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| **COURSE INFORMATION** | | |
| **Course Name:** Course Title  **Semester:** Fall/Spring Year **Department:** Department of  **College:** Arts and Sciences | | **Course Code:** CODE 123  **CRN Code:** Add CRN Number  **Section:** (Male/Female Section)  **Core Curriculum:** Add Package Name |
| **Day(s) and Time(s):** Monday: 14:00-15:15  Wednesday: 14:00-15:15  **Classroom:** e.g. C127 | | **Credit Hours:** 3  **Prerequisites**: None |
| **COURSE DESCRIPTION** | | |
| Add Course Description | | |
| **DELIVERY METHODS** | | |
| The course will be delivered through a combination of active learning strategies. These will include:   * PowerPoint lectures and active classroom based discussion * Collaborative learning through small groups acting in an interdisciplinary context. * Relevant films and documentaries * Web-based learning through Blackboard | | |
| **FACULTY INFORMATION** | | |
| **Instructor:**  **Office Location:**  **Office Hours**:  **Telephone:**  **E-Mail:** | Add Name  Add Rank Male Campus, Corridor X, Room: C1234  Monday: 11:00-12:30  Wednesday: 11:00-12:30  4403-  instructor@qu.edu.qa | |
| **REFERENCES AND LEARNING RESOURCES** | | |
| **Required Textbook:** List book or state:There is no required textbook for purchase.All compulsory weekly readings are available electronically on Blackboard.  **Suggested Additional Resources**: Author ***Title*** (Publisher: 2009) ISBN: 1-4039-742x-x    **Useful Web Resources**: http://www. | | |

**student learning outcomes matrix**

*If course is a Core Curriculum course, please map the appropriate learning outcome to your course objectives, SLOs and assessments. If it is not a Core Course, please delete the column marked “Core Curriculum Learning Outcomes Learning”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Curriculum Learning Outcomes** | **Program Learning Outcomes** | **Course Objectives** | **Course Student Learning Outcomes** | **Assessment Method** |
| Paste Relevant Core SLO 1 | Paste PLO 1 | Paste Objective 1 | Paste Relevant SLO 1 | Map SLO to assessment type |
| Paste Relevant Core SLO 2 | Paste PLO 2 | Paste Objective 2 | Paste Relevant SLO 2 | Map SLO to assessment type |
| Paste Relevant Core SLO 3 | Paste PLO 3 | Paste Objective 3 | Paste Relevant SLO 3 | Map SLO to assessment type |
| Paste Relevant Core SLO 4 | Paste PLO 4 | Paste Objective 4 | Paste Relevant SLO 4 | Map SLO to assessment type |
| Paste Relevant Core SLO 5 | Paste PLO 5 | Paste Objective 4 | Paste Relevant SLO 5 | Map SLO to assessment type |

**ACADEMIC SUPPORT**

The University Student Learning Support Center (SLSC) provides academic support services to male and female students at QU. The SLSC is a supportive environment where students can seek assistance with academic coursework, writing assignments, transitioning to college academic life, and other academic issues. SLSC programs include: Peer Tutoring, the Writing Lab, Writing Workshops, and Academic Success Workshops. Students may also seek confidential academic counseling from the professional staff at the Center.

**Students Support and Learning Resources**

Contact Information:

Tel: **(00974) 4403 3876**Fax: **(00974) 4403 3871**Location: **Female Student Activities Building  
E-mail:** [**learningcenter@qu.edu.qa**](http://mailto:learningcenter@qu.edu.qa)

It is Qatar University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individuals needs.

**Special Needs Section:**

**Telephones:**  
**Female:** (00974) 4403 3843  
**Male:** (00974) 4403 3854   
**Location:** Student Activities building   
**Email**: [specialneeds@qu.edu.qa](mailto:specialneeds@qu.edu.qa)

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| **course regulations** |

***Participation***

Class participation and attendance are important elements of every student’s learning experience at Qatar University, and the student is expected to attend all classes. A student should not miss more than 25% of the classes during a semester. *Those exceeding this limit of 25% will receive a failing grade regardless of their performance*. It is a student’s responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student’s responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor’s prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

***Plagiarism***Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. QU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of Qatar University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

* **Use of the work, ideas, images or words of someone else without his/her permission or reference to them.**
* **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
* **Misrepresentation of the sources that were used.**

**The instructor has the right to fail the coursework or deduct marks where plagiarism is detected**

***Late or Missed Assignments***

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

* Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
* In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

***Student Complaints Policy***Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students.  The nature of the complaints may be either academic or non-academic.  For more information about the policy and processes related to this policy, you may refer to the students’ handbook.

**Course Assessment**

***Course Calendar and Assessment***

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

|  |  |  |
| --- | --- | --- |
| Assessment | Grade Weighting | Deadline Assessment |
|  |  |  |
| **e.g. Exam 1** | **e.g. 25%** | **Add date/time** |
| **e.g. Exam 2** | **e.g. 25%** | **Add date/time** |
| **e.g. Final Exam (3)** | **e.g. 50%** | **Add date/time** |
|  |  |  |
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Grades are not negotiable and are awarded according to the following criteria:

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade | Description | Percentage | Grade Points |
|  |  |  |  |
| **A** | **Excellent** | **90-100** | **4.00** |
| **B+** | **Very Good** | **85-<89** | **3.50** |
| **B** | **Very Good** | **80-<85** | **3.00** |
| **C+** | **Good** | **75-<79** | **2.50** |
| **C** | **Good** | **70-<75** | **2.00** |
| **D+** | **Pass** | **65-<69** | **1.50** |
| **D** | **Pass** | **60-<65** | **1.00** |
| **F** | **Fail** | **Less than 60** | **0.00** |
| **I** | **Incomplete** | **-** | **-** |

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| **CONtent distribution** |

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| WEEK/Date | class TOPICs | READINGs |
| **week 1** (Day/Month)  (Day/Month) | **LECTURE 1:** introduction  **LECTURE 2:** Topic… |  |
| **week 2**  (Day/Month)  (Day/Month) | **LECTURE 3:** Topic…  **LECTURE 4:** Topic… |  |
| **week 3**  (Day/Month)  (Day/Month) | **LECTURE 5:** Topic…  **LECTURE 6:** Topic… |  |
| **week 4**  (Day/Month)  (Day/Month) | **LECTURE 7:** Topic…  **LECTURE 8:** Topic… |  |
| **week 5**  (Day/Month)  (Day/Month) | **E.g. FILM: Add Title**  **LECTURE 9:** Topic… |  |
| **week 6**  (Day/Month)  (Day/Month) | **seminar: revision Class**  **ASSESSMENT: class Exam** |  |
| **week 7**  (Day/Month)  (Day/Month) | **LECTURE 10:** Topic…  **LECTURE 11:** Topic… |  |
| **week 8**  (Day/Month)  (Day/Month) | **Mid semester week holiday**  **Check with University Calendar** |  |
| **week 9**  (Day/Month)  (Day/Month) | **LECTURE 12:** Topic…  **LECTURE 13:** Topic… |  |
| **week 10**  (Day/Month)  (Day/Month) | **LECTURE 14:** Topic…  **LECTURE 15:** Topic… |  |
| **week 11**  (Day/Month)  (Day/Month) | **LECTURE 16:** Topic…  **LECTURE 17:** Topic… |  |
| **week 12**  (Day/Month)  (Day/Month) | **LECTURE 18:** Topic…  **LECTURE 19:** Topic… |  |
| **week 13**  (Day/Month)  (Day/Month) | **LECTURE 21:** Topic…  **LECTURE 22:** Topic… |  |
| **week 14**  (Day/Month)  (Day/Month) | **LECTURE 23:** Topic…  **LECTURE 24:** Topic… |  |
| **week 15**  (Day/Month)  (Day/Month) | **LECTURE 25:** Topic…  **LECTURE 26:** Topic… |  |
| **week 16**  (Day/Month)  (Day/Month) | **University exam week** |  |
| **week 17**  (Day/Month)  (Day/Month) | **University exam week** |  |

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| **ASSESSMENT RUBRICS** |

***Assessment Rubrics to be determined by the department. Add samples below.***

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| **Classroom Participation: Assessment Criteria[[1]](#footnote-1)** | | | | |  |
| **Criteria** | **Quality** | | | | **Score** |
| **Excellent**  **(4 points)** | **Good**  **(3 points)** | **Satisfactory**  **(2 points)** | **Needs Improvement**  **(1 points)** |
| **Degree to which student integrates course readings into classroom participation** | - often cites from readings;  - uses readings to support points;  - often articulates "fit" of readings with topic at hand. | * occasionally cites from readings; * sometimes uses readings to support points; * occasionally articulates "fit" of readings with topic at hand **.** | * rarely able to cite from readings; * rarely uses readings to support points; * rarely articulates "fit" of readings with topic at hand | * unable to cite from readings; * cannot use readings to support points; cannot articulates "fit" of readings with topic at hand . |  |
| **Interaction/ participation in classroom discussions** | * always a willing participant, responds frequently to questions; * routinely volunteers point of view . | * often a willing participant, * responds occasionally to questions; * occasionally volunteers point of view . | * rarely a willing participant, * rarely able to respond to questions; * rarely volunteers point of view . | * never a willing participant., * never able to respond to questions; * never volunteers point of view . |  |
| **Interaction/participation in classroom learning activities** | * always a willing participant; * acts appropriately during all role plays; * responds frequently to questions; * routinely volunteers point of view. | * often a willing participant; * acts appropriately during role plays; * responds occasionally to questions; * occasionally volunteers point of view. | * rarely a willing participant. * occasionally acts inappropriately during role plays; * rarely able to respond to direct questions; * rarely volunteers point of view . | * never a willing participant * often acts inappropriately during role plays;, * never able to respond to direct questions; * never volunteers point of view. |  |
| **Demonstration of professional attitude and demeanor** | * always demonstrates commitment through thorough preparation; * always arrives on time; * often solicits instructors' perspective outside class. | * rarely unprepared; rarely arrives late; * occasionally solicits instructors' perspective outside class **.** | * often unprepared; occasionally arrives late; * rarely solicits instructors' perspective outside class . | * rarely prepared; * often arrives late; * never solicits instructors' perspective outside class |  |

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| ***Classroom Participation: Oral Presentation[[2]](#footnote-2)*** | | | | | | | | | | |
| **Element** | **Excellent** | | | **Satisfactory** | | | **Needs Improvement** | | | **Points** |
| **8** | **7** | **6** | **5** | **4** | **3** | **2** | **1** | **0** |  |
| **Organization** | * There is a logical sequence of information. * Title slide and closing slide are included appropriately. | | | * There is some logical sequence of information. * Title slide and closing slides are included. | | | * There is little or no logical sequence of information. * Title slide and/ or closing slides are not included. | | |  |
| **Slide Design**  (text, colors, background, illustrations, size, titles, subtitles) | * Presentation is attractive and appealing to viewers. | | | * Presentation is somewhat appealing to viewers. | | | * Little to no attempt has been made to make presentation appealing to viewers. | | |  |
| **Content** | * Presentation covers topic completely and in depth. * Information is clear, appropriate, and accurate. | | | * Presentation includes some essential information. * Some information is somewhat confusing, incorrect, or flawed. | | | * Presentation includes little essential information. * Information is confusing, inaccurate, or flawed. | | |  |
| **Language** | * Spelling, grammar, usage, and punctuation are accurate * Fluent and effective | | | * There are minor problems in spelling, grammar, usage, and/or punctuation. | | | * There are persistent errors in spelling, grammar, usage, and/or punctuation. * Less or not fluent and effective. | | |  |
| **Delivery** | * Ideas were communicated with enthusiasm, proper voice projection and clear delivery. * There was sufficient eye contact with audience. * There were sufficient use of other non-verbal communication skills. * Appropriate delivery pace was used. | | | * There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. * Insufficient use of non-verbal communication skills. * Delivery pace is somewhat appropriate. | | | * There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. * No use of non verbal communication skills. * Inappropriate delivery pace was used. | | |  |
| **Interaction with Audience** | * Answers to questions are coherent and complete. * Answers demonstrate confidence and extensive knowledge. | | | * Most answers to questions are coherent and complete. * Answers somehow demonstrate confidence and extensive knowledge. | | | * Answers to questions are neither coherent nor complete. * Is tentative or unclear in responses. | | |  |
|  | **Total Score (Y x 5/16 ) =** | | | | | | | | |  |

1. **http://www.edci.purdue.edu/vanfossen/604/** [↑](#footnote-ref-1)
2. **http://www.edci.purdue.edu/vanfossen/604/** [↑](#footnote-ref-2)