



TUNING MODEL SYLLABUS (version 2015)

0. Exam and resit dates:

<http://www>

.....

1. Title: (to be completed)

Course unit code: see Course Catalog

Degree programme: (to be completed)

Study phase: First year / Bachelor's phase / Master's phase

Course unit type: Major/ Minor/ Elective / etc.

Lecturer(s): (to be completed)

2. Number of (ECTS or other) credit points:

For example:

Total x credits

Lectures x credits

Tutorial x credits

3. Entry requirements

..... (to be completed)

For example:

Completed first year or specific course units (in accordance with the Teaching and Examination Regulation)

4. Description of content

..... (to be completed)

Explanatory notes:

Describe the theme that is dealt with or discussed in the course unit.

5. Literature

..... (to be completed)

Explanatory notes:

Provide an overview of the literature that will be used or studied during the course unit (syllabus, articles, reviews, monographs, etc.). Make a distinction between compulsory

literature and recommended reading if necessary. Also indicate whether information can be found on Blackboard or another digital learning environment.

6. Key competences phrased as Programme learning outcomes to be developed

This course unit contributes to the development of the following programme learning outcomes, which are based on the key competences as stated in the degree profile:

1.
2.
3.
4.
5.
6.

Explanatory notes:

Order: Degree programme profile – Key competences – Programme learning outcomes – Module learning outcomes

Competences can be divided into subject-specific and generic competences. They refer to specific knowledge areas, subject-specific skills and general academic skills, including the ability to abstract, analyse and synthesize information, academic writing skills, oral presentation skills, research skills, IT skills, etc.

Normally, no more than 5 or 6 competences for development should be formulated. They should refer to competences that are explicitly addressed in this course unit. *The departmental board is responsible for selecting the competences to be developed.* They can in principle be based on the schedules in the degree programme's self-evaluation.

7. Learning outcomes of the course unit

This course unit focuses on the development of the following learning outcomes, contributing to the achievement of the programme learning outcomes:

1.
2.
3.
4.
5.
6.

Explanatory notes:

Learning outcomes at course unit level are core descriptions of what students are expected to know, understand and be capable of after completing the course unit, formulated in terms of knowledge, understanding and skills acquired. When formulating the learning outcomes, attention must be paid to the level of the course unit, the practical skills that are practised during lectures and the position of the course unit in the degree programme. The learning outcomes of a course unit translate the degree programme's learning outcomes to the level of an individual course unit. Learning outcomes at course unit level are formulated as competences to be developed.

The learning outcomes can be derived from the learning outcomes in the Teaching and Examination Regulation. *The learning outcomes for a course unit, formulated in terms of competences that students must acquire, are formulated by the departmental board.*

Example of a learning outcome:

The student is demonstrably able to hold an oral presentation comprising a clearly formulated question, an unambiguous argument and a relevant conclusion about a limited topic, based on the study and analysis of a variety of opinions found in secondary literature.

8. Assessment method(s) and assessment procedure

..... (to be completed)

Explanatory notes:

This section must provide concrete information about the assessment methods used and the times when assessments are held. The latter is important, for example, if continuous assessment is used. If a system with compensation options is used, this should also be stated here. Information about the relative importance of various activities expressed in 'weight' within the framework of a set of tutorials, for example, may also be included here. Examples include:

Component	Weight
- exam on the basis of introductory literature (at the start of the course unit)	4
- participation in discussions	1
- providing well-argued feedback on the written assignments of peers	1
- chairman ship of a meeting / debate	1
- co-assessor ship during a presentation	2
- own written contribution in the form of a presentation	10
- defending one's own contribution	1

9. Learning and teaching strategies or methods

..... (to be completed)

Explanatory notes:

Relevant (effective) learning strategies or methods must be chosen in order to develop (or further develop) the competences, phrased as programme learning outcomes, listed under 6 and to realize the intended learning outcomes listed under 7. In addition, the competences/learning outcomes must be testable/ assessable (items 12 and 13). Assessment and learning/teaching methods are therefore inextricably linked to each other.

10. Position of the course unit in the degree programme

..... (to be completed)

Explanatory notes:

It is often useful to indicate how a certain course unit dovetails with other course units. Is it a continuation of previous course units and/or an introduction to a future one? The

relationship between the course unit and the learning outcomes of the relevant phase of the programme (First year, Bachelor's phase, Master's phase) must also be indicated.

11. Weekly programme

..... (to be completed)

Explanatory notes:

A weekly overview is provided for the planned teaching and learning activities, the topics to be discussed, material to be studied, assignments to be prepared, presentations to be held, mid-term tests, to be taken, etc.

Example of a weekly programme:

Week 1: Introduction, allocation of topics for written assignment

Week 2: Handbook: Ch. 1, reader: assignments 1-5

Week 3: Handbook: Ch. 2, reader: assignments 6-10, oral presentation about
<topic>

Etc.

12. Breakdown of workload

..... (to be completed)

Explanatory notes:

This syllabus must contain an exact breakdown of the workload on the basis of the available credit points. The breakdown can be based on the following factors: the number of contact hours, work to be done before and after lectures, various tasks (commenting on other students' contributions, preparing and writing papers/assignments, preparing oral presentations, etc.), independent study (reading and studying literature, preparing exams), etc. Please refer to the document 'Calculation of average workload' included as an annex to these guidelines to determine the amount of literature that can be studied for the course unit.

13. Assessment requirements

..... (to be completed)

Explanatory notes:

The requirements for the assessment of students must be crystal clear from the start of the course unit. Any attendance requirements must be clearly stated. For example: attendance at 80% of all lectures is required. It is recommended that your attendance requirements are justified with arguments.

Other examples of assessment requirements include:

- in the event of insufficient participation or insufficient fulfilment of assignments you may be excluded from taking the exam
- the presentation / written assignment of about xx pages must be based on a wide variety of primary and/or secondary sources with a total volume of at least xxx pages of literature studied (depending on the type of discipline). The written assignment or presentation will be assessed on the basis of the following criteria:
 - structure and clarity of the argument (consistency of introduction, argument and conclusion)

- analytical (and synthesizing) skills with regard to the material consulted
- originality
- correct spelling and sentence structure as well as stylistic skills
- independence in searching and processing literature
- use of secondary and, if relevant, primary sources
- correct and careful processing of literature (annotation and justification)
- the written assignment consists of a well-argued analysis of visual material on the basis of demonstrable knowledge and understanding of relevant secondary literature
- the written assignment comprises the results of a small-scale research project in which use has been made of a relevant research method (e.g. a survey), the choice of which has been clearly argued on the basis of demonstrable knowledge and understanding of the secondary literature
- the mark for the written assignment accounts for 50% of the final mark
- Examination: a written examination based on the literature studies (see under 7)
- compensation possibilities: the combined marks for the written assignment and the exam together must be 6 or higher.

14. Availability of lecturer(s)

..... (to be completed)

Explanatory notes:

Include the following basic information about the lecturers(s) for the course unit: e-mail address, telephone number, room number, office hours, etc.