

**Course manual**

**Name course**

Course Code

Academic Year (…th period)

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# GENERAL INFORMATION

|  |  |  |
| --- | --- | --- |
| Course name |  | |
| Course code |  | |
| Level | 100 / 200 / 300 / 400 / 500 / 600 | |
| Academic Year |  | |
| Period | 1 / 2 / 3 / 4 / 5 / 6 | |
| EC & Study load | 6 EC (168 hours), 12 EC (336 hours), 18 EC (504 hours), 24 EC (672 hours) | |
| Link to Canvas |  | |
| Course coordinator | Name: e-mail | |
| Lecturers & tutors | Name: e-mail | |
| Mode of instruction |  | |
| Mode of assessment |  | |
| Language of instruction |  | |
| Target group |  | |
| Required prior knowledge |  |  |
| Frequency p/w |  |  |
| Study load allocation | **Per week** | **Total** |
| * Sessions |  |  |
| * Literature |  |  |
| * Assignments (incl. final) |  |  |
| * Preparation midterm |  |  |
| * Total |  |  |

## 

# CourSE DESCRIPTION AND OBJECTIVES

## GENERAL AIM OF THIS COURSE

Describe the general aim of the course. What should students know when they are at the end of the course? What is de focus? Can you give an appetizer of the course (e.g. an interesting or salient example of the kind of problems the students will study)? You can als describe the relevance of the course with social sciences, the professional field of the programme.

## COURSE DESCRIPTION

Please give a description of the course. What kind of activities will take please during the course? What do you expect from the students and what can the students expect from their lectures and tutorials?

## LEARNING GOALS

At the end of the course students have achieved the following learning goals:

Note 1: you may order the learning goals by the categories of the Dublin Descriptors (Knowledge & understanding / Application / Making judgements / Communication / Learning Skills) if this is the format of the programme.   
Note 2: try to describe the learning goals in terms of measurable activities (e.g. you can apply the quantitative and qualitative research methods practiced in this course in coherence and can value the way they are complementary in the research on polarization).

# place of the course & REQUIRED LEVEL OF ENTRANCE

## PLACE OF THE COURSE

Describe here the place of the course in the programme. Which courses does this course build upon and for which course(s) are students prepared through this course?

Is the course part of a specific curriculum (leerlijn) of the programme?

## REQUIRED LEVEL OF ENTRANCE

Are there any requirements established for the course? If so, what are the requirements? You may also recommend to rehearse certain topics in order to be prepared as much as possible for the course.

# learning activities

What kind of learning activities are there in this course? Think about the types of sessions (e.g. case based learning meetings, team based learning meetings, interactive lectures, tutorials, project groups, meetings outside university) or assignments you will be working on with students.

Which learning activities require attendance or participation?

# Type OF ASSESSMENTs

## OVERVIEW OF ASSESSMENTs

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment | Grading | Weight | Date/Deadline |
| 1. Assessment type | 1-10 Or Pass / Fail or …. |  |  |
| 1. Assessment type | 1-10 |  |  |
| 1. Assessment type | 1-10 |  |  |

This part also contains:

* An (short) explanation about the types of assessment that are used. What kind of assessment is it and what do students need to know about the type of assessment? Is the pass mark already known?
* If the assessment ‘assignment’ is used, a description of the assignment and the assessment criteria can be included. An assessment form can be included in the annex.
* The faculty policy recommends to compensate between different assessments withi a course, because the package of assessments forms the assessment plan and the assessments jointly cover the learning goals. Moreover, by demanding a pass for each test, you actually split up a course a several ‘mini- courses’, each with their measurement error.
* Please describe how the resits are organized.
* If it is already known how the inspection of the assessed work will be organized, information can also be included.
* A description how formative assessment and feedback is given.

## ASSESSMENT MATRIX

Describe per learning goal to which exit qualification of the programme it is related (the exit qualifications can be found in the Teaching and Examination Regulations) and with which assessment a learning goal is assessed.

|  |  |  |
| --- | --- | --- |
| Learning goals | Related with exit qualification: | Assessments |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

You can also give the assessment matrix of a written assessment here. In order to ensure the validity of the assessments, it is a good idea to work this out *before* the start of the course (possibly on the basis of the assessment format from the previous year).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment matrix written assessment 1 | | | | Assessment matrix written assessment 2 | | | |
| Learning Goals | **Knowledge** | **Insight** | **Apply** | **Analyze** | **Knowledge** | **Insight** | **Apply** | **Analyze** |
| 1. |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |  |

# Schedule

Include the timetable for the course here. The table below is an example of how the timetable can be designed. This timetable helps students to get an overview of the course: how the course is structured, what is expected of them before they participate in a learning activity etc. There is a lot of information in Modules in Canvas. This timetable helps to give an overall picture.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **When?** | **Topic** | **Learning activities\*** | **Assignments/Activities on Canvas (Feedback fruits/ Discussions/ Collaborations/Assignments)** | **Literature** |
| **Week 1** | | | | |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| **Week 2** | | | | |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| **Week 3** | | | | |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| **Week 4** | | | | |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| **Week 5** | | | | |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| **Week 6** | | | | |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| **Week 7** | | | | |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| **Week 8** | | | | |
| 15 |  |  |  |  |
| 16 |  |  |  |  |

\*H = at home, C = in class, L = Lecture, T = Tutorial, P = Project work

# COURSE EVALUATION

We really value feedback on the courses and consider evaluation as a mutual process of giving and receiving feedback back and forward between course coordinators and students. This course will be evaluated based on:

* Describe how the course is evaluated. This can be at the end of course but you can also ask how students to give feedback half way the course so possible adjustments can be made. How do you want to give them feedback: by menas of a meeting, Padlet, Mentimeter etc?
* You can also describe what points of improvement this year are processed in response to the evaluation of last year.

# Readings

Place required literature here. It is also possible to post additional articles if students voluntarily want more depth on a particular topic or theme. The literature can also be placed in Canvas modules only. Please note that after two years Canvas modules are no longer accessible. Older literature lists will therefore be lost.

# Appendix A

The appendix may include various documents, for example:

- An explanation of a work format used in the course;

- A more detailed explanation of the assignment(s) that students must complete;

- Assessment forms that will be used;

- etc.