Course Design Plan (Template)

It is suggested you copy this file to your own Google Drive. Select **File** (top left menu), choose **Make a copy...** then remove this line of text.

Course Title Type the title of your course here	**Course Code** Type your course code here	**Course Length** 11 weeks

Course Description
Write your course description as it appears in the course catalogue.

Required Readings
Type full references including ISBN, DOI and URL if possible. **A strongly recommended alternative is to provide one link here to your [Talis Aspire Reading List.](#)**

Course Learning Outcomes
Upon completion of this course, students should be able to:
1. *You should normally have between 3 and 7 course objectives. Course assessments are based on what you write here.*
2.
3.
4.

Course Assessment
How are you assessing the learning (e.g., essays, exams, quiz, etc.)? How much weight will these assessments carry? CLO refers to the Course Learning Outcomes above
- Assignment: 25% (CLO 1, 3)
- Mid-Term Exam: 25% (CLO 1)
- Presentation: 25% (CLO 2, 4)
- Online Quiz: 5 x 5% (25%) (CLO 1, 2, 3)

Course Units (a.k.a. Blocks, Weeks, Modules)

Unit	Unit Title	Unit Learning Outcomes	Assessment	Content (Readings and/or Media)	Instructional Strategies
1	Introduction	**Be able to:** ● **Operate** hardware & software which will be used throughout this course *(Zoom, Headset, Microphone, Skype, Online Forums)* ● **Plan** a 'study times' diary for the course ● **Reference** articles using APA correctly and confidently	● Self-Assessment: Complete checklist about using hardware/software ● Self-Assessment: Professional Diary	**Document 01 (D1)** *Hardware and Software checklist* **Document 02 (D2)** *Referencing using APA Examples. YouTube (insert URL here)* **Document 03 (D3)** *Reflecting on personal and professional next steps.* **Document 04 (D4)** *APA Referencing Challenge* **YouTube** https://www.youtube.com/watch?v=10eg_GB_A9E	**Synchronous Meeting (Zoom) 09h00 - 10h30 (MST)** ● 08h30-09h00: Help setting up software/hardware. ● Welcome and intro (Zoom) ● Explain checklist. Self-assess before next week. **(D1)** ● Explain importance of setting aside time for the course and creating a diary plan. *Completed plans to be sent to instructors so they know availability.* **(D3)** ● Provide examples for using APA. YouTube Link **(D2)** ● Explain APA Referencing Challenge on eClass **(D4)** **eClass** ● APA Referencing Challenge **(D4)** ● Self-Assessment of Learning - Unit 1 ● YouTube re: online study habits **To be completed for Unit 2** ● APA Referencing Challenge **(D4)** ● Self-Assessment of Learning from Unit 1 ● Write personal study timetable

2	The importance of professionalism	● **List** three ways professionalism should manifest itself in students on this professional, accredited course; ● **Identify** actions to be taken to improve one's own professional image.	● Peer-Assessment: Online, written Feedback *Formative* ● Self-Assessment: Professional Diary *Formative*	Pate, A.G. (2017). *Professionalism in Education.* London. Sage. YouTube: https://www.youtube.com/watch?v=GFfktwrjJGE	**eClass (Online)** ● Watch video Part 1 ● Read paper (Pate 2017). ● Answer key questions from Pate 2017 (Forum) ● Provide feedback to 2 colleagues (Forum) ● Using Pate (2017) and YouTube video as a guide, create own info video for new students about professionalism. Video <2mins run time. Post video on Forum. Use Biteable. ● Provide feedback to 2 colleagues (Forum)
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You don't have to formally assess every week—that path leads to madness—but you should provide an opportunity for self or peer reflection/assessment in order for the learners to measure their learning based on the unit (and/or course) learning outcomes.