*This is an instruction template of a course syllabus that lists and outlines important information such as course rationale, course objective, course learning outcome, schedule with topic outline, different policies. Officially we will use the term "course syllabus" instead of "course plan/course outline/course profile". We are deliberately using the term "course syllabus" to differentiate it from the term "curriculum". It is common mistake that we use "syllabus" to refer the "curriculum". "Curriculum" is the plan of the 4 years program, "course syllabus" is the plan of an individual course, and lesson plan is the plan of an in individual lesson.*

*One of the important parts of the course syllabus is the design of the course learning outcome (CLO) or sometime simply called learning outcome (LO). Lesson plan also contain outcomes specific to that particular lesson. To distinguish this from CLO or LO, we call it lesson learning outcome (LLO).*

*This document is a supplement to the sample template of a course syllabus. Please explore the sample template for writing your own course syllabus. Here, the necessary instructions associated with each item are written so that the teacher may get a clear idea what s/he should write. For any concern, feedback or clarification please contact* [*khawza@eee.uiu.ac.bd*](mailto:khawza@eee.uiu.ac.bd) *or* [*tohid@eee.uiu.ac.bd*](mailto:tohid@eee.uiu.ac.bd)*.*

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| --- | --- | --- |
| UNITED INTERNATIONAL UNIVERSITYCOURSE SYLLABUS | | |
|  |  | |
| 1 | School | [*Name of School, e.g., School of Business and Economics (SOBE) or School of Science and Engineering (SOSE), under which the program/degree, e.g., BBA or B.Sc. in CSE is offered. Example:]*School of Business and Economics (SOBE) |
| 2 | Department / Centre | [*Name of the Department/Centre under which the program/degree is offered. If there is no Department/Centre associated with the program, e.g., BBA, keep it blank*. *Example:*] Department of Economics |
| 3 | Programme | [*Name of the program under which the course is offered. Example:*]  BBA |
| **4** | **Course Title** | [*Catalogued / official name of the course used in the curriculum.**Example:*]  *e.g.*, Marketing Management |
| **5** | **Course Code** | [*Catalogued / official course code used on the curriculum. Example:*]  MKT 3336 |
| **6** | **Trimester and Year** | [*Trimester and year when the course is being offered. Example:*]  *e.g.*, Spring, 2016 |
| **7** | **Pre-requisites** | [*Name and course code of the prerequisites. Example:*]  Principles of Marketing, MKT2320. |
| **8** | **Status** | [*Nature of the course, i.e., core course, elective course, general education (GED) courses, open elective courses, etc. Example:*]  *e.g.*, Core Business Course |
| **9** | **Credit Hours** | [*Official credit hours as per the curriculum. Example:*]  3 |
| **10** | **Section** | [*Your assigned section. It can be multiple if you follow the same course syllabus for all the sections. Example:*]  A |
| **11** | **Class Hours** | [*Your assigned section. It can be multiple if you follow the same course syllabus for all the sections. In case of multiple sections, the information can be arranged in a table. Example:*]  Sunday : 09:55 AM – 11:15 AM  Tuesday: 09:55 AM – 11:15 AM |
| **12** | **Class Location** | [*The location of the class based on room number/hall room and campus in case of multiple campus. Example:*]  Room # 308 , Main Campus |
| **13** | **Course website** | [*We encourage you to maintain a website where you post the lecture hand-out, and other relevant material on periodical basis as the course progresses. UIU provides such learning management system (lms) called MOODLE and is hosted in* [*http://www.elms.uiu.ac.bd*](http://www.elms.uiu.ac.bd) *. In addition to content you may conduct quizzes, contact the class students through email and other exciting staffs. If you do not have username and password, please contact* [*bappy@admin.uiu.ac.bd*](mailto:bappy@admin.uiu.ac.bd) *. Also, you may request ftp space in uiu domain. Example:*]  [www.elms.uiu.ac.bd/courses/Spring2016/SOBE/Spring16:MKT3336(A)](http://www.elms.uiu.ac.bd/courses/Spring2016/SOBE/Spring16:MKT3336(A)) |
| **14** | **Name (s) of Academic staff / Instructor(s)** | [*Your UIU official name along with your initial. Example:*]  Mohammad Tohidul Islam Miya (TIM) |
| **15** | **Contact** | [*Your UIU official email contact. If you are more generous, you may provide personal mobile number. Example:*]  tohid@bus.uiu.ac.bd |
| **16** | **Office** | [*Your location of the office in the campus*]  Room#501, Main Campus |
| **17** | **Counselling Hours** | [*We should spread our counselling hours 4 to 5 days so that the students can avail it even they have conflict with their classes in some days. We can tabulate this as below. Example:*]   |  |  | | --- | --- | | Sunday | 11:30 AM – 12:30 PM | | Monday | 11:00 AM - 01:00 PM | | Tuesday | 11:30 AM – 12:30 PM | | Wednesday | 11:00 AM - 01:00 PM | |
| **18** | **Text Book** | [*It is recommended that a textbook be assigned for a course so that the students can read the relevant chapters at their own pace. The title, authors, publisher, edition need to be published. Also a reasonable number of the textbook needs to be available in the library. So, please check with the librarian beforehand. Example:*]  Marketing Management- A South Asian Perspective, P.Kotler, KL. Keller, A. Koshy and M. Jha. , 14th edition, Pearson Prentice Hall pvt. Ltd. |
| **19** | **Reference** | [*A number of additional references can be furnished that will be used by the teacher. Also, the references can be provided as extra resources for the students. A reference can be a book, website, blog, Example:*]   1. Principles of Marketing-A South Asian Perspective, 13th Edition; by- Philip Kotler and Associates, Pearson Education. 2. Marketing Management: A Strategic Decision-Making Approach, John W. Mullins,Orville C. Walker, Jr., 8th Edition, McGraw-Hill Global Education Holdings,LLC. 3. The daily star (<http://www.thedailystar.net/> ),The Economic Times (<http://economictimes.indiatimes.com/>), Dawn (<http://www.dawn.com/> ), Financial Times (<http://www.ft.com/home/uk> ), 4. Business World (<http://www.businessworld.in/#sthash.1spyw4kv.dpbs> ), Bloomberg Business Week (<http://www.bloomberg.com/businessweek> ) 5. Harvard Business Review (HBR) (<https://hbr.org/>) , MIT Sloan Management Review (<http://sloanreview.mit.edu/> ), Knowledge@Wharton (<http://knowledge.wharton.upenn.edu/>), Bangladesh Brand Forum (<http://bangladeshbrandforum.com/> ) |
| **20** | **Equipment & Aids** | [*The Equipment and Aids that need to be brought by the students in the class such as calculator, scale, laptop, etc. Clearly mention if something is necessary for the class. Set the rules in the beginning. Example:*]  Bring your own device *(Any standard smartphone or tablet or laptop)* to participate effectively in classroom activities. **You are not allowed to borrow from others inside the classroom during class activities.** |
| **21** | **Course Rationale** | [*Course rationale mainly focuses on, in broader sense,* ***what*** *will be taught and, more importantly,* ***why*** *this course is important for the students; what benefit the students will reap, where are the application of the courses in real life. Therefore, this passage will motivate the students towards the persuasion of the successful completion of the course. Example:*]  Marketing skills and perspective are essential to the success of all business managers in any business. Maintaining a strong and compelling value proposition and long-term relationship with the company’s customers are vital for the company’s continued success and they require constant monitoring of market, environmental, technological and competitive forces. Marketing Management is therefore integral to establishing a company’s strategic direction. |
| **22** | **Course Description** | [*This can be just the list of topics listed in the curriculum approved by UGC for the program. Example:*]]  Marketing Management introduces students to the managerial aspects of marketing policies and functions. This course begins with reviewing foundation concepts of marketing as covered in principles of marketing course. It attempts to develop customer insight of the students enabling them to develop brand strategy with compatible target marketing strategy. It orients students to different components of marketing mix to help develop a complete market plan and monitor the progress of the plan implementation with regard to marketing matrices. |
| **23** | **Course Objectives** | [*Objectives are often written in terms of teaching intentions and typically indicate the subject content that the teacher(s) intends to cover. Learning outcomes, on the other hand, are more student-centered and describe what it is that the learner should learn Course objectives are generic whereas outcomes are more specific and measurable.*  *We may start the objective as follows:*  *The objective of the course is to –*   1. *Provide ….* 2. *Illustrate ….* 3. *Explain* 4. *Describe ..* 5. *Discuss* 6. *Introduce*   *Etc.*  *Example:*]]  The objective of the course is to   1. Provide the basic concepts of marketing management. 2. Develop market & customer insight 3. Design a marketing plan. |
| **24** | **Course**  **Learning Outcomes (CLOs)** | [*Every course should have five to seven CLOs highlighting broader outcomes that the student would achieve after the completion of the course. We need to relate this learning outcome with the bloom's taxonomy of learning and use the appropriate verb in order to relate the depth of learning in six levels from lower to higher order learning, namely, remember, understand, apply, analyze, evaluate and create. Learning outcome will be in the form of "Do (Action Verb implying active learning)-What (Object)". In tertiary level of education, e.g., at university, we should emphasize higher order learning. The Action verbs associated with outcome statement needs to be specific and measurable so that the student’s activity is visible and can be measured. Below are the examples of such action verb in all the six levels of our cognitive domain:*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *Remember* | *Understand* | *Apply* | *Analyze* | *Evaluate* | *Create* | | *Count Define Describe Draw Identify Label List Match Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Select State Write* | *Associate Compute Convert Defend Discuss Distinguish Estimate Explain Extend Extrapolate Generalize Give examples Infer Paraphrase Predict Rewrite Summarize* | *Add*  *Apply Calculate Change Classify Complete Compute Demonstrate Discover Divide Examine Graph Interpolate Manipulate Modify Operate Prepare Produce Show*  *Solve Subtract Translate Use* | *Analyze*  *Arrange Breakdown Combine Design Detect Develop Diagram Differentiate Discriminate Illustrate Infer Outline Point out Relate Select Separate Subdivide Utilize* | *Appraise Assess Compare Conclude Contrast Criticize Critique Determine Grade Interpret Judge Justify Measure Rank Rate Support*  *Test* | *Categorize Combine Compile Compose Create Drive Design Devise Explain Generate Group Integrate Modify Order Organize Plan Prescribe Propose Rearrange Reconstruct Related Reorganize Revise Rewrite Summarize Transform Specify* |   *Avoid using the action verbs that are not specific and measurable such as*  *Imagine, Comprehend, Understand, Know, Appreciate, See, Explore, Exposed to*  *Learn, Familiar with, Realize , Sense of, Discover, etc. Example:*]]  After the successful completion of this course, the students will be able to:   1. Define basic marketing concepts. 2. Assess marketing opportunities. 3. Analyze customer value. 4. Apply the customer insights for segmenting and targeting market segments. 5. Develop a brand positioning strategy. 6. Develop a marketing plan about-    1. Designing & Developing value    2. Delivering value    3. Communicating value 7. Develop a balance scorecard for marketing management. |
| **25** | **Teaching Methods** | [*What methodology will be used for teaching that ensures active learning takes place. For this lecture needs to be supplemented by other activities such as (problem solving) exercise, group activities, discussion, case studies, etc. In modern paradigm a teacher is a facilitator not a lecturer who facilitates learning to take place through different activities. This mode of learning is also known as cooperative and collaborative learning. Example:*]  Lecture, Case Studies, Project Developments. |
| **26** | **Topic Outline**  [*Schedule of the topics delivered to the students. It can be broken down to class/lecture level. At UIU, officially, we offer 24 classes for a theory course in a trimester. Please assign the course learning outcome applicable to each of the topics. The schedule of class test, quizzes, midterm exams, and other activities should be shown. Example:*] | |
|  | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Class** | **Topics/Assignments** | **CLos** | **Reading Reference** | **Activities** | | 1,2,3,4 | Defining Marketing for the 21st Century | 1 | Chapter 1 | * Quiz 1 * Brain Storming, * Feasibility Study. | | 5, 6 | Developing Marketing Strategies and Plans | 2 | Chapter 2 | Plan Outline Development | | 7,8,9 | Creating Customer Value and Customer Relationships | 3 | Chapter 4 | Quiz 2 | | 10 | MIDTERM-1 |  |  |  | | 11,12,13 | Analyzing Consumer Markets | 4 | Chapter 5 |  | | 13,14,15 | Identifying Market Segments and Targets | 4 | Chapter 7 | Quiz3  Submitting Market Analysis | | 16,17 | Creating Brand Equity | 5 | Chapter 10 |  | | 18,19 | Crafting the Brand Positioning | 5 | Chapter 9 | Submitting Brand Part of the Plan | | 20 | MID TERM 2 |  |  |  | | 21 | Setting Product Strategy  Developing Pricing Strategies and Programs | 6a | Chapter 11 & 13 | Submitting the Product & Price Plan | | 22 | Designing and Marketing Integrated Marketing Channels | 6b | Chapter 14 |  | | 23,24 | Designing and Managing Integrated Marketing Communications | 6c | Chapter 16 | Quiz 4 | | 25 | Managing a Holistic Marketing Organization for the Long Run | 7 | Chapter 21 | Submitting Final Plan | | 26 | REVIEW CLASS |  |  |  | | |
| **27** | **Assessment Methods** | [*List of the assessment methods such as class tests, quizzes, class participation, assignments, etc, along with the breakdown of the marks. Example:*]   |  |  | | --- | --- | | **Assessment Types** | **Marks** | | Attendance and Participation (Class Room & Course Page) | 5% | | Class Tests | 5% | | Quizzes (Best 2 out of 3) | 5% | | Case Studies | 5% | | Assignments | 5% | | Marketing Plan | 5% | | Mid Term-1 | 20% | | Mid Term – 2 | 20% | | Final Exam | 30% | |
| **28** | **Grading Policy** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Letter Grade** | **Marks %** | **Grade Point** | **Letter Grade** | **Marks%** | **Grade Point** | | A (Plain) | 90-100 | 4.00 | C+ (Plus) | 70-73 | 2.33 | | A- (Minus) | 86-89 | 3.67 | C (Plain) | 66-69 | 2.00 | | B+ (Plus) | 82-85 | 3.33 | C- (Minus) | 62-65 | 1.67 | | B (Plain) | 78-81 | 3.00 | D+ (Plus) | 58-61 | 1.33 | | B- (Minus) | 74-77 | 2.67 | D (Plain) | 55-57 | 1.00 | |  |  |  | F (Fail) | <55 | 0.00 |   [*UIU official grading policy.* ] |
| **29** | **Additional Course Policies** | [*Additional course policies that are relevant to your course such as class attendance and participation, examination, assignment, counselling. These policies are important for your students who will follow these through out the trimester. Example:*]]   1. Class Attendance and Participation:   Class attendance is mandatory (at 80% of classes) to qualify for grading as per university policy. But I will grade you on the basis of your in time presence. So after taking attendance of the class (usually in the beginning of the class), there will be no provision for recording attendance. Your in-time presence will also be considered as positive class participation.   1. Examination:   There is **NO** provision for make-up of missed classes and quizzes.  Expect quiz on completion of each topic.   1. Assignment and Term Project:   Failure to submit the Assignments, Term Paper on the due date will result in **50% deduction** from the possible score.   1. Counselling:   You are expected to follow the counseling time-table as set out in this course. |
| **30** | **Additional Information** | [*You may always provide any additional information that are useful for your students. Example:*]]   1. Academic Calendar Spring2016: <http://www.uiu.ac.bd/academic/calendar/> 2. Academic Information and Policies:   <http://www.uiu.ac.bd/academic/academic-information-policies/>   1. Grading and Performance Evaluation:   <http://www.uiu.ac.bd/academic/grading-performance-evaluation/>   1. Proctorial Rules   <http://www.uiu.ac.bd/academic/1192-2/> |