



ORTA DOĞU TEKNİK ÜNİVERSİTESİ

# METU COURSE SYLLABUS COMPONENTS GUIDE

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## METU COURSE SYLLABUS COMPONENTS

- **Course Information**

A syllabus should give, first of all, necessary information about a course: course code/number, title, section, credit, ECTS, course catalog description, prerequisites (if any), corequisites (if any), scheduled time (meeting days and hours), and location. If the course has a laboratory session or studio hours, then the information about days, hours, and location of lab/studio sessions needs to be included. Website, learning management system, and open courseware information of the course, if any, can be added to this part.

- **Instructor Information**

Students taking a course need necessary information about the course instructor including the instructor's title, name, office address, e-mail address, personal website (if any), social media address (if any), office phone, and office hours.

- **Course Assistant Information (if any)**

Some courses might be supported by teaching assistants or other colleagues. In such cases, their names, contact information, and office hours should also be part of your syllabus.

- **Course Objectives**

In this part, the instructor defines *knowledge, skills, and competencies to be gained* through the course. Stating objectives clarifies why the course is needed and what it would provide to students. Moreover, objectives help students get to know about evaluation criteria. Objectives can be written in a "listing format" after a general heading. Objective statements can be classified based on the Taxonomy of Educational Objectives (see [Course Objectives and Course Learning Outcomes Handbook](#)).

- **Course Learning Outcomes**

Course learning outcomes specify instructional objectives further and they are written in the form of observable, measurable knowledge, skills, and competencies to achieve certain course objectives (see [Course Objectives and Course Learning Outcomes Handbook](#)).

- **Program Outcomes Matrix/Table**

In this part of the course syllabus, the instructor displays the relationship between the course objectives and program outcomes using a matrix/table. Program outcomes are the statements related to knowledge, skills, and behaviors to be attained by graduates within a few years of graduation (see [Program Outcomes Handbook](#)).

An Example for Program Outcomes Matrix:

	Program Outcomes	Level of Contribution			
		0	1	2	3
1	An ability to apply knowledge of mathematics, science, and engineering.		X		
2	An ability to design and conduct experiments, as well as to analyze and interpret data.			X	
3	An ability to design a system, component, or process to meet desired needs.		X		
4	An ability to function on multi-disciplinary teams.				X
5	An ability to identify, formulate and solve engineering problems.			X	
6	An understanding of professional and ethical responsibility.				X
7	An ability to communicate effectively.	X			
8	The broad education necessary to understand the impact of engineering solutions in a global and societal context.			X	
9	Recognition of the need for and an ability to engage in life-long learning.		X		
10	Knowledge of contemporary issues.			X	
11	An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.				X

0: No Contribution 1: Little Contribution 2: Partial Contribution 3: Full Contribution

- **ECTS Workload Table**

ECTS is “the credit system for higher education used in the European Higher Education Area, involving all countries engaged in the Bologna Process.” (ECTS, 2009, p.9). Moreover, this system allows for credit transfer to foster student mobility among European countries. In recent years, European higher education institutions have given special importance to allocating space for the calculation of ECTS Credit of their courses in course syllabi.

The ECTS Credit is calculated based on the workload of a student to gain learning outcomes of a course. As explained in the ECTS guide, students generally take 60 ECTS credits in a year; and their workload changes from 1500 hours to 1800 hours in one academic year, therefore 25-30 hours of work is needed for credit (see [ECTS](#) and [Process of Preparing ECTS Credits](#) Handbooks)

An Example for ECTS Workload Table:

Activities	Quantity	Hour/s	Total Student Workload Hours
Weekly Theoretical Lessons	14	3	42
Lab Hours	7	2	28
Student Presentations	1	9	9
Group Projects (In-class works)	1	10	10
Study hours and preparations (out of class)	13	3	39
Lesson observations at schools	3	3	9
Midterm	2	3	6
Final Exam	1	3	3
<b>Total Workload</b>			<b>146</b>
<b>Total Workload/30</b>			<b>4,86~5</b>
<b>ECTS Credit</b>			<b>5</b>

- **Instructional Methods**

In this part, more detailed information is provided on how the classes will be held throughout the semester. Instructional methods to be used, teaching-learning activities, and the flow of the lessons can be detailed here. Laboratory sessions/studios/group meetings or other activities can be mentioned here as well (see [Instructional Methods Handbook](#)).

- **Tentative Weekly Outline**

Topics of the course are outlined here using a weekly schedule. The instructor can present the main topics to be covered for each week (so number of the weeks for the lesson is also presented). The dates of each week can be written; however, students should be informed that the schedule is tentative and can change throughout the semester so that the instructor can have flexibility.

In the schedule, due dates for exams, quizzes, assignments, presentations, or project submissions can be specified to make students plan their time accordingly. In addition, dates for official holidays, special events, and breaks (if any) can also be added to this schedule. Lastly, the instructor can show on the chart the required readings or book chapter/s for the specific week.

- **Course Textbook/s (if any)**

For the required textbook/s, all necessary information should be provided to students about their authors/date of publication/edition/publishers, etc. besides the information on how to reach these resources (bookstore, photocopy room, or online). If resources are available in the METU library, the instructor can include Call Numbers as well. For e-resources, students can be given the URL addresses.

Example for Textbook:

Goswami, I. (2009). *Civil engineering: breadth and depth*. New York: McGraw-Hill. (METU Library-Call Number: TA159.G68 2009)

- **Course Materials and Readings (if any)**

The course can also require the use of other physical materials/equipment such as calculators, meters, rulers, lab equipment, etc. besides readings. In this part, these materials and readings can be listed. The necessary information on how to reach readings should also be provided to the students.

For Example:

Wooldridge, M.B., & Shapka, J. (2012). Playing with technology: Mother-toddler interaction scores lower during play with electronic toys. *Journal of Applied Developmental Psychology*, 33(5), 211-218. <http://dx.doi.org/10.1016/j.appdev.2012.05.005>

- **Supplementary Readings/Resources/E-Resources (if any)**

The instructor can also include supplementary resources (books, articles, materials, and course notes) and useful e-resources concerning the course.

- **Assessment of Student Learning**

Detailed descriptions of exams, assignments, projects, group works, class attendance, and participation are presented in this part (see [Classroom Assessment Handbook](#)).

- **Course Grading**

Each unit/task to be assessed (exams, reports, term papers, attendance, etc.) and its grade points are written in the table in this part.

An Example for Course Grading Table:

<b>Deliverable</b>	<b>Grade Points</b>
Assignment	<b>40</b>
Midterm exam	<b>20</b>
Article critique	<b>15</b>
Final project	<b>25</b>
<i>Total</i>	<b>100</b>

- **Course Policies**

The course policies such as attendance, participation, classroom rules, and submission of assignments should also take place in a course syllabus to provide written information to students on important course principles. Depending on the details/explanations to be presented, some of the items can also be given to students as a separate handout attached to the course syllabus. Moreover, if there are “university/departmental regulations” about any of these items, then it is better to insert these regulations and policies in related parts.

- **Information for Students with Disabilities**

In this part of the syllabus, the instructor provides information on university disability support services for students with disabilities (for more information, see <http://engelsiz.metu.edu.tr/en>).

- **Academic Honesty:**

The honor code of the university should also be stated here (see METU Honour Code: <http://fbe.metu.edu.tr/metu-honour-code>). Sometimes students are not informed beforehand about what academic integrity is or they do not take any course on academic writing and ethical rules. In such contexts, instructors can provide students with extra information on plagiarism and certain referencing rules besides punishments in case of violation.