Syllabus Components

**Suggested ECTS (European Credit Transfer and accumulation System):** ECTS credits are based on the workload students need in order to achieve expected learning outcomes. Workload indicates the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations).

1ECTS corresponds to approximately 30 hours of work.

If no value will be entered, a default value will be calculated according to the formula:

\[ \text{ECTS} = \text{HU Credits} \times 1.5 \]

**Responsible department:** The department that provides the course and its services.

**Course/Module coordinator:** The name of the teacher (if the course is given by a single teacher); The name of the person in charge of the instruction in the course (if the course is given by more than one teacher).

**Coordinator E-mail**

**Coordinator office hours:** A designated time (days and hours should be noted) in which the coordinator is available in his/her office to speak individually with students.

**Course/Module Description:** A general, short and pithy statement which informs a student about the subject matter, approach, breadth, and applicability of the course. A detailed list of subjects is not required in this section (2-4 sentences).

**Course/Module aims:** A broad general statement of the teaching intention in the course (1-3 sentences).

**Learning outcomes:** Statements of what student is expected to know, understand and/or be able to demonstrate after complete the process of learning of the course.

Please write 5-8 statements for each course. Each statement begins with verb (you can use the list below) and preferably include a single verb. Learning outcomes should be clear and measurable, It is therefore recommended not to use verbs as “know”, " be familiar with” , .

Examples of learning outcomes to courses from different disciplines can be found [here](#) and on the Course Catalogue of Hebrew University.

The following terms are recommended for writing the Learning Outcomes. From Category 1- Basic knowledge and skills; to Category 4- Analytical skills and high level of performance. For basic courses it is recommended that most verbs will be chosen from categories 1-2. For advanced courses from categories 3-4.

1. Arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorize, name, order, outline, present, quote, recall, recognize, recollect, record, recount, relate, repeat, reproduce, show, state, tabulate, tell, copy, follow, replicate, adhere
2. Analyze, appraise, arrange, break down, calculate, categorize, classify, compare, connect, contrast, criticize, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, inspect, investigate, order, outline, point out, question, relate, separate, sub-divide, test, re-create, build, perform, execute, implement
3. Assemble, categorize, collect, combine, construct, create, design, develop, devise, establish, explain, formulate, generalize, generate, integrate, invent, organize, originate, plan, prepare, propose, summarize, demonstrate, complete, show, perfect, calibrate, control
4. Assess, compare, conclude, criticize, decide, defend, explain, evaluate, interpret, judge, justify, measure, predict, recommend, support, validate, construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master, design, specify, manage, invent, project-manage

The following terms are not recommended for writing the Learning Outcomes (but may be used freely in all other sections):
Attendance requirements: Regulation and expectations regarding students' attendance and participation in class (%).

Teaching arrangements and method of instruction: The methods of instruction in the course and any other arrangement regarding teaching and learning activity.

Course/Module Content: The content and structure of the course, including detailed subjects, in the order in which they will be taught.

Required reading: The bibliography of the course, the literature that students in the course are expected to read and be familiar with.

Additional reading material: Recommended reading.

Course/Module assessment: Please select components of the final grade from the list, and detail the percentage break-down. If you chose "Other", please specify.

Additional information: Any additional information the students may find useful (course website address, additional requirements, comments regarding teaching hours, etc.).