**Syllabus Critique**

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**Part 1**

The course definition and reasoning have been expressed succinctly and give students an easy-to-read and grasp overview. Additionally, diversity has been achieved via textbook readings, discussion forums, marginalized bibliographies, and literature evaluations. The tasks are college-based in complexity and directly related to the learners' studying. Additionally, the assignment limits are clearly defined and emphasize the resources necessary to effectively complete the tasks and any supplementary materials requested of the students. Additionally, the learning objectives have been plainly outlined so that students understand what is required of them for each task. Additionally, students understand the quantity of information necessary for each task, the acceptable writing forms, and the necessary submission methods. Additionally, the course curriculum highlights and scales the point variation. However, I believed that the point allocation was unequal to the assignment's complexity. The scores for the discussion group should reduce to 500 such that the bibliography and literature evaluation each get 200 points. Thus, it is self-evident that the credits should be divided more fairly.

Another problem with these tasks is the course explanation's relevancy of the faith and education evaluation. While the curriculum should emphasize business-related subjects for the advantage and fairness of all learners, it should also consider the fact that several learners come from varied backgrounds and faiths. Additionally, the syllabus appears to lack practical application parts, although this is irrelevant since the given practical applications serve their purpose. Nonetheless, this is an excellent course curriculum that needs a few tweaks to maximize its effectiveness and quality for the welfare of the learners.

**Part 2**

The syllabus can have the following additional information:

1. Necessary details

The sample curriculum omits the sum of subjects to be studied, meeting times and locations, the professor's name and office contact.

1. Prerequisites

Having one is critical. For this course, it could be an orientation to financial markets.

1. Course policies

The sample has just one regulation. Additionally, there are regulations about class participation, late homework, reporting illnesses, dishonesty, and copying.

1. Course schedule

Unit subjects and chapter codes for readings and test dates should be organized. This calendar should be adaptable to adjustments and additional activities.

1. Drop dates

This section emphasizes the deadline for students to discontinue from a unit to evade associated penalties.

**Part 3**

A successful teaching technique encourages learners to examine their biases. That ultimately motivates people to gain further information by putting them in a position where they regard themselves as problem scholars, implementing change. However, implementing this training strategy entails several challenges and requirements. Institutions' faculty affiliations should address these obstacles and requirements to increase teaching standards to ensure effective teaching. Instructors and lecturers with national and local renown should be sought for their views, perceptions, and the most successful strategies for enthusiastic teachers in their profession.

This revised course syllabus might be a significant component of the learning process's effectiveness. To successfully integrate it, it is essential to abide by the required educational techniques, including metacognition instruction and self-assessment of students, the use of conceptual layouts and pre-organizing techniques, the encouragement of learners' imagination, the explanation and development of knowledge about the best techniques for addressing future worries through course discourse, and the documentation of experiences.

According to studies, effectiveness may be accomplished through describing courses in simple words, providing feedback to students, and discussing the foundations and causes of specific difficulties (Dawson et al., 2019). By employing pre-organizers and conceptual maps and increasing the essential practical application aspects, we may increase the standard of education and ease the transfer to the labour market. Finally, documenting these encounters and outcomes will aid in the administration and development of future eras' course syllabuses.

**References**

Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2019). What makes for effective feedback: Staff and student perspectives. *Assessment & Evaluation in Higher Education*, *44*(1), 25-36. <https://www.tandfonline.com/doi/full/10.1080/02602938.2018.1467877>

**Appendix A**

Course Syllabus
Graduate Business Course
Course Description
This course provides an overview of international financial markets and how they operate and interrelate. The structure, characteristics, and issues for markets in the Americas, Europe, Africa/Middle East, and Asia/Pacific will be identified.
Rationale
This course explores the view that the world is moving towards a single global market and provides a broad and balanced introduction to financial markets across the world. Within this context, the course culminates in providing the student with skills for examining how an international business can raise capital to fund projects in a foreign market of its choice.

I. Prerequisites
Introduction to Financial Markets
II. Required Resource Purchases
American Psychological Association. Publication manual of the American Psychological Association. (current ed.). Washington, DC: American Psychological Association.
Molyneux, V. (2000). An introduction to global financial markets (4th ed.). New York, NY: Palgrave McMillan. ISBN: 9780230243095.

Basic information

Professor:

Contacts:

E-mail

Office hours:

Course schedule

Unit code

Exam dates

III. Additional Materials for Learning
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word
IV. Measurable Learning Outcomes
Upon successful completion of this course, the student will be able to:
A. Compare the roles of central, commercial, and investment banks.
B. Evaluate securities markets, money, bonds, stock exchanges, hedge funds, and private equity.
C. Appraise the effectiveness of the foreign exchange, European economic and monetary union, and derivative products.
D. Examine the New Tiger Economies and key trends in global financial markets.
E. Integrate biblical principles within the field of global financial markets.
V. Course Requirements and Assignments
A. Textbook readings
B. Discussion Board Forums (4)
Each Discussion Board Forum in this course allows the student an opportunity to apply what they have learned from the Reading & Study. There are 3 parts to each Discussion Board Forum. Each Discussion Board is a unified assignment and all 3 parts must be posted in order to earn credit. The first part is the key topic submission. The second part is the Discussion Board thread which must be at least 200 words in length, citing 5 recent scholarly articles. The third part is the replies. The student must reply to at least 2 of his/her classmates.
C. Annotated Bibliography
The student will complete an Annotated Bibliography to be used for the Literature Review. There should be at least 12 annotations which are at least 150 words each.
D. Faith and Learning Assessment
By Module/Week 6, the student will be assigned to a group. A minimum 1000-word essay will be worked on as a group in the Group Discussion Board and then posted to the Discussion Board for everyone to see. Replies are not necessary; however, they are strongly encouraged. The student must briefly describe how the Bible is related to the topics covered in the course. An integration of the Bible must be explicitly shown in relation to a course topic in order to receive points. In addition, at least 2 other outside scholarly sources (the text may count as 1) should be used to substantiate the group’s position. This assignment must be submitted to Safe Assign, in addition to the Discussion Board post.
E. Literature Review
The student will write a Literature Review on a topic relevant to the course. The paper will be a comprehensive thematic review of the scholarly literature related to the selected topic. The paper must be written in strict conformance to current APA format and contain at least 16 pages of content (excluding the title page, abstract, and references) utilizing at least 12 scholarly references. The assignment must be submitted through SafeAssign.
VI. Course Grading and Policies
A. Points
Discussion Board Forums (4 at 125 pts ea)
500
Annotated Bibliography
200
Faith and Learning Assessment
100
Literature Review
150
Total
1000
B. Scale
A = 940–1000 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
C+ = 820–839 C = 780–819 C- = 760–779 F = 759 and below
C. Late Policy
As graduate students, it is expected that all assignments are to be completed on time.

D. Course withdrawal

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E. Disability Assistance
Students with a documented disability may contact student affairs to make arrangements for academic accommodations.

F. Plagiarism

Cheating will lead to zero mark.
G. Sickness reporting

Have a letter from a recognized facility.