course will have demonstrated their ability to:

1. Define and use basic terminology common to sociology.
2. Explain how social behaviour is patterned and created by a social context.
3. Describe how individuals are linked through socialization to social structure, culture, and society in a Canadian context.

Sample 2:

Students receiving a credit for this course will have demonstrated their ability to:

1. Describe the communication process, including verbal and non-verbal communication.
2. Discuss how gender and culture impact on non-verbal communication.
3. Describe the nature of communication skills including attending, listening, responding, and questioning skills.
4. Recognize different personality types.
5. Communicate effectively with different personality types.
6. Develop rapport with clients and others.
7. Employ strategies to handle resistance and/or conflict.
8. Recognize causes of workplace stress and methods to avoid/handle it.

Essential Employability Skills Outcomes

The right hand column of this section of the course outline contains a numbered list (numbers continue in sequence from the course specific learning outcomes) of essential employability outcomes selected by the professor.

Through the Program Standards, MTCU has identified 11 essential employability skills outcomes. These outcomes are critical for success in the workplace, in day-to-day living, and for lifelong learning. It is expected that at the completion of a post-secondary program, the student will have been evaluated on his/her ability to meet each of these outcomes.

Identifying the Appropriate Essential Employability Skills Outcomes for your Course

Essential employability skills outcomes for any given course are selected by the professor from the published list of 11 outcomes, based on whether the students in the course will be evaluated (a mark provided) on their ability to meet the outcome. Within a course it may be appropriate to identify only one essential employability outcome, while in another course it may be appropriate to select several of these outcomes. **It is unlikely that the selection of all eleven outcomes would be appropriate in any one course.**

The wording of these outcomes should be taken directly as written in the Ministry document: the wording should not be changed. A full list of the Essential Employability Outcomes is available in three different locations:

1. In the Public Folders in Microsoft Outlook (To access this folder, see instructions on page 3 entitled, **Accessing the Electronic Template** of this guide).
2. In Appendix C of this guide.
3. On or by visiting the Ministry Web site – <http://www.edu.gov.on.ca/eng/general/college/progstan/essential.html>.

Completing the Electronic Template

NOTE:

If you are copying/pasting outcomes from another document, it is important to remove numbering from the original document before copying. In addition, COPY AND PASTE EACH OUTCOME INDIVIDUALLY. Failure to copy and paste outcomes individually will compromise the sequential numbering system.

This field will be highlighted; if not, highlight this field and type or copy/paste the first course specific outcome and use the ENTER key for the next automatic numeric numbering to appear. You will notice that numbering in the right column continues from the left column. Once you have completed entering Course Specific Outcomes in the left column, use the tab key to advance to the next shaded field in the right column to enter the Essential Employability Outcomes. After entering the last outcome, use the tab key to advance to the next shaded field.

If you end up with a number with no corresponding outcome, you can delete that number by clicking at the end of the previous outcome and striking the delete key.

5. Sequence of Instruction

This section of the course outline appears as a table and should contain the following information:

Column Heading	Answers the Student's Question	Description of content	Sample	Completing the Electronic Template
Week	When in the semester does this occur?	This field identifies the number of the week in the semester.	1	This information has been entered.
Intended Learning	What can I expect to learn?	This field clearly identifies the overall topic and the key learning elements expressed in brief statements.	Culture: - Define and use key terms appropriately - Explain the function of culture -Explain the difference between real culture and ideal culture -Explain the difference between material and non material culture - Describe the key components of culture. - Discuss Canadian culture in relationship to key cultural components	This field will be highlighted; if not, highlight this field and type or copy/paste the first overall topic and key learning elements. Use the enter key to type on the next line, and use the tab key to advance to the next shaded field.
References and Resources	What resources will be used in class or are available to support the intended learning?	This field contains text chapter or page references as well as web, film, or other resources or tools used in the teaching/learning process.	-Text: Chapter 2 pages 47-58 and 61-70 - http://www.durhamcollege.ca	Type the text as needed. Use the enter key to type on the next line, or use the tab key to advance to the next shaded field.
Est. Class Hours Note: the term class includes lab hours, practicum hours or virtual class time.	How much class time will be spent on this topic?	This field contains estimated number of hours dedicated to the identified topic.	3 hours OR 1 hour theory 2 hour lab	Enter a numeric value for the estimated time spent on the topic. Use the enter key to type on the next line, or use the tab key to advance to the next shaded field.

Column Heading	Answers the Student's Question	Description of content	Sample	Completing the Electronic Template
Learning Outcomes Reference	How does this topic relate to the broader, previously identified course learning outcomes?	This field contains the numeric references linking the topic to one or several course learning outcomes including Course Specific Learning Outcomes and Essential Employability Learning Outcomes previously identified in the course outline.	1,4, & 7	Enter the number that identifies the appropriate learning outcome. Use the enter key to type on the next line, or use the tab key to advance to the next shaded field.
Intended Learning Activities	What will I be doing in this class?	This field identifies the various activities designed to help the learner achieve the learning outcomes related to the topic. These may include online or in-class discussions, group work, puzzles, case studies, skill practice, simulations, presentations, research activities, etc.	<ul style="list-style-type: none"> - PowerPoint presentation - Guided discussion - Think, pair, share exercise - Small group activity: case study #3 - Leadership "rope" exercise 	Type the intended learning activities. Use the enter key to type on the next line, or use the tab key to advance to the next shaded field.
Assessment	How will I demonstrate what I have learned?	This field identifies all the assessment tools or methods, both formative and summative that will be used to provide feedback to the students with respect to the identified topic and intended learning.	<ul style="list-style-type: none"> - Self evaluation of listening skills with peer feedback - Lab report submitted for grading and feedback 	Type the assessment method used to provide student feedback. Use the enter key to type on the next line, or use the tab key to advance to the next shaded field.
Evaluation and Weighting	How will I be evaluated?	This field identifies the formal evaluation processes, the week in which they will occur, and the weight the evaluation carries in relation to the student's overall grade for the course. This information should align with detailed information presented in the Evaluation Criteria section of the course outline.	<ul style="list-style-type: none"> - Lab Report: 10% - Quiz 3: 5% - Group Presentation 20% 	Type the evaluation and weighting for this topic. Use the enter key to type on the next line, or use the tab key to advance to the next shaded field.

6. Evaluation Criteria

This section of the course outline contains detailed information about how students' grades will be assigned and calculated. The evaluation criteria listed in the course outline constitutes an element of the contract that Durham College has with the student.

Evaluation Guidelines

1. Choice of evaluation criteria should take into consideration the following:
 - evaluation aligns with the program and course learning outcomes;
 - evaluation appropriately reflects the expected level of learning; and
 - evaluation includes a variety of approaches that will accommodate various learning styles.
2. If a course is taught by multiple professors, the faculty members involved will ensure that the course outline used is the same for all sections of that course. Consequently, evaluation methodology should not differ from section to section of the same course. This also includes sections taught through Continuing Education.
3. In order to provide first year students with interim feedback, the evaluation criteria should provide for 30% of the evaluation to be completed by the end of the 6th week of the term. Assignments, projects, tests, etc. covered by the Interim Grade Report should be clearly indicated in the Notes area under the Evaluation Criteria section of the course outline.
4. It is recommended that no one element of the evaluation should exceed 30% of the total evaluation.
5. Faculty members should maintain the evaluation methodology approved by the dean on the course outline. In the event a change is being considered, it is the responsibility of the faculty member to follow the Procedure for Changing a Course Outline (refer to page 28 of the Course Outline Guide).
6. The dean of each school is responsible for ensuring that the evaluation guidelines are followed.

NOTE: See Appendix E for further information regarding Summative Evaluation (Measurement) and Formative Assessment (Feedback).

The following information should be documented in the bordered and shaded section of the Evaluation Criteria:

Left column:

- Type of evaluations (test, exam, assignment, take-home paper, presentation, etc.)
- Details related to the type of evaluation (open book, multiple choice, oral test, etc.)

Right column:

- Weighting of the evaluation expressed as a % of the total grade.

Leave the unused rows blank.

Notes:

The notes area of the Evaluation Criteria section contains any other information the faculty considers essential to the student’s understanding of the evaluation process. This might include some of the following:

- participation guidelines for group work or collaborative assignments;
- marks covered by the Interim Grade Report;
- scheduling for evaluation (during regularly scheduled class time or at another times); and
- resources allowed during test (calculator, dictionary, notes, etc.).

Extensive detail regarding assignments or classroom work should be contained in a separate document (i.e., “Assignment Package for Psychology 101” or “Lecture Guide to Sociology of the Family”).

<u>Sample 1:</u>		
Week 3, 7, & 11	Tests (closed book) 10% per test	30%
Weeks 3-12	10 Laboratory reports @ 3% each	30%
As announced	Assignments & Quizzes	5%
Participation		5%
Week 15	Final Exam	30%
Total		100%
<p>Notes:</p> <ol style="list-style-type: none"> 1. Tests will be closed book. 2. The format for tests will be discussed in class when a test date is announced. 3. An interim mark will be determined for all students to identify their academic progress. This mark will be based on the results of the first test and the first 3 laboratory reports. 4. Twelve cue-cards will be allowed during the final exam. 		

<u>Sample 2:</u>		
Formal Critique	Medication Preparation and Administration Surgical Asepsis	
Informal Critique	All other skills	
Test #1	Week 6 Medical preparation & Administration	
Test #2	Week 11 Surgical Asepsis	
Test #3	Week 13 Intravenous Therapy and Blood Administration	
Total		Pass/Fail
<p>Notes:</p> <ol style="list-style-type: none"> 1. Test dates are tentative and will be confirmed by the professor. 2. Grades <p>Practice Lab II is graded as a pass/fail. In order to attain a passing grade the student must:</p> <ul style="list-style-type: none"> - consistently demonstrate accountability; - consistently meet all policies and expectations for the learning environment; - demonstrate competence when performing skills; and - achieve a minimum grade of 60% on each quiz. 3. Formal Critique Process <p>The student will perform the assigned skill(s) while being observed by the lab technologist or the professor within a controlled environment. The evaluator will assess if the student has achieved competence based on given criteria. If the student meets the criteria he/she will receive a passing grade; if not the student's performance will be assigned a failing grade. The student will receive verbal feedback at the end of the critique. The evaluator will not be permitted to coach the student. The student will be required to submit all relevant cue cards to the tester prior to being critiqued. The student will not be permitted to utilize references during the critique unless specified by the professor. In order to be critiqued the student must have met the attendance expectations prior to the critique.</p> <p>If the student receives a failing grade he/she will receive written feedback outlining the areas of difficulty and identifying strategies for success from the evaluator. The student is expected to review relevant theory and practice the skill(s) during the regularly scheduled peer tutored hours. It is expected that the student will seek assistance from the peer tutor and request him/her to critique his/her performance prior to being re-tested by the lab technologist/peer tutor. The student is expected to document these lab hours in the attendance binder and have the entry co-signed by the lab technologist/peer tutor. The student will have a second opportunity to demonstrate competence. Please refer to the Sequence of Instruction for timeframes.</p> 		

If the student receives a second failing grade he/she will again receive written feedback outlining the areas of difficulty and identifying strategies for success from the evaluator. The student may be interviewed by the lab technologist, professor and or Program Coordinator. The student is expected to review relevant theory and practice under the direct supervision of the peer tutor. The student will have a third opportunity to demonstrate competence. The student is expected to make re-test arrangements directly with the professor. A THIRD UNSUCCESSFUL CRITIQUE WILL RESULT IN A FAILING GRADE FOR PRACTICE LAB II. THERE ARE NO FURTHER SUPPLEMENTAL OR RE-CRITIQUE OPPORTUNITIES.

If the student is unable to attend a formal critique he/she must notify the professor by phone at the beginning of the lab and make alternate arrangements directly with the professor. Failure to inform the professor in advance will result in losing that critique opportunity. The lost opportunity will be documented as a failure.

4. Informal Critique Process

The student will be observed by the lab technologist, professor and his/her peers within the lab setting while practicing the skill. Constructive feedback will be provided by all participants during practice time. The student is expected to utilize this feedback as well as insight gained through self-assessment to improve his/her performance.

Skill performance checklists are available on the CD which accompanies the text. The student may find it beneficial to use the checklist when performing self-assessment and providing peer feedback.

5. Tests

All tests will be posted on WebCT for a set period of time. It will be the student's responsibility to achieve a minimum grade of 60% in each test prior to the deadline date. Students will be allowed unlimited re-write opportunities and are encouraged to use all resources when completing the tests. The student who does not achieve 60% in the test by the due date is considered to be unprepared for the lab experience and will not be permitted to practice the skill or be tested, formally or informally.

The student, who misses practice time for informal testing, must earn 60% in the test prior to practicing the missed skill with the peer tutor during open lab time. The student is expected to practice the missed skill(s) until competence is demonstrated. The student is expected to meet these expectations prior to the next lab.

The student who misses formal testing must earn 60% in the test prior to being formally critiqued. The missed critique opportunity will be documented as a failure.

6. The successful completion of Practice Lab II is a prerequisite for Semester 3.

Completing the Electronic Template

Type the evaluation criteria (i.e., Test 1) and use the tab key to advance to the next shaded field. In the right column, type the weighted percentage of the evaluation (i.e., 10%). Use the tab key to advance to the next evaluation criteria.

Note: Leave the unused rows blank. If you need additional rows, just press enter on the bottom row and another row will be created or contact the Innovation Center for assistance.

Use the Notes area to add any additional notes pertaining to the evaluation criteria. Use the enter key for automatic numbering, or use the tab key to advance to the next shaded field.

7. Required Text(s) and Supplies

This section of the course outline contains information about the course text(s) and any other supplies the students require to fully participate in the course. Depending on the tradition within your discipline, use either MLA or APA formatting to identify the required text(s). For further details regarding formatting please refer to the Durham College Library Web site.

Sample:

Text:

APA format:

Neuman, W.L. (2005) Social Research Methods (3rd ed.). Toronto: Allyn and Bacon.

MLA format:

Neuman, W.L. Social Research Methods. 2nd ed. Toronto. Allyn and Bacon, 2005.

Supplies:

3 ring binder; lab coat; safety glasses; index cards, 1 package, 4 x 6; wax marking pen

Completing the Electronic Template

This field will be highlighted; if not, highlight this field and type or copy/paste the required text for the course. Use the tab key to advance to the next shaded field.

8. Recommended Resources

This section of the course outline identifies other resources recommended by the professor for student use, but not required for purchase. These may include library resources, Web sites, journals or magazines, etc.

Sample:

A current Canadian dictionary
Sociology in Our times: the Essential Study Guide
Sociology in Our times: the Essential Web site

Supplemental resources are routinely placed on file in the library for class access. Students will be notified in class of materials that will support their projects and assignments.

Completing the Electronic Template

This field will be highlighted; if not, highlight this field and type or copy/paste the recommended resources for this course.

If you are not using this area, please type NA, and use the tab key to advance to the next shaded field.

9. Policies and Expectations for the Learning Environment

General Policies and Expectations

This section of the course outline is designed to help students understand what is expected of them in their classroom environment. To provide clarity, information is divided into two columns, one refers to general college policies and the other refers to general program policies. In the left hand column entitled, General College Policies, students are referred to a URL address to find college-wide policies. These include policies related to Acceptable Computer Use, Academic Policies, Academic Honesty, Student Code of Conduct and Students' Rights and Responsibilities. The right hand column entitled, General Program Policies refers students to the Program Guide to find general information related to attendance, absence related to tests or assignment due dates, excused absences, writing tests and assignments, and classroom management.

Course Specific Policies and Expectations

This section of the course outline is where faculty identify any classroom policies or expectations which are not addressed by the college-wide academic and behavioural policies or by information contained in the Program Guides. This section will contain policies and expectations particular to this specific course. It may contain information pertaining to labs, submission of assignments, use of WebCT, or other information critical for student success.

Sample 1:

LAB ATTENDANCE: Attendance in lab is mandatory. If an entire lab is missed, then a mark of zero will be assigned. An attendance record will be kept and each missed lab period will be noted. If you have a valid reason for missing a lab period, an exception may be made (or the mark dropped from your average). Please notify your instructor in advance of the lab period when possible. Labs will be completed under supervision in the regularly scheduled lab period (unless otherwise arranged with your instructor).

QUIZZES AND ASSIGNMENTS: Students are expected to write all quizzes and submit all assignments. The lowest quiz mark will be dropped from the calculations in order not to penalize anyone who misses a quiz for a valid reason.

LAB SUPPORT GROUPS: Students are encouraged to form support groups of 3 to 4 people for lab classes. The purpose of the support group is to encourage students to rely on each other for assistance in obtaining missed handouts, understanding instructions and learning computer concepts if the instructor is not immediately available in lab classes.

Sample 2:

ASSIGNMENT DUE DATES

In the graphic design industry, failure to meet the client's needs on time may result in either the loss of the client or possibly the loss of one's job, or both. Late submissions are therefore discouraged. Late work will automatically receive a 25% deduction. Assignments will not be accepted one week after the due date.

MISSED TESTS

Student designers, who are absent for tests, are generally not allowed to write the test. Advance notification of absence must be given if the possibility of being absent arises. This must be given in the form of a written explanation. Consideration may be given at that time. Absence due to medical reasons will require a doctor's note. **THERE WILL BE NO OPPORTUNITY FOR A MAKE-UP TEST** if a test is missed due to absence.

DEPARTMENT

Student designers are expected to conduct themselves in a professional manner. It is everyone's responsibility to have respect for their peers. Anyone who disrupts a class to the detriment of the other members of the class will be asked to leave.

WORKLOAD

Like most design courses, this course requires self-motivated study beyond the hours for formal instruction and independent learning. Students are expected to complete approximately the same number of hours, on their own time, as hours indicated on their timetables.

Completing the Electronic Template

This field will be highlighted; if not, highlight this field and type or copy/paste the course specific policies for this course. Use the tab key to advance to the next shaded field.

10. Subject Eligibility for Prior Learning Assessment & Recognition

Students can apply for PLAR when they have previous work and/or life experience in a subject and can demonstrate that they are able to meet the learning outcomes of the course. This usually involves a challenge process. Further information about the PLAR process can be found in the electronic copy of the Durham College Faculty Handbook http://www.durhamcollege.ca/EN/main/campus_services/hr/98969/DChandbook.php or by contacting the Continuing Education office. A further resource entitled, Prior Learning Assessment and Recognition Staff Reference Package is available on the I-drive under the folder labelled Con. Ed./PLAR.

In this section of the course outline indicate whether the student has an opportunity to challenge this course by indicating “Yes” or No” in the boxes provided.

If the specific challenge for this course has been developed, it should be documented in the space provided.

Sample 1:

The PLAR challenge for this course requires the candidate to complete the assignments as described in this outline. In addition, the candidate will demonstrate a working knowledge of the course material through a comprehensive portfolio which includes a resume.

Sample 2:

PLAR acknowledges subject mastery earned through work experience, professional development or non-traditional educational opportunities. As such, this PLAR challenge is composed of two sections:

The first section is composed of multiple-choice, true/ false and short answer questions relating to conflict management.

The second section consists of a written essay.

The candidate must receive a mark of 65% or higher to be successful in this PLAR Challenge.

Completing the Electronic Template

You can check or uncheck these boxes using the spacebar or the left mouse button.

If your course is PLAR eligible, use the spacebar or the left mouse button to check the Yes box; if the course is not PLAR eligible, use the tab key to advance to the No box, and use spacebar or the left mouse button to check the No box. Use the tab key to advance to the next field.

11. General Course Outline Notes

This section of the course outline contains standard statements, primarily for the students, with respect to use and retention of course outlines.

Course Outline Checklist

Course Name: _____

Date: _____

Professor: _____

Course Outline Section	GUIDE pg. ref	Content	✓
Formatting	4	The template has not been altered; no headings or sections have been added or removed.	
	4	The type and size of font used in the template has not been altered (exception: font size in the Sequence of Instruction may be increased to 10pt.)	
Cover Page	7-9	The cover page contains appropriate, accurate information.	
	7-9	Fields that do not require information have been completed using N/A.	
Course Description	10	The course description captures the essence of the course and matches or expands upon the course description in the College Calendar.	
Rationale	11	The rationale explains <i>why</i> this course is critical to the student's overall program and career.	
Course Learning Outcomes	12	Course specific learning outcomes contribute to achievement of program learning outcomes.	
	12	The course learning outcomes represent culminating (complex, rather than discrete) demonstrations of learning. They articulate the integrated skills, knowledge and attitudes a student is expected to demonstrate at the end of the course.	
	12	Course specific learning outcomes are measurable, realistic, and achievable.	
	12	Course learning outcomes accurately and specifically reflect the skills and knowledge by which students will be evaluated.	
	13	The essential employability outcomes identified for this course are also specifically assessed in this course.	
Sequence of Instruction	14	The "Intended Learning" column clearly answers the student's question, "What can I expect to learn?"	
	15	Weekly content is linked to course learning outcomes through the use of reference numbers in the "Reference to Learning Outcomes" column.	

Durham College Course Outline Guide

Course Outline Section	GUIDE pg. ref	Content	✓
Sequence of Instruction	15	The identified learning activities are designed to actively engage students with the course content.	
	15	Assessment provides students with feedback at regular intervals as they progress toward the achievement of course learning outcomes.	
	15	The assessment strategies align with the appropriate levels of learning identified in the course learning outcomes.	
	15	The evaluation column identifies activities for which the student can receive a portion of his/her final grade. The value is clearly identified in this column.	
Evaluation Criteria	16-20	The evaluation plan allows students to demonstrate the achievement of the course learning outcomes.	
	16-20	Evaluation elements are briefly, but clearly described.	
	16-20	Each evaluation element has an identified timeframe and weighting.	
	16-20	If this is a year 1 course outline, the criteria for calculating the mid-term (interim) grade is clearly identified.	
	16-20	The identified evaluation marks accurately total 100.	
Required Text(s) and Supplies	21	Text(s) are clearly identified using either MLA or APA formatting.	
	21	Other necessary supplies are appropriately identified.	
Recommended Resources	22	Resources are listed or N/A is used to indicate there are no recommended resources.	
Policies and Expectations for the Learning Environment	23-24	Policies and expectations (over and above those already documented in the Program Guide or other identified publications) impacting students individually or collectively are clearly stated.	
PLAR	25	The box, indicating the opportunity to challenge the course, has been checked appropriately.	
	25	PLAR challenge is clearly stated.	

Reviewer's signature: _____

Reviewer's name: _____

Procedure for Changing a Course Outline

It is not recommended that course outlines be changed once they have been distributed to students. Any proposed change to content, outcomes, evaluation, or any other component of an approved course outline must be approved by the dean, supported by students, and communicated in writing to all students enrolled in the course. Notice of the change must be filed with the administrative coordinator in the school office.

When more than one faculty member teaches the same subject, all faculty members who teach that subject must agree to the proposed course outline change.

The process for changing an approved course outline is as follows:

1. Request for a change is presented by the faculty member to the dean of the school.
2. If approved by the dean, the faculty member presents the change to all registered students. Student concerns related to the change should be discussed at that time.
3. The faculty member follows up this classroom discussion by sending a written notification which outlines the planned change in the course outline to all registered students. Such notice shall invite any student to contact the faculty member with concerns or questions about the proposed change within five (5) college days of the written notice being sent to the students.
4. Concerns which cannot be resolved by the faculty member will be referred to the dean for final decision.
5. Once a final decision has been made, and at the conclusion of the five (5) college day response period, the faculty member will notify all registered students that the proposed change will proceed on a designated date.
6. Notice of the change must be filed with the administrative coordinator in the school office.

Continuing Education

All Continuing Education post-secondary courses use the outlines developed by day-school faculty. Continuing Education will not change these course outlines without the approval of the appropriate academic school.

Non post-secondary course outlines are developed by Continuing Education faculty. Any changes required in these outlines will be made in accordance with the Procedure for Changing a Course Outline, in consultation with the Program Officer and the Director of Continuing Education.

Glossary of Terms

Academic Council: Is a cross-functional team comprised of faculty with student leaders and College staff representation. The main roles of Academic Council are to advise and lead in the development, communications and implementation of academic vision, standards and processes in partnership with the Academic Vice-President.

Active Learning: Is a process of learning new ideas, skills and attitudes by doing, performing, and taking action. The action can be either mental or physical and can include but is not restricted to devices such as games, simulations, introspection, and role playing.

Administrative Coordinator: Reporting to the dean in each school, the administrative coordinator provides extensive administrative and managerial services in the day-to-day operations for faculty, support staff, and the dean

Assessment: Assessment is an ongoing process aimed at understanding and improving student learning. It involves setting clear expectations and criteria, gathering relevant evidence to determine how well the performance matches the expectations, and using the resulting information to improve performance. For the purpose of the course outlines, assessment includes various forms of feedback, both formative and summative, from a variety of sources including self, peers, professors or others regarding the students' performance.

Assessment (Formative): Formative assessment is performed during the learning process. The aim of formative assessment is to improve learning through the provision of on-going feedback about the student's progress toward achievement of the learning outcomes.

Assessment (Summative): See Evaluation

Authentic Assessment: Refers to a form of assessment which asks students to perform real-world, complex tasks that demonstrate meaningful application of essential knowledge, skills and attitudes.

Assignment: An assignment is a task or tasks assigned by a professor, to students, to be completed within a specified time. Assignments may or may not be included in the calculations for final course grade.

College Calendar: The College Calendar provides general college information, entrance requirements, tuition costs, and a program of study for each post-secondary program. It also provides a brief description of all post-secondary courses, as well as information on admission procedures, academic policies, student services, athletics, residence and many other areas.

Course Outline: Course Outlines are formal documents representing the college, our schools and our programs. The course outline is developed by the professor(s) to provide a clear overview of the course content, its delivery and assessment. It is a contractual agreement that defines the course content and the criteria by which a student is evaluated. Course outlines act as guides for PLAR and are useful in the academic appeal process; therefore, adherence to the template will ensure that the course outlines are clear and complete. It is important that the information in the course outline and the college calendar is consistent.

Course Outline Framework: A course outline template containing a course description, appropriate and current course learning outcomes, intended learning (topics) and evaluation criteria. The framework is prepared by the program team as a collective and then completed by faculty.

Curriculum: Refers to intended learning outcomes, content and subject matter, activities and experiences, and assessment and evaluation, the purpose of which is to enable the achievement of learning goals. Curriculum results from the input of government, external advisory bodies, students and faculty.

Curriculum (Baseline) Map: Is a snapshot of a course of study at a particular point in its development. A curriculum map represents the relationship of courses to program learning outcomes by charting courses, program outcomes and linkages between and among curricular components.

Curriculum (Baseline) Mapping: Refers to the data collection and charting phase of a curriculum alignment process. It includes organizing and recording information about the curriculum to permit a visual display of the relationships between and among curricular components.

Curriculum (Baseline Map) Analysis: Refers to a process of analyzing a curriculum map to identify gaps and overlaps. The process results in recommendations for curriculum improvement.

Delivery Modes: Refers to a variety of methods used to interact with learners. Examples include but are not restricted to traditional faculty led face-to-face formats, web delivery, hybrid courses and self directed learning.

Essential Employability Skills Outcomes: (formerly Generic Skills): Essential Employability Skills are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. There are seven essential areas where graduates must demonstrate skills and knowledge: Communication, Numeracy, Critical Thinking & Problem Solving, Information Management, Interpersonal, and Personal. These skills are identified and linked to intended learning and assessment in each course outline.

Evaluation (of student learning): Is the process of measuring a student's level of achievement against specific criteria which are tied to overall course learning outcomes. The means of expressing a student's standing in relation to these course learning outcomes is a letter or numeric grade; however, effective evaluation provides feedback that promotes learning.

Examination (Exam): An examination is a formalized process of evaluation of a student's achievement of theoretical and/or practical learning outcomes. Examination results are included in the calculations for final course grades.

General Education: General Education subjects provide benefits to the students' personal growth and enrichment, informed citizenship, and working life. Helping students to be good citizens, as well as productive workers with marketable skills is part of the educational experience at a college.

The **Innovation Centre** provides teaching and learning expertise, leadership, and support to faculty at Durham College and the University of Ontario Institute of Technology. The goal of the Innovation Centre is to foster relationships with faculty to empower them to create a richer learning environment, whether in the classroom or online.

KPI: Key Performance Indicators; a Ministry initiative to use feedback from students, graduates and employers to rate the success of college programs.

Learning Activities: Designed to actively engage the learner in the achievement of one or more of the learning outcomes, learning activities include guided discussions, case studies, small group projects, reflective journals, skill analysis, games, web research, debate, presentations, web chat, role play, one minute papers, portfolios, etc.

Learning Outcomes: Representing the culminating demonstrations of learning and achievement, learning outcomes define the skills, knowledge, and attitudes that a student is expected to demonstrate at the completion of a course or a program of study. All course learning outcomes within a program should complement and build to the program outcomes in the graduate profile.

PLAR (Prior Learning and Assessment Recognition): This process allows students to receive a graded course credit towards their diploma/certificate for learning gained through previous work experience, community work or other training programs. It is designed to recognize that learning has taken place outside of traditional institutions such as college or university. Students are graded for credit through a variety of written and non-written evaluation methods.

Practicum: A Practicum is a course of practical training through experience working in a particular environment. These courses focus on the application of theory to practice.

Portfolio: A portfolio is a dossier or collection of material that identifies an individual's achievements, documents their experiences, and analyzes and organizes knowledge and skills acquired.

Program Advisory Committee: A cross-section of persons external to the college who have a direct interest in and a diversity of experience and expertise related to the particular occupational area addressed by the program. The college's Board of Governors is to ensure that an advisory committee for each program of instruction or cluster of related programs offered at the college is established.

Program Guide: The guide contains important program-specific information such as program policies, program of study, course descriptions, staffing, and faculty profiles.

Program of Study (also called Program of Instruction): This document lists the courses a student must take to meet the diploma/certificate requirements of the program. It includes the course code, pre-requisite(s) and/or co-requisite(s), where applicable, and timetabled hours for each course.

Program Map: This map identifies the links between each course in a given program and the program learning outcomes, as documented in the Ministry of Training, Colleges and Universities Program Standards or by an internal program standard.

Program Standard: A Program Standard is a document produced by the Ministry of Training, Colleges and Universities. It sets out the essential learning that a student must achieve before being deemed ready to graduate. For most programs these standards consist of a Vocational Standard, Essential Employability Skills, and General Education requirements. Program standards can be found at <http://www.edu.gov.on.ca/eng/general/college/progstan/index.html>.

Program Team: Includes faculty teaching in a specific program, but might also include a program coordinator, dean, associate dean, student liaison, technician, and students.

Quiz: Short and less formal than tests or examinations, quizzes provide valuable feedback on the level of assimilation of course material, thereby providing reinforcement to the learning process. Quiz results may or may not be included in the calculations for final course grades.

Student Handbook: Designed for students, the handbook describes College policies and procedures, administrative information (i.e., academic calendar with deadlines) and services available to all students. The Student Handbook contains an academic year agenda.

Test: Short and less formal than examinations, tests may occur at given intervals throughout the semester. Test results are included in the calculations for final course grades.

Appendix A – Course Outline Template



School(s) Name

Highlight this text and enter course name

2009 - 2010

Program	Year	Semester

Course code: _____ Con. Ed. code: _____

Course hours: _____ GPA weighting: _____

Prerequisite: _____ Corequisite: _____

Prepared by: _____

Laptop course: yes no

Authorized by (Dean): _____ Date: _____

Professor contact information:

NAME	E-MAIL	PHONE	OFFICE LOCATION
		905 . x	
		905 . x	
		905 . x	
		905 . x	
		905 . x	
		905 . x	

Course Description:

Highlight this text and type or copy/paste course description

Rationale:

Highlight this text and type or copy/paste rationale

Course Learning Outcomes

Course Specific Outcomes

Students receiving a credit for this course will have demonstrated their ability to:

1. Highlight this text and type or copy/paste. If copying/pasting, copy text only; exclude all numbers and bullets from source material. Copy only one outcome at a time. Use the enter key to move to the next outcome, & tab to enter text in the right column

Essential Employability Outcomes

Students receiving a credit for this course will have demonstrated their ability to:

2. Highlight this text and type or copy/paste. If copying and pasting text, exclude all numbers and bullets from the source material. Copy only one outcome at a time. Use the enter key to move to the next Essential Employability Outcome

For further clarification of Vocational Learning Outcomes and Essential Employability Skills please refer to the current Program Guide.

Sequence of Instruction

Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes References	Intended Learning Activities	Evidence of Learning	
						Assessment	Evaluation and Weighting
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

Course outlines are planning guidelines; actual delivery of content may vary with circumstances. Students will be notified in writing of changes that involve the addition or deletion of content, learning outcomes or evaluation, prior to changes being implemented. Faculty can find the procedures for implementing changes to the course outline in the [Course Outline Guide](#).

Professors are responsible for following this outline and facilitating the learning as detailed in this outline.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to:</p> <ul style="list-style-type: none"> • Laptop Procedures; • Academic Procedures; • Academic Alert; • Student Code of Conduct; and • Roles & Responsibilities of students and staff can be found online at http://www.durhamcollege.ca/academicpolicies. 	<p>General Program policies related to:</p> <ul style="list-style-type: none"> • Attendance; • Absence related to tests or assignment due dates; • Excused absences; • Writing tests and assignments; and • Classroom management can be found in the <u>Program Guide</u>. These are distributed to each student during the first week of class.
--	--

Course Specific Policies and Expectations:

Highlight the text and enter course specific policies and expectations

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR)

Yes No

(Candidate eligibility is outlined in the <http://www.durhamcollege.ca/academicpolicies>)

Highlight the text and enter specific PLAR challenge criteria or click on the delete key to remove this text

General Course Outline Notes:

1. *Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.*
2. *The college considers the electronic format (i.e., MyCampus or WebCT) as the primary channel of communication. Students should check the sources regularly for current course information.*
3. *Professors are responsible for following this outline and facilitating the learning as detailed in this outline.*
4. *Course outlines should be retained for future needs (i.e., university credits, transfer of credits, etc.)*
5. *A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.*
6. *Students who may require academic supports due to any type of disability, should contact the Centre for Students with Disabilities in B297 (Gordon Willey Building) or call 905-721-3123.*

Appendix B – Completed Course Outline Sample

Course Description:

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

Rationale:

Sociology is just one of the social sciences. It relates to a group of disciplines, which include psychology, human relations and anthropology, to name a few. In focusing on how personal experiences are shaped by the broader social context and how people collectively interpret the cultural inheritance, sociology contributes to an understanding of how societies function.

Course Learning Outcomes

Course Specific Outcomes	Essential Employability Outcomes
<p>Students receiving a credit for this course will have demonstrated their ability to:</p> <ol style="list-style-type: none">1. list the major social variables that impact on behaviour.2. analyze social issues in terms of sociological theories.3. discuss how people are shaped by social forces.4. evaluate the influence of individuals on social trends.5. connect individual problems or issues to broader sociological factors.6. demonstrate an understanding of how human behaviour largely reflects the social context.	<p>Students receiving a credit for this course will have demonstrated their ability to:</p> <ol style="list-style-type: none">7. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.8. respond to written, spoken, or visual messages in a manner that ensures effective communication.9. apply a systematic approach to solve problems.10. locate, select, organize, and document information using appropriate technology and information systems.11. analyze, evaluate, and apply relevant information from a variety of sources.12. show respect for the diverse opinions, values, belief systems, and contributions of others.

For further clarification of Vocational Learning Outcomes and Essential Employability Skills please refer to the current Program Guide.

Sequence of Instruction

Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes Reference	Intended Learning Activities	Evidence of Learning	
						Assessment	Evaluation and Weighting
5	UNIT 2: CULTURE continued * Discuss what is meant by social roles. * Compare and contrast the elements of one culture to another. * Discuss cultural change and diversity. * Discuss Canadian culture.	Text : Chapter 2 Reviews of Bowling for Columbine	3	1, 2, 3, 7, 11, 12	* Think, pair, share: analysis of Bowling For Columbine * Exercise: comparison of Canadian versus American culture by cultural element	* Peer feedback of Analysis of Bowling for Columbine * UNIT 2 QUIZ and chapter review * Formal assessment: Test 1/Week 6	
6	TEST 1 UNIT 3: SOCIALIZATION The socialization process results in groups of individuals who have learned the roles and skills, the language and the norms, and the ideas and beliefs that make it possible for each to get along in and contribute to their society. * Define key terms. * Discuss the nature vs. nurture (genes or environment) controversy in relation to socialization. * Describe the various theories of socialization, such as: Mead, Cooley and Freud.	Text: Chapters 1& 2 Text: Chapter 3: pages *- Socialization theorists' chart	1 2	2, 5, 7, 8, 9 3, 6, 11	* PP/lecture/discussion * Nature/Nurture discussion * Completion of theorists' chart	* Informal assessment: Unit 3 Quiz following the completion of Unit 3. * Formal assessment: Test 2/Week 9	TEST 1 : Multiple-choice, short answer VALUE: 20%

Sequence of Instruction

						Evidence of Learning	
Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes Reference	Intended Learning Activities	Assessment	Evaluation and Weighting
7	Return and review Test 1		.5				
	DISTRIBUTION AND REVIEW OF TERM ASSIGNMENT CRITERIA	Assignment Handout Sheet	.5	2, 3, 5, 6, 7, 9, 11, 12			
	UNIT 3: SOCIALIZATION continued						
	<ul style="list-style-type: none"> * Describe the agents of socialization and discuss the impact of each on the socialization process. * Apply the perspectives that assist us in understanding the process of socialization. * Explain gender socialization and examine gender messages in the media. * Explain anticipatory socialization and resocialization. * Discuss socialization through the life course; childhood, adolescence, young adulthood, the middle years and the older years. 	Text: Chapter 3: pages *-*	1	2, 3, 11	* Personal reflection identifying significant socialization experience, the agents, and the impact on the individual: due next class	* Personal reflection identifying significant socialization experience, the agents, and the impact on the individual	
	<ul style="list-style-type: none"> * Explain gender socialization and examine gender messages in the media. * Explain anticipatory socialization and resocialization. * Discuss socialization through the life course; childhood, adolescence, young adulthood, the middle years and the older years. 	Handout: Article " The Poor Among Us"				*UNIT 3 QUIZ and chapter review	
	UNIT 4: SOCIAL STRATIFICATION & CLASS						
	<p>Inequality takes many forms, economic, social, political and physical. Sociologists are interested in why and how social stratification (and its outcomes of inequality) occurs.</p> <ul style="list-style-type: none"> * Define key terms. * Describe the characteristics of the global systems of social stratification. * Discuss 3 components of social class; money, power and prestige. * Explain social inequality utilizing the sociological perspectives. * Discuss social class, socio-economic status and the difficulties associated with the measurement of these. * Discuss how social scientists go about studying inequality. * Discuss the concept of power elites and discuss the distribution of power in Canada. * Discuss several explanations that can account for social mobility. 	Text: Chapter 7: pages *-*	1	2, 3, 5, 10	* Occupational rating exercise * PP/lecture/discussion * Assigned questions: Poverty In Canada	* Informal assessment : Unit 4 Quiz following the completion of Unit 4 * Formal assessment: Test 2/Week 9	

Sequence of Instruction

						Evidence of Learning	
Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes Reference	Intended Learning Activities	Assessment	Evaluation and Weighting
9	<p>UNIT 5: RACE AND ETHNICITY continued</p> <ul style="list-style-type: none"> * Apply the major perspectives to an understanding of ethnic group relations * Distinguish among the major categories of ethnic groups in Canadian society: <ul style="list-style-type: none"> * Native peoples * Charter groups * European ethnics * Visible minorities * Discuss patterns of ethnic and race relations. * Discuss race relations in present-day Canada. * Explain the factors that make it more likely that some ethnic communities will survive. 	<p>Text: Chapter 9: pages *-*</p>	2	2, 3, 5, 6	<ul style="list-style-type: none"> * Chapter review questions and presentations * Newspaper scanning exercise * Racism prevention exercise 	<ul style="list-style-type: none"> * Self assessment of answers to review questions 	
	<p>TEST 2</p>	<p>Text Chapters 3, 7, & 9</p>	1	1, 2, 3, 4, 5, 6, 8		<ul style="list-style-type: none"> * UNIT 5 QUIZ and chapter review * Formal assessment: Test 2/Week 9 	<p>TEST 2: Multiple - choice, short answer</p> <p>VALUE: 30%</p>

Sequence of Instruction

						Evidence of Learning	
Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes Reference	Intended Learning Activities	Assessment	Evaluation and Weighting
10	<p>TERM ASSIGNMENT DUE AT START OF THIS CLASS</p> <p>Return and review Test 2</p> <p>UNIT 6: FAMILIES AND INTIMATE RELATIONSHIPS</p> <p>Every society must meet certain basic needs if it is to survive and to offer a satisfying life to its members. In each society, therefore, people create social institutions to meet these needs.</p> <p>An institution is a fairly stable cluster of norms, values, laws and roles. All of them are centered around some social need. The family is an institution built around the need to regulate biological reproduction and provide care, protection and the socialization of children.</p> <p>* Define key terms. * Identify some of the kinship patterns and discuss the family life cycle. * Recognize alternatives to traditional marriage and parenthood and discuss their impact on the family and society. * Discuss the major sociological perspectives and their application to the institution of the family.</p>	<p>Text: Chapter 13: pages *-*</p> <p>Film: For Generations to Come</p>	.5 2.5	1, 2, 3, 4, 5, 12	<p>* Illustrating personal concept of family</p> <p>* Exercise: "Leave it to Beaver" versus the Millenium family</p> <p>* PP/lecture/discussion</p>	<p>* Informal assessment: Unit 6 Quiz following completion of Unit 6</p> <p>* Formal assessment: Test 3/Week 14</p>	<p>TERM ASSIGNMENT DUE AT START OF CLASS</p> <p>VALUE: 15%</p>
11	<p>UNIT 6: FAMILIES AND INTIMATE RELATIONSHIPS continued</p> <p>* Recognize issues of violence in families. * Discuss the diversity and trends in Canadian families. * Identify the family issues of the future.</p>	<p>Guest speaker</p>	3	3, 5, 6, 12	<p>Guided reflection of guest speaker presentation</p>	<p>UNIT 6 QUIZ and chapter review</p> <p>* formal assessment: Test 3/Week 14</p>	

Sequence of Instruction

						Evidence of Learning	
Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes Reference	Intended Learning Activities	Assessment	Evaluation and Weighting
12	Return and review assignments UNIT 7: SOCIAL DEVIANCE AND CRIME Deviance is the term given to crime, mental illness, and similar behaviours. How do societies decide what is deviant and what is not? How do sociologists explain deviant behaviour? How do people within a society encourage one another to live up to that society's norms? * Define key terms. * Discuss definitions of deviance and the limitations of any definition of deviance. * Discuss social control; stigma, punishment, deterrence and law * Identify the biological, psychological and sociological theories of deviance and apply the sociological theories.	Text: Chapter 6: pages *-* Film: Why Women Kill	1 2	 2, 4, 5, 9	* PP/lecture/discussion * Reflective paper: response to film; identification of sociological perspective	* Informal assessment: Unit 7 Quiz following the completion of Unit 7 * Formal assessment: Test 3/Week 14	
13	UNIT 7: SOCIAL DEVIANCE AND CRIME continued * Discuss distinctions between crime and rule breakers. * Discuss the factors that affect crime rates. * Discuss whether criminals should be punished or rehabilitated.	Text: Chapter 6: pages * _ *	3	1, 2, 6	* Peer review of reflective paper * Questions and discussion of film	* Peer review and discussion of reflective paper * UNIT 7 QUIZ and chapter review * Formal assessment: Test 3/Week 14	
14	Course review and evaluation TEST 3	Group feedback form Text Chapters 6 & 13	1.5	1, 2, 3, 5, 8, 9, 12	* Group feedback on course		TEST 3: Multiple-choice and short answer VALUE: 25%
15	NA						
16	NA						

Course outlines are planning guidelines; actual delivery of content may vary with circumstances. Students will be notified in writing of changes that involve the addition or deletion of content, learning outcomes or evaluation, prior to changes being implemented. Faculty can find the procedures for implementing changes to the course outline in the Durham College Faculty Handbook which can be found on the P.D. web site at <http://www.dc-uoit.ca/pd/home.html>.

Professors are responsible for following this outline and facilitating the learning as detailed in this outline.

Evaluation Criteria:

(A full description of the Academic Appeals Process can be found in your Student Handbook.)

IN-PROCESS: This mark is based on attendance and/or in-class exercises	10%
Week 10: TERM ASSIGNMENT PAPER	15%
Week 6: TEST 1; closed book, multiple choice and short answer, Chapters 1 & 2	20%
Week 9: TEST 2; closed book, multiple choice and short answer, Chapters 3, 7 & 9	30%
Week 14: TEST 3; closed book, multiple choice and short answer, Chapters 13 & 6	25%
Total	100%

Notes:

1. The in-process mark is based on attendance and/or in-class exercises. Attendance checks and/or in-class exercises will be taken or assigned at the professor's discretion. If a student is absent when attendance is checked or when an exercise is assigned, he/she will receive a mark of "0" for that attendance check or exercise.
2. All tests are closed book.
3. An assignment sheet outlining the purpose, criteria, marking rubric, and due date will be distributed in Week 7 of the course.
4. An interim report will be produced for each student. The interim grade will be calculated using the results of the first test and in-process activity completed by the end of week 5.

Required Text(s) and Supplies:

Kendall, D. et al. *Sociology in Our Times: The Essentials*. 3rd Canadian ed. Toronto: Nelson 2001

Recommended Resources:

(purchase optional)

Symbaluk, D. *Sociology in Our Times: The Essentials*. 2nd Canadian ed. Study Guide. Toronto: Nelson, 2001

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to:</p> <ul style="list-style-type: none">• Acceptable Computer Use;• Academic Policies;• Academic Honesty;• Student Code of Conduct; and• Students' Rights and Responsibilities <p>can be found online at http://www.durhamcollege.ca/academicpolicies.</p>	<p>General Program policies related to:</p> <ul style="list-style-type: none">• Attendance;• Absence related to tests or assignment due dates;• Excused absences;• Writing tests and assignments; and• Classroom management can be found in the <u>Program Guide</u>. These are distributed to each student during the first week of class.
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Course Specific Policies and Expectations:

During the first class students will collectively develop a set of expectations for the class. These will be documented and distributed to each student and students will be expected to comply with these expectations.

ATTENDANCE: Students are expected to attend class, tests and presentation, exams, and other forms of evaluation. Students are expected to be punctual and to actively participate in class discussions and exercises.

ABSENCES: Students are expected to submit the appropriate documentation when serious illness or other grave occurrences interfere with course requirements. Contact the professor before, or on the day of a test or assignment, should an emergency occur. If the student does not contact the professor during this time period, the student will not be eligible to write a make-up test. As soon as the student returns to the college, he/she should make an appointment to see the professor regarding missed work.

TESTS AND ASSIGNMENTS: The term assignment is to be submitted by the due date given; this means at the beginning of class on the date indicated. Late assignments will be penalized at the rate of 20% for the first day and beyond that at a rate of 10% per calendar day.

In-process exercises will only be given once. They cannot be made up or supplemented. Any missed in-class assignment will be assigned a mark of "0".

IN ORDER TO RECEIVE A CREDIT FOR THIS COURSE, STUDENTS MUST WRITE ALL TESTS AND SUBMIT A TERM PAPER.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR)

Yes No

(Candidate eligibility is outlined in the <http://www.durhamcollege.ca/academicpolicies>)

PLAR acknowledges subject mastery earned through work experience, professional development or non-traditional educational opportunities. A grade is assigned for the credit. The assessment can be written, oral, portfolio, or observational (or a combination of these four formats). Assessment format is to be determined by the subject matter experts.

General Course Outline Notes:

1. *Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.*
2. *The college considers the electronic format (i.e., MyCampus or WebCT) as the primary channel of communication. Students should check the sources regularly for current course information.*
3. *Professors are responsible for following this outline and facilitating the learning as detailed in this outline.*
4. *Course outlines should be retained for future needs (i.e., university credits, transfer of credits, etc.)*
5. *A full description of the Academic Appeals Process can be found at <http://www.durhamcollege.ca/academicpolicies>.*
6. *Students who may require academic supports due to any type of disability, should contact the Centre for Students with Disabilities in B297 (Gordon Willey Building) or call 905-721-3123.*

Appendix C – Essential Employability Skills Outcomes

<http://www.edu.gov.on.ca/eng/general/college/progstan/essential.html>

Essential Employability Skills

All graduates with the following Ontario College credentials, Ontario College Certificate, Ontario College Diploma and Ontario College Advanced Diploma, must be able to reliably demonstrate the Essential Employability Skills required in each of the following six categories:

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
COMMUNICATION	<p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Listening</p> <p>Presenting</p> <p>Visual literacy</p>	<p>1. <i>Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i></p> <p>2. <i>Respond to written, spoken, or visual messages in a manner that ensures effective communication.</i></p>
NUMERACY	<p>Understanding and applying mathematical concepts and reasoning</p> <p>Analyzing and using numerical data</p> <p>Conceptualizing</p>	<p>3. <i>Execute mathematical operations accurately.</i></p>
CRITICAL THINKING & PROBLEM SOLVING	<p>Analyzing</p> <p>Synthesizing</p> <p>Evaluating</p> <p>Decision making</p> <p>Creative and innovative thinking</p>	<p>4. <i>Apply a systematic approach to solve problems.</i></p> <p>5. <i>Use a variety of thinking skills to anticipate and solve problems.</i></p>
INFORMATION MANAGEMENT	<p>Gathering and managing information</p> <p>Selecting and using appropriate tools</p>	<p>6. <i>Locate, select, organize, and document information using appropriate technology and information systems.</i></p> <p>7. <i>Analyze, evaluate, and apply relevant</i></p>

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	<p>and technology for a task or a project</p> <p>Computer literacy</p> <p>Internet skills</p>	<p><i>information from a variety of sources.</i></p>
INTERPERSONAL	<p>Team work</p> <p>Relationship management</p> <p>Conflict resolution</p> <p>Leadership</p> <p>Networking</p>	<p>8. <i>Show respect for the diverse opinions, values, belief systems, and contributions of others.</i></p> <p>9. <i>Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></p>
PERSONAL	<p>Managing self</p> <p>Managing change and being flexible and adaptable</p> <p>Engaging in reflective practices</p> <p>Demonstrating personal responsibility</p>	<p>10. <i>Manage the use of time and other resources to complete projects.</i></p> <p>11. <i>Take responsibility for one's own actions, decisions, and consequences.</i></p>

Appendix D – References for Bloom’s Taxonomy

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Source: <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html> Accessed: Mar 27, 2007

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components • <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • <i>Question Cues-</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* From Benjamin S. Bloom *Taxonomy of educational objectives*. Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education. Adapted by permission of the publisher.

Source: <http://www.officeport.com/edu/blooms.htm> accessed: Mar 27, 2007



Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, and reproduce state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, and write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Appendix E – Formative Assessment and Summative Evaluation

Feedback - Formative Assessment

“The ongoing interplay between assessment and instruction, so common in the arts and athletics, is also evident in classrooms using practices such as non-graded quizzes and practice tests, the writing process, formative performance tasks, review of drafts and peer response groups. The teachers in such classrooms recognize that on-going assessments provide feedback that enhances instruction and guides student revision.”

(Jay McTighe, “What Happens Between Assessments”)

Formative Assessment is designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class, e.g. observation, quizzes, homework, instructional questions, initial drafts/attempts.

In order for students to develop to their potential they should be given opportunities to practice, receive feedback, correct, refine, and try again before they are evaluated and given a grade.

OBSERVATION:

- Group work interaction; and
- Problem solving exercises like how to resolve a scenario or ethical issue or wiring a circuit or scaling teeth.

QUIZZES (taken up in class):

- “Assessment OF & FOR Learning”; and
- Use quizzes to check for understanding of content or to reinforce important concepts as well as how answers, responses, ideas are communicated.

SKILL PRACTICE:

- Psychomotor: Giving an injection as a nursing student;
- Cognitive: Appropriately interpreting/ using the Canadian Criminal Code in a variety of scenarios; and
- Affective: Organize and manage data using methods consistent with the attitudes and values appropriate to the specific work environment.

STUDENT INTERVIEWS (FACULTY, PEER):

- Prior to the submission of major summative evaluations students might engage in rehearsals or inquiry based exercises to self assess their work prior to submission. This can be done with or without the formal involvement of the faculty in group or pair settings. It is incumbent upon faculty to provide direction and feedback on the process itself so that students treat these practice sessions seriously.

Measurement - Summative Evaluation

“Summative(s) or summative evaluations are activities, assignments, presentations, projects, tests or exams used to judge a student’s standing at the end of a sequence of

instruction; they should be done after students have had sufficient time as well as opportunity to practice with the material (content, thinking or psychomotor skills) and receive feedback from their peers or the instructor.”

- Only “activities” that are essential to the successful achievement/ demonstration of the course learning outcomes should be measured and have a grade assigned.
- All course learning outcomes must, at least once, be evaluated after the corresponding sequence of instruction and assessments are complete.
- Outcome behaviours are measured against objective criteria; students are not measured against each other or their own previous work.
- Feedback from Summative Evaluation (for final grades) should be very similar in format and rigour to formative feedback. Ideally students should receive the scoring tool to be used (rubrics) to guide them in their preparation of gradable work.
- The percentage of the final grade assigned to a particular evaluation tool should be roughly equivalent to the proportion of course time spent on the teaching of the content, skills being evaluated.
- Students should not receive marks for simple attendance in college courses. However, where class participation is legitimately tied to attainment of course learning outcomes (i.e., group work, discussions [both verbal and written], Q & A’s) failure to attend a percentage of classes may result in sanctions.
- Results of all Summative Evaluation (with the exception of one final summative evaluation) should be made available to students in a timely manner to support their continued learning and development.
- WebCT is the preferred method for communication of student learning both assessment (feedback) and evaluation (measurement).