**Course syllabus**

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| Course title | **{{ course\_title }}** |
| Course code | {{ course\_code }} |
| Type of course  (compulsory, elective) | {{ course\_type }} |
| Level of course  (according to EQF:  Bachelor - first cycle,  Master - second cycle) | {{ course\_level }} |
| Academic year | {{ course\_academic\_year }} |
| Semester | {{ course\_semester}} |
| Number of ECTS credits allocated | {{ course\_credits }} |
| Lecturer(s) | {% for teacher in course\_teachers %}  {{ teacher.title }}  {{ teacher.fullname }}  email: {{ teacher.email}}  {% endfor %} |
| Learning outcomes of the course | {{ course\_outcomes }} |
| Mode of delivery (face-to-face, distance learning) | Face-to-face |
| Prerequisites and co-requisites (if applicable) | {{ course\_prerequisites }} |
| Course content | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Week** | **Topic** | **Contact hours** | **SSS** | **SSSL** | | **{%tr for item in course\_content %}** | | | | | | {{ item.week }} | {{ item.topic }} | {{ item.contract\_hours}} | {{ item.sss}} | 2 | | **{%tr endfor %}** | | | | | | **Total** | | **{{ course\_content\_contact\_hours\_total }}** | **{{ course\_content\_sss\_total }}** | **30** |   c |
| Required or recommended literature and other learning resources/tools | **Required literature:**  {% for lit in course\_required\_literature%}  {{ loop.index }}. {{ lit }}  {% endfor %}  **Recommended literature:**  {% for lit in course\_recommended\_literature%}  {{ loop.index }}. {{ lit }}  {% endfor %}  **Internet sources:**  {% for source in course\_internet\_sources%}  {{ loop.index }}. {{ source }}  {% endfor %}  **Other resources:**  {% for source in course\_other\_sources%}  {{ loop.index }}. {{ source }}  {% endfor %} |
| Planned learning activities and teaching methods | 1. **Lecture-dialogue with practical examples**: Lecturers can deliver lessons, focusing on dialogue and discussion of practical situations. This contributes to a better understanding of the material by students. 2. **Teaching that relies on real practical tasks**: Integrating real-world problems into the learning process will help students understand how to apply their knowledge in real situations. 3. **Individual assignments**: Providing students with assignments tailored to their level and interests can encourage independent learning and develop problem-solving skills. 4. **Group projects and collaborative learning**: Working in groups helps students develop the skills of cooperation and problem solving in a team. 5. **Interactive learning materials and technologies**: The use of interactive resources and online platforms can make learning more interesting and accessible. 6. **Self-assessment and feedback**: Giving students the opportunity to evaluate their progress and receive feedback contributes to their development and self-awareness. 7. **Use of the case method**: The analysis of real cases helps students to apply their knowledge in practice and solve topical problems. 8. **Support for individual development**: Providing students with additional resources for in-depth study of topics that interest them can contribute to their personal growth. 9. **Reflection and discussion**: Encouraging students to reflect on the learning process and consider learning issues and problems through discussion and analysis. |
| Language of instruction | {% for lang in course\_languages %}  {{ lang }}  {% endfor %} |
| Assessment methods and criteria | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Week | Assignment title | Topic | Form of assessment | Total points for the assignment | Weight of the assignment in the final grade | |  | **ISC 1** |  |  | **100** | **30%** | | {%tr for item in course\_assessment\_methods\_isc\_1 %} | | | | | | | {{ item.week }} | {{ item.title }} | {{ item.topic }} | {{ item.form }} | {{ item.points }} | {{ item.weight }}% | | **{%tr endfor %}** | | | | | | |  | **ISC 2** |  |  | **100** | **30%** | | {%tr for item in course\_assessment\_methods\_isc\_2 %} | | | | | | | {{ item.week }} | {{ item.title }} | {{ item.topic }} | {{ item.form }} | {{ item.points }} | {{ item.weight }}% | | {%tr endfor %} | | | | | | |  | **Final exam:** | {{ course\_assessment\_final\_exam\_topic }} | {{ course\_assessment\_final\_exam\_form }} | **100** | **40%** | |  | **Total** |  |  |  | **100%** | |
| Attendance policy | The University determines that the minimum number of classes attended must be at least 80% of the total number of classes in the academic period. Attendance is recorded by the lecturer. During the Add/Drop period attendance is not recorded. Being late can also be considered by the lecturer as an absence. If the number of classes missed without a valid excuse exceeds 20%, the student is not allowed to take the final exam and no credits are awarded for the course. In case a gradable assignment was missed during the period of absence with valid excuse, the student may complete this assignment outside the established deadlines. If the weight of this particular assignment is less than 10% of the ISC and the overall grades for this ISC have not yet been migrated into the system, then the permission to complete this assignment is up the lecturer; otherwise (when assignment weighs more than 10% of the ISC, or when the overall ISC grades have been migrated) the decision to permit the student to complete this assignment outside the established deadlines and permit the lecturer to input the grade is taken by the School Quality Assurance Commission. |
| Permission to take the final exam | Permission to take the final exam is granted based on the student’s ongoing performance (the intermediary semester control grade (ISC)). The permission criterion is the sum of ISC 1 and ISC 2 grades (ISC1 + ISC2), each of which is assessed out of 100 points. In case when the sum of two ISCs is less than 100 points, the student is not allowed to take the final exam in the current academic period. |
| Overall course grade | The overall grade for the course consists of the intermediary semester control grades (ISC1, ISC2) and the final exam grade. The sum of two ISCs makes up 60% of the overall course grade. The final exam grade makes up 40% of overall course grade. The following formula is used for estimating the overall course grade:  Overall% = (ISC1 + ISC2)/2 \* 0,6 + Exam \* 0,4 |
| Grading scale | |  |  |  |  | | --- | --- | --- | --- | | **Letter grade** | **Point grade** | **Percentage grade** | **Traditional system grade** | | А | 4,0 | 95-100 | Excellent | | А- | 3,67 | 90-94 | | В+ | 3,33 | 85-89 | Good | | В | 3,0 | 80-84 | | В- | 2,67 | 75-79 | | С+ | 2,33 | 70-74 | | С | 2,0 | 65-69 | Satisfactory | | С- | 1,67 | 60-64 | | D+ | 1,33 | 55-59 | | D | 1,0 | 50-54 | | FX | 0,5 | 25-49 | Unsatisfactory | | F | 0 | 0-24 | |
| Academic behavior policy (including academic honesty) | The course policy includes the following recommended list of requirements for the conduct of classes and discipline:   1. **Prohibition of deceit, duplication, falsification, and plagiarism.** This is a fundamental requirement, violation of which is unacceptable in any circumstances. 2. **Timely completion of tasks and compliance with the deadlines for the submission of work**. Students must demonstrate organization and responsibility in their study duties as this is essential to a successful learning process. 3. **Compliance with academic ethics and citation rules.** When relying on sources in written work, it is necessary to clearly acknowledge them and avoid plagiarism. 4. **Active engagement in the educational process.** Merely attending class is not enough. Students are required to actively participate, read materials, complete assignments, and prepare for practical exercises and labs. 5. **Tolerance, respect and interaction with other students.** This is an important social aspect that contributes to a good educational atmosphere and cooperation. 6. **Prohibition of the use of mobile phones in the classroom.** This is a measure aimed at ensuring concentration on the educational process and respect for the teacher and classmates. 7. **Ability to contact the teacher with questions and requests for help.** Open dialogue and collaboration between students and faculty can help solve learning problems. 8. **Compliance with the rules of safety and discipline in the educational institution.** This helps to create a safe and comfortable learning environment for all course participants. |
| Principles of Respect for Diversity, Equity and Inclusion | Narxoz University courses are based on the principles of respect for diversity: physical or mental abilities, gender identity, age, socioeconomic status, ethnicity, race, nationality, religion and culture. Every student, regardless of origin, gender, race, ethnicity, religion, physical or mental ability, or any category of identity, is a valued and equal member of the group. |
| Additional information (if needed) |  |

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| **Course authors**  {{ teacher\_name }} | Signature |
| **Syllabus has been approved at the SDT Quality assurance committee meeting, minutes**  **№ \_\_ from «\_\_\_\_» \_\_\_\_\_\_\_\_\_\_ 2023** | Signature (Quality assurance committee Chair) |