Syllabus Template

*A syllabus is a multi-page document in which you communicate all important course information to your students, providing them with orientation and guidelines for their learning process. Through the syllabus, you clearly express your expectations and requirements, offer a reference for any organisational and learning-related questions, and thus support students’ learning from the very beginning.*

*This template serves as a source of inspiration: You can freely adopt components or adapt them as needed to further develop your syllabi.*

*Format lists and explanatory texts clearly and attractively, highlighting important information for students by using bullet points, italics, bold fonts, etc.*

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# A. Instructor’s Contact Information

*Let students know how to best reach you and your preferences regarding communication. It can also be helpful to clarify which types of requests should be sent via which communication channel.*

Name

E-Mail

Office address

Office hours

# B. Course Information

## Brief Course Description / Course Content

*Describe the main topics of the course and how it connects to the overall curriculum. Why are the topics relevant, important, and meaningful for students?*

…

## Learning Objectives

*What should students know or be able to do after completing this course? Consider organising learning objectives according to specific competencies. Guidelines on* [*formulating effective learning objectives*](https://lehre.uni-graz.at/en/teaching-and-learning-topics/planning-university-teaching/pedagogical-decisions/) *can be found on the university’s website on teaching matters.*

Upon successful completion of this course, you will be able to ...

* create … in order to …,
* compare … in order to …,
* describe … in order to …,
* explain … in order to …,
* guide … in order to …,
* analyse … in order to …

## Achieving the Learning Objectives

*Following your learning objectives, describe the learning opportunities and teaching design elements that will support students in achieving these objectives. This also includes the assessment activities outlined in the next section (see below). A sample formulation could look like this:*

This lecture consists of **15 consecutive sessions.**

1. **Tutorials** will be offered for further exploration and practice. Together with the tutor, you will work through exercises prepared by me to ensure that by the end of the semester you are able to independently apply the content.
2. In the **lectures**, we will jointly discuss the practical transfer and relevance of the topics. Both in the lectures and in the tutorials, you will have the opportunity to ask questions and bring in your own examples.
3. Additionally, I will be available during weekly **office hours** to address your questions and concerns.
4. Via **Moodle**, you will have the opportunity to independently prepare before the classes or revise afterwards (videos and short texts) and to consolidate and deepen your understanding using appropriate (academic) literature. On Moodle, you will find all necessary information, materials, suggestions, and additional literature. I use Moodle in a pedagogically motivated way to facilitate independent learning, thus enabling deeper, practical, and application-oriented discussions during the course sessions.

## Semester Schedule / Course Overview

*Provide a tabular overview of the semester, including dates and topics at a minimum. You may also include assignments, required readings, and points where applicable.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Monday** | **Topic** | **Assignments** |
| 1 | 2.10.2024 | Introduction, getting to know each other, course overview |  |
| 2 | 9.10.2024 | Topic A | Quiz |
| 3 | 16.10.2024 | Topic B | Reading |
| 4 | 23.10.2024 | Topic C | Discussion |
| 5 | 30.10.2024 | Topic D | Reading |
| 6 | 6.11.2024 | Topic E | Video |
| 7 | 13.11.2024 | Topic F, mid-semester feedback | Reading |
| 8 | 20.11.2024 | Discussing mid-semester feedback, review, interim progress | Discussion |
| 9 | 27.11.2024 | Topic G | Quiz |
| 11 | 4.12.2024 | Topic H | Prepare presentation and poster, revise poster |
| 12 | 8.1.2025 | Presentations + Feedback |
| 13 | 15.1.2025 | Presentations + Feedback (possibly online) |
| 14 | 22.1.2025 | Presentations + Feedback |  |
| 15 | 29.1.2025 | Course evaluation, clarifying open questions, concluding reflection | Finalise poster, upload to Moodle |

## Required Reading

*Clearly list the sources of all texts that students must read. Where legally permissible, provide students with digital access to these materials via Moodle or through the library.*

…

## Recommended Literature

*Suggest a maximum of 3–4 works relevant to the course. Where legally permissible, make these available digitally on Moodle or in the library.*

…

## Useful Websites, Podcasts, Videos and Tools

*If you know of topic-related websites, podcasts, or videos, include them in the syllabus to offer interested students opportunities for deeper exploration.*

…

## Further Events

*If you know of related (online) events, encourage students to participate by listing these in your syllabus.*

…

# C. Assessment, Workload & Grading Scheme

## Overview

*Provide a brief overview of all assessments first; detailed information should follow below. The overview can be described in text or presented in a table. Clearly outline the minimum passing criteria and the points required for each grade in your grading scheme.*

The assessment consists of two parts which together form your final grade:  
(1) Midterm exam covering topics A to H (40%)   
(2) Concept paper and presentation (60%)

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Components** | **Weight** | **Workload (h)** | **Deadlines** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **total** | **100%** | **75 h (3 ECTS credits)** |  |

Grading Scheme

*Clearly present a grading scheme with points to transparently indicate the minimum passing score and the points required for each grade. A transparent scheme prevents perceptions of arbitrariness or unfairness. Alternatively, you may use qualitative descriptions, clearly outlining the competencies (or lack thereof) associated with each grade from Very Good to Fail. Both quantitative and qualitative grading schemes are motivational for students, provide clear orientation, and support the learning process.*

|  |  |  |
| --- | --- | --- |
| **Grade** | **Var.1** | **Var.2** |
| 1 | 100-90 | 100-91 |
| 2 | 89-80 | 90-81 |
| 3 | 79-70 | 80-71 |
| 4 | 69-60 | 70-61 |
| 5 | 59-0 | 60-0 |

|  |  |  |
| --- | --- | --- |
| **Grade** | **Var.3** | **Var.4** |
| 1 | 100-89 | 100-89 |
| 2 | 88-76 | 88-77 |
| 3 | 75-63 | 76-65 |
| 4 | 62-50 | 64-53 |
| 5 | 49-0 | 52-0 |

Disadvantage of Var.1: Grade 4 covers one point Disadvantage of Variant 3: Grade 1 covers only 12   
less than other positive grades; corrected in Var.2 points, whereas others cover 13 points. Corrected  
to raise the minimum passing threshold. in Variant 4 so that each positive grade spans exactly

12 points.

Very Good (Sehr gut): You know … and can …

Good (Gut): You know … and can …

Satisfactory (Befriedigend): …

Sufficient (Genügend): …

Fail (Nicht genügend): …

## Workload

*Communicate clearly to students how the workload (in ECTS credits) is distributed across different course components such as course sessions, exercises, self-study, and assessments/assignments. You can present this in written form or in a table.*

This VU (lecture with exercises) is worth 3 ECTS credits.

* 1 ECTS credit (approximately 25 hours) is allocated to the scheduled in-person course sessions.
* 2 ECTS credits are allocated to the assessments described above. A detailed breakdown of the 50 hours dedicated to assessments can be found in the table above.

OR:

|  |  |
| --- | --- |
| **Workload** | |
| 15 in-person course sessions à 1.5 h | 22,5 h |
| Preparation and review of course sessions | 20 h |
| Writing of three lab reports | 9 h |
| Preparation for midterm and final exam | 23,5 h |
| **Total workload** | **75 h**  **3 ECTS-Credits** |

## Attendance

*Clearly state in the syllabus how absences are handled, how many are accepted, and when compensatory work is required. Even for lectures without mandatory attendance, it is advisable to include a paragraph encouraging participation. Possible formulations:*

This course involves **continuous assessment** (prüfungsimmanente Lehrveranstaltung); therefore, **attendance** in all course sessions is **mandatory**. **Missing** up to … sessions (... hours) is acceptable. Please inform me if you are going to be absent, arrive late, or need to leave early. Repeated tardiness or early departures will count as absences. If you miss more than 2 teaching units, you are required to complete the following **compensatory task**: ...

This course is a **lecture**, so **attendance** is not mandatory. However, consistent and active participation is strongly recommended to successfully complete the midterm and final exams. Attendance is your **own responsibility**!

## Detailed Information on Assessments

*In the syllabus, describe in detail what the assessments consist of. Begin by explaining which learning objectives the assessments address and which competencies students are expected to demonstrate. Specify deadlines for submission and feedback, and provide students with clear instructions and expectations. This enables students to work toward their goals in a focused and informed way.*

### Concept and Presentation

Presentation dates: 8., 15. or 22.1., submission deadline: …, feedback by: …

The **aim** of the concept and presentation is that you:

→ independently develop a concept for designing a teaching unit on the topic of …, using the examples discussed in the course, the assigned reading, and the instructor’s input. The concept will be presented for group discussion.

→ conduct your own research and apply pedagogical knowledge acquired in the module ….

→ demonstrate your communication skills through the presentation, including oral presentation techniques and the creation of a suitable visual aid (e.g., PowerPoint, handout, or poster).

### Guidelines for Preparing the Presentation

* Duration of the presentation
* Possible media (e.g., PowerPoint, poster, visual aids)
* Handout (to support your presentation)
* Literature requirements (e.g., number and type of sources, use of academic writing)
* …

### Concept Checklist

The following checklist will help you assess whether you have fulfilled all the requirements:

|  |  |
| --- | --- |
|  | Introduction: … |
|  | Content of the teaching unit: … |
|  | Pedagogical principles: … |
|  | Formal criteria: clear structure, academic language, correct formulation, consistent citation style according to … ([Link]) |

### Assessment Criteria

Criterion 1 (10%)  
Explanation: …

***Feedback rubrics*** *make your work easier and support student learning processes through qualitative feedback. Further information can be found, for example, in the* [*University of Bochum’s “LehreLaden*](https://lehreladen.rub.de/planung-durchfuehrung-kompetenzorientierter-lehre/leistungsbeurteilung/kriterienraster-erstellen/)*” or by attending the annual workshop* [*“Assessment Criteria, Feedback Rubrics & AI”*](https://lehrkompetenz.uni-graz.at/de/termine-anmeldung/) *offered by the Writing Center and the Competence Center for University Teaching.*

Criterion 2 (20%)  
Explanation: …

Criterion 3 (20%)  
Explanation: …

Criterion 4 (40%)  
Explanation: …

Criterion 5 (10%)  
Explanation: …

## Use of AI for Assessments

*Please clarify how the use of generative AI tools is handled in your course. Information on how to do that, including* [*official templates*](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fstatic.uni-graz.at%2Ffileadmin%2F_files%2F_project_sites%2F_lehren-und-lernen-mit-ki%2FTextbausteine_01.docx&wdOrigin=BROWSELINK) *and explanations, can be found on the* [*Teaching and Learning with Artificial Intelligence*](https://lehren-und-lernen-mit-ki.uni-graz.at/en/) *website of the University of Graz. A possible formulation could be the following:*

ChatGPT, CoPilot & similar tools are **not prohibited** in this course. These technologies may be helpful for structuring a poster, generating ideas, or revising texts. However, when using AI tools, always adhere to the **principles of good academic practice**. You, as a student, remain fully responsible for the accuracy and correctness of all submitted content generated with such tools. Verbatim use of AI-generated text passages must be clearly marked – just like traditional quotations – by citing the AI system used and specifying the nature of the interaction (see "[Orientation Guidelines for the Use of Text-Generating AI Systems at the University of Graz](https://static.uni-graz.at/fileadmin/_files/_project_sites/_lehren-und-lernen-mit-ki/AI_Orientation_Guidelines_230901.pdf)", pp. 1–2).

Submissions that are primarily or entirely generated by AI systems are not permitted. When using generative AI, you must ensure that your prompts and inputs do not violate any third-party rights, including copyright, personality rights, or data protection regulations. In this course, I advocate for a critical and reflective approach to AI technologies. Understanding their limitations is just as important as exploring their potential. Key weaknesses of AI tools include:

* *Bias (e.g., sexism, racism, etc.)*
* *Lack of scientific accuracy*
* *Hallucinations (fabricated content)*
* *And most importantly: letting AI generate your work can hinder your own thinking, reflection, the development of your own perspective, and a critical academic mindset.*

Further information is available on the [Teaching & Learning with AI website of the University of Graz](https://lehren-und-lernen-mit-ki.uni-graz.at/en/for-students/).

# D. (Sustainable) Participation

*Make your expectations for good participation explicit in the syllabus. Let students know how they can engage and contribute — e.g., by taking part in exercises and/or discussions, providing mid-semester feedback, and participating in the course evaluation. Explain what you mean by (the indicators of) meaningful engagement. You may use or adapt the following formulation:*

Good, active participation in a course does not necessarily mean speaking the most. There are many ways to foster dialogue with fellow students — for example, by asking questions, noticing when others remain silent and giving space to those voices, allowing moments of silence (which are often not empty but reflect deep thinking), speaking with one another rather than only with the instructors, being open to being influenced by others, and remembering that the goal is not to “be right”, but to collaboratively explore topics, perspectives, and problems together.

## Feedback

*Explain when and how you will provide feedback on student performance. Effective feedback supports learning by showing students what they are already doing well, what is still needed to achieve the learning objectives, and how they can reach those goals. Conversely, student feedback is essential for you as a teacher to guide learning processes, address missing elements, and continue meaningfully. More on this can be found in the section* [*obtaining feedback on the teaching website*](https://lehre.uni-graz.at/en/teaching-and-learning-topics/obtaining-feedback-on-teaching/) *of the University of Graz.*

You will receive feedback on your learning progress several times during the semester — through me, the tutors, and your fellow students. In addition, you are always welcome to ask questions and request feedback to better assess your own progress.

This course has developed over the years into its current form thanks to constructive student feedback and the exchange with colleagues. To support you in the best possible way this semester, I will collect anonymous mid-semester feedback using the Start / Stop / Continue method. In the final course unit, you will have the opportunity to complete an anonymous online questionnaire. Since I incorporate your valuable feedback into the planning and implementation of this course for the following academic year, future students will benefit from your participation.

## Disability and Diversity Statement

*Explain in the syllabus how you address student diversity, support student participation, and ensure accessibility and non-discrimination, as the university is not a space free from power and discrimination. Indicate the extent to which accessibility is ensured in the use of (digital) tools, learning resources, learning activities, etc. Further information on student diversity, your rights and responsibilities, as well as pedagogic suggestions, can be found in the respective section of the* [*teaching website*](https://lehre.uni-graz.at/en/teaching-and-learning-topics/diversity-orientated-and-inclusive-teaching/) *and in the accessibility section of the* [*Moodle course “Digitale Lehre”.*](https://moodle.uni-graz.at/course/view.php?id=66138)

If you need support during the semester due to learning difficulties, religious holidays or practices, disabilities or impairments, medical needs, or other reasons, please speak with me (preferably at the beginning of the semester) so that we can take appropriate action. If you have any questions or concerns regarding the assessment formats or tasks & assignments, you are welcome to contact me by email or speak with me in person before or after class.

My goal is to create learning environments that are appropriate, fair, inclusive, accessible, and conducive to learning. To achieve this goal, … If there are aspects of the course or its design that hinder your inclusion or affect the fair assessment of your performance, I invite you to discuss additional strategies with me that may support your learning process in a meaningful way. If you require support beyond what I can offer, I encourage you to contact the services provided by the University of Graz, such as the [Zentrum Integriert Studieren](https://integriert-studieren.uni-graz.at/de/), [Family Services](https://familienservice.uni-graz.at/en/), [4students](https://lehr-studienservices.uni-graz.at/en/services-for-students/) , [the Psychological Counseling Services](https://www.studierendenberatung.at/en/), the [Working Group for Equal Opportunities](https://akgl.uni-graz.at/en/), your student representation (StV), or the Austrian National Union of Students ([ÖH](https://oehunigraz.at/)), including the [ÖH Helpline](https://www.oeh.ac.at/en/helpline/).

## Sustainability Statement

*Finally, communicate how you aim to promote sustainability together with your students and thus contribute to the university’s goals. A* [*recorded lecture*](https://fnma.at/medien/fnma-talks/green-education-ein-7-stufen-programm-zur-integration-von-nachhaltigkeit-in-die-lehre) *(in German) with suggestions for integrating sustainability into your teaching can be found online.*

In line with the goals of our university to promote social, economic, and ecological sustainability, it is my intention to integrate sustainable practices into this course. I encourage all students to actively contribute to reducing waste, conserving resources, and promoting environmentally friendly behavior. You can find suggestions and opportunities for this on the [university’s teaching website](https://lehre.uni-graz.at/en/resources/handouts-and-checklists/).