# Course Outline for Scheduled Project Template

## Waterloo Course Outlines

The Secretariat’s Office has a list of [Course Outline Requirements](https://uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council/course-outline-requirements) that must be included in every University of Waterloo course. For ease of student findability and navigability, the Centre for Extended Learning (CEL) recommends splitting up the Course Outline elements into the following pages:

* Course Schedule
* Contact Information
* Course Description and Learning Outcomes
* Grade Breakdown
* About the Course Author
* Materials and Resources
* Course and Department Policies
* University Policies
* Credits and Copyright Notes
* Pages about each of the Activities and Assessments

CEL also recommends additional elements that are not a Secretariat Office requirement:

* Territorial Acknowledgement
* Information about Accommodations Due to Illness

## Instructions:

For scheduled projects, the full details of the Course Outline pages will be fleshed out during the first few months; however, before projects begin, they must also be in a good state of readiness. Part of the readiness criteria includes having draft versions of the course description and learning outcomes, a draft course schedule including the list of topics the course will cover, and details about the course textbook(s) and other desired resources. This template is a truncated version of the Outline Template and tailored to the components that are required as part of readiness. If you require further direction fleshing out these details, please contact our Program Intake Manager.

## Template

### Course Description

* Review the Senate-approved description for your course and indicate here if you would like to make any changes.
	+ [Undergraduate Studies Calendar](http://ugradcalendar.uwaterloo.ca/page/Course-Descriptions-Index)
	+ [Graduate Studies Academic Calendar](https://uwaterloo.ca/graduate-studies-academic-calendar/graduate-course-search)

### Learning Outcomes

State in specific and measurable terms what students will know, do or value by the end of your course. Write as though you are having a conversation with your students: say “you will” instead of “students will”, for example. For more information on writing learning outcomes, visit the Centre for Teaching Excellence Tip Sheet on [Writing Intended Learning Outcomes](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/writing-learning-outcomes).

By the end of this course, you should be able to:

* List the first learning outcome here;
* and the second one here…
* …
* and the final one here.

### Materials and Resources

* List required textbooks with full citations.
* List recommended textbooks with full citations.
* List any Open Educational Resources (OERs) you plan to use.
* Do you plan to use [Course Reserves](https://uwaterloo.ca/library/services/course-reserves-instructors)? [Yes/No]

### Course Schedule

Data analytics and user testing confirm that course schedules are the most visited pages in CEL courses. Their purpose is to give students a high-level snapshot of the course, which can assist students with their prioritizing and time-management needs across the term.

* Complete the following table (instructions follow).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week #** | **Module # and Title** | **Activities and Assessments** | **Due Dates** | **Weight** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |

#### Instructions for completing the table above

**Week #**

Most online courses are 12 weeks long, but you can add or remove rows as needed.

**Module # and Title**

Like chapters in a textbook, **modules are high-level topics** in a course and many courses are organized by module to help students navigate the materials and complete their assessments. While many courses cover one module of material every week, others have modules that span multiple weeks and/or weeks that cover multiple modules. Unit, Topic, and Lesson are other terms sometimes used instead of Module. CEL links each of the module names to a corresponding page in the course, so many students also use the Course Schedule to navigate through the course materials.

* Enter your module names in the table, adding rows if needed (i.e., in weeks that cover more than one module).

**Activities and Assessments**

**Activities** **are ungraded** work that can help students understand the course material, create a sense of community, prepare for future assessments, or organize feedback for the instructor. **Assessments are graded** work that students must complete to a certain standard in order to achieve a credit for the course. CEL links each of the activities and assessments to the corresponding A&A page that includes detailed instructions including submission information.

* Enter the name of each activity or assessment in the table next to the week in which it is occurring. It is ok, and sometimes desirable, for some weeks to have no activities or assessments.

**Due Dates**

* Enter the relative date and time – e.g., “Tuesday of Week 3 at 11:59PM” – of when you wish students to complete or submit each activity and assessment.

When CEL prepares courses for each offer, we will replace the dates on this page and the corresponding tool settings (e.g., the end date on a dropbox or quiz). We will also communicate with course instructors to ensure that due dates don’t fall during reading week or on other university holidays.

* If you have a use for Start Dates, you are welcome to add another column to the left of the End Dates and enter the relative dates in the same manner you did for the end dates above.

**Weight**

* Enter the weight for each assignment in the table as a percentage.

You may also enter “ungraded” next to an activity, or include a short description for weights that aren’t 1:1 – e.g., “best 10 of 12 for 25%”