**Course Development Meeting #2**

**Writing a course Syllabus**

*This template follows the structure you will find under the syllabus page of your online course in Moodle. Please note that the* ***instructional designers (IDs)*** *you are working with can easily add any specific section headings that aren’t included here to customize your course’s syllabus.*

1. Write a **course overview**, a few descriptive paragraphs that speak to the content of the course. This is where your **expectations for students** should be clearly stated (quality of assignments, writing format, etc.), and where you tell students **what the can expect from you** as their professor. You may also want to address if there is **prior knowledge/skills** that students should have before taking the course - If so, consider if it is necessary or useful to have a brief **introduction module** with resource materials that support students in refreshing this skill/their knowledge.

**In addition to this, consider answering the following questions:**

* 1. What is the course about?
  2. What role does this course play in a students’ educational experience? (is it a prerequisite for other courses, does it have prerequisites, is it required, etc.)
  3. Why is it relevant, interesting or important?
  4. How is the course structured and what delivery methods will be used to communicate the instructional material?
  5. What questions might your course be aimed at answering?
  6. What should students know or be able to do upon completing this course? (this is where you communicate to students your overall **course objectives**)

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| **Course overview for (Course #)** |
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1. **Introduce yourself.** This is an opportunity to bring context and a face to your name as the course instructor. Offer a **brief biography** that shares your values and speaks to your background as the subject matter expert. Make sure to include your **preferred contact methods** with clear instructions of how and when it is appropriate for students to contact you.

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| **Bio & Contact** |
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1. Offer students a **recommended course schedule** that estimates, to the best of your abilities, how long you think it will take to complete each Module and assignment. The IDs will also create an additional downloadable/printable document for students to help them create a **custom schedule** based on this timeline and their start date in the course. Example:

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| --- | --- |
| Week 1 (~6 hours) | **Module 1** |
| Week 2-3 (~12 hours) | **Module 2** |
| Week 4 (~5 hours) | **Module 3** |
| … | … |

**Recommended Course Schedule for (Course #)**

|  |  |
| --- | --- |
|  | **Module 1** |
|  | **Module 2** |
|  | **Module 3** |
|  | **Module 4** |
|  | **Module 5** |
|  | **Module 6** |
|  | **Module 7** |
|  | **Module 8** |
|  | **Module 9** |
|  | **Module 10** |

1. List the **required course materials** students will need to have access to be successful in the course. This includes **books/textbooks, software, applications and/or websites.**
   1. In the case of books or textbooks, ensure that the **book is widely available** (book availability is verified through the on campus bookstore by IDs) and let students know **where they can find it**.
      1. Be mindful if you are using a textbook that frequently releases new editions to *create your course materials so that it is independent of the textbook* – this makes maintenance of your course easier if a new edition comes out.
   2. If you foresee any possible **copyright issues** regarding the materials you intend to use, please communicate these to the IDs as soon as possible.
   3. If you intend to use **software, applications or websites** in your course, please let the IDs know so they can look into the software’s compatibility with Acadia’s computing environment, and also communicate clearly what your expectations for student use is:
      1. Is it mandatory?
      2. Is it free?
      3. Is it compatible with all types of devices?
   4. If you intend to use **web-references**, for example videos or articles/essays, consider
      1. Where he video is being hosted – how likely is it to be taken down?
      2. Do students need access to the Vaughan Memorial Library or a VPN to access the articles?

**Required Course Material for (Course #)**

|  |  |
| --- | --- |
| **Books/textbooks**  *Where is it available?* |  |
| **Copyright Questions**  *Situation specific* |  |
| **Software/Apps**  *Do they need to download something?* |  |
| **We-references**  *Links to videos, articles, essays* |  |

1. Create an **Assessment or Evaluation grid** to let students know how you will be assessing their progress through the course, and how you will determine their final grade. Example:

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| --- | --- |
| Module Assignments | **x %** |
| Quizzes | **x %** |
| Final Exam | **x %** |

**Assessment Grid for (Course #)**

|  |  |
| --- | --- |
|  | **%** |
|  | **%** |
|  | **%** |
|  | **%** |
|  | **%** |

**Plan and Create Module 1**

*If you are unsure of how to proceed with organizing the modules or determining the best delivery methods for your instructional material, send in your materials to the ID’s. They will put together a proposal of options to help you decide what your delivery method approach should be.*

1. List your **module specific objectives**; include 2-3 per module. These should describe discrete units of knowledge or skills that students will learn in the module. **Objectives must be measurable**, they should align with the content you include in the module, and with how you intend to assess students.
   1. Use **action verbs** when you write your course objectives to ensure that they are **measurable**. Here is a short list of action verbs which are categorized by the orders of higher thinking identified by the revised version of Bloom’s taxonomy.

**Action Verbs for the stages of Critical Thinking**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** |
| Choose | Classify | Generalize | Analyze | Appraise | Design |
| Describe | Explain | Judge | Compare | Criticize | Compose |
| Define | Describe | Organize | Classify | Defend | Create |
| Label | Interpret | Prepare | Contrast | Assess | Formulate |
| List | Paraphrase | Solve | Infer | Conclude | Invent |
| Recognize | Summarize | Apply | Categorize | Reframe | Hypothesize |
| Match | Defend | Modify | Differentiate | Evaluate | Construct |
| Reproduce | Give examples | Calculate | Subdivide | Order | Devise |
| Locate | Interpret | Discover | Arrange | Support | Generate |
| Draw | Translate | Experiment | Breakdown | Decide | Integrate |
| Outline | Associate | Construct | Combine | Recommend | Prescribe |
| Memorize | Estimate | Manipulate | Detect | Convince | Propose |
| Select | Predict | Produce | Separate | Rank | Transform |

* 1. Effective module objectives should utilize appropriate action verbs to answer the following: **Upon completion of this module students will be able to… or will know…**

**Module 1 Learning Objectives for (course #)**

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| 1. |
| 2. |
| 3. |

1. Write a quick **Module Overview** that lets students know what the topic of the module is. Think of this as a **summary** of the instructional content included in this module.

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| **Module 1 Overview for (Course #)** |
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1. The **Lesson** is where you will deliver the **instructional material** for the module. Material can be delivered in a number of creative ways. It is important to **organize your instructional material so that it is sequential**; students should know where to start and how to proceed through the material. Ensure that you **indicate when students should watch videos/listen to clips/read texts** throughout the lesson. The layout of the lesson should flow through your material in such a way that students build their knowledge naturally.

Please note that the **IDs you are working with are here to support you in creating the highest quality, interactive educational materials** possible and will gladly help you to implement any of the following options:

* 1. **PowerPoint presentations** – these can have **animations** or **audio** added to create more interactive presentations
  2. **Videos or films** (include links) – videos can be included in the course to effectively communicate visuals and provide explanations by an expert.
  3. **Readings** - from a textbook, links to an article or lecture style notes in the lesson
  4. **Audio clips or podcasts** – recorded audio clips for your course
  5. Subject specific **software, applications or web-based resources** (include links)

Note: The goal is **to use the medium that most effectively communicates the content** of your course. For example, a video may be particularly effective in certain examples/problems where you are writing chemical equations, or solving math formulas.

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| **Module 1 – Lesson for (Course #)** |
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1. You may also want to include any **additional/personal notes** that might provide context or additional information, either for interpreting readings or offering extra examples, or further explanations of a concept. If you are using a **PowerPoint presentation** these can be included within the “notes” section to be viewed by students as they move through the presentations.

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| **Additional Notes** |
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1. If the module has an **Assignment,** make sure you include the details of the assignment as well as your intention for assessing it. There are different assignment types available in Moodle, so any details about what your intentions are with regards to your assignments will better inform the ID’s of how to approach this component of your course.
   1. If you intend to create **end-of-module quizzes**, please send in details of what format you’d like to use for your quiz as Moodle has excellent customizable quizzes. Indicate whether you would like students to be able to complete the quiz once, or multiple times, as well as how you would like them to receive feedback (if any) upon completing the quiz. Some quiz type options include:
      1. Multiple choice (questions can be randomized)
      2. Drag-and-Drop (missing words, images or matching)
      3. Essays or short answer questions (must be graded manually)
      4. Audio recording answering (students submit audio clips)
      5. True-False
   2. Moodle also has **discipline specific** plugins available to create **specific types of quizzes**. The ID’s will inform you of these options if they apply to your course.
   3. Refer to the **list of action verbs** provided in this document to construct assignments, formative assessments, quizzes and exam questions. This ensures greater **alignment between your module objectives and your assessments**.

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| **Assignment Details – Module 1** |
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1. It is helpful to provide a **list of any readings** students are expected to do during the module so they can quickly find the correct readings. If there are any **supplemental readings** you would like to include as additional information for the students, feel free to include those as well, but make sure to indicate that they are not mandatory.

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| **Readings for Module 1** |
| *\*supplemental* |

1. Similarly, it is helpful to provide a **list of any Web Links** student are expected to interact with during the module so they can quickly access them. Again, if these are **supplemental** **resources** that are not requirements of the course, please indicate so.

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| **Web Links for Module 1** |
| *\*supplemental* |