**TEMPLATE**

**Course Syllabus**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the course | |  | | | | | | |
| Title of the Academic Programme | |  | | | | | | |
| Type of the course | |  | | | | | | |
| Prerequisites | |  | | | | | | |
| ECTS workload | |  | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | |
|  | |  | | |  | |
| Course Overview | |  | | | | | | |
| Intended Learning Outcomes (ILO) | |  | | | | | | |
| Teaching and Learning Methods | |  | | | | | | |
| Content and Structure of the Course | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | |
|  |  | |  | |  |  | |  |
|  |  | |  | |  |  | |  |
| **Total study hours** | | |  | |  |  | |  |
| Indicative Assessment Methods and Strategy | |  | | | | | | |
| Readings / Indicative Learning Resources | | Mandatory  Optional | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | **+/–** | | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | |  | |  |
| Assignments for seminars / tutorials / labs | | | |  | |  |
| E-learning / distance learning (MOOC / LMS) | | | |  | |  |
| Fieldwork | | | |  | |  |
| Project work | | | |  | |  |
| Other (please specify) | | | |  | |  |
| Preparation for the exam | | | |  | |  |
| Academic Support for the Course | | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials | | | | | | |
| Facilities, Equipment and Software | | (If required) | | | | | | |
| Course Instructor | |  | | | | | | |

**Intended Learning Outcomes (ILO) Delivering**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme ILO(s)** | **Course**  **ILO(s)** | **Teaching and Learning Methods for delivering ILO(s)** | **Indicative Assessment Methods of Delivered ILO(s)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Course Content**

1. *(Please indicate the title of each lesson)*

*(Please provide a description of the content of each lesson)*

**Assessment Methods** **and Criteria**

**Assessment Methods**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** | | | |
| **1** | **2** | **3** | **4** |
| Formative Assessment | Test | \* |  |  |  |
| Essay |  |  |  |  |
| Report/Presentation |  |  |  |  |
| Project |  |  |  |  |
| In-class Participation |  |  |  |  |
| Other (write appropriate control forms for the course) |  |  |  |  |
| Interim Assessment  (if required) | Assignment (e.g. written assignment) |  |  |  |  |
| Summative Assessment | Exam |  |  |  |  |

**Assessment Criteria**

**In-class Participation**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions. |

**Project Work**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good» (6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory» (4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Written Assignments (Essay, Test/Quiz, Written Exam, etc.)**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur; |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Recommendations for students about organization of self-study**

Self-study is organized in order to:

* Systemize theoretical knowledge received at lectures;
* Extending theoretical knowledge;
* Learn how to use legal, regulatory, referential information and professional literature;
* Development of cognitive and soft skills: creativity and self-sufficiency;
* Enhancing critical thinking and personal development skills;
* Development of research skills;
* Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student’s own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students’ past experiences.  Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

* Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
* Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

**Recommendations for essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*

2.*Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.

3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

**Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.