

Module/Content Planning Outline

When you have determined how your course be laid out (module, week, chapter, etc.) use this planning form to plan each module/content section.

Name of Module/Content Section

Use the name you determined for each section. Using a module format for chunking information allows for consistency in delivery of course. (QM 6.3)

Learning Objectives

What will the student learn in this module?

For example; after you complete the reading and assignments for this module you will be able to:

1. Objective 1
2. Objective 2
3. Objective 3

Write learning objective that are measurable, support course level outcomes/objective, and are written from a student perspective. Module learning objectives should be appropriately designed for the level of the course. You might add a tag at the end of each objective of how you plan to measure or assess each objective in the module or course (e.g., quiz, test, written assignment, report, project, etc.) so that student know what they need to do to meet learning objectives.

QM Standards 2.1, 2.2, 2.3, 2.4, 2.5, 3.1

Course Materials

Course materials can consist of many types of things from textbooks to websites. It is important to help the student understand the purpose of how the instructional materials support the learning objectives. Course materials should be current; a variety of resources used, and states what is required and/or optional for the course.

Textbooks/References

- What specific books, chapters, handouts, and readings will the student need to read as a requirement or optional?
- Use materials and resources are current and up to date (*QM 4.3*)

Websites to visit or supplemental content

- Are there websites for the students to explore that will supplement your content?
- Are there websites students will be required to search?
- Are there publisher websites to supplement the textbook that students need to access?

Videos

- List the videos you will be using this content section keeping in mind length and student ability to view them online.
- Other tools and media to supplement content

Tools or Technology

- Course tools or software needed for the class

Alternative Formats for Auditory and Visual Content

- Statement on how to seek accommodations or content in alternative formats.

QM 4.1, 4.2, 4.4, 4.5, 4.6, 6.1, 8.2

Communication and Interaction

News Page

Use this page to communicate important messages and information throughout the course to your students:

- How to get started and expectations (QM 1.1, 1.3)
- Purpose of the course and structure (QM 1.2)
- Technical requirements (QM 1.6)

Discussion Room Topics

- How will your class get to know each other? A self-introduction or ice breaker is an easy way for the class to meet each other (QM 1.8)
- Assignments and learning activities include interaction with instructor, content, technology and peers. (QM 5.2)
- What topics, issues, case studies, experiences, examples from the content can be used as a discussion topic?
- Help room, Student Café (QM 1.1)

Chat Room Topics

- Will you use the chat room for conducting online sessions, covering certain content, or use for virtual office hours?

Widgets

Creating a widget is a handy place to provide the following information or it could be located in the content under a heading like "Helpful Resources."

- Accommodations and Accessibility (QM 7.2, 8.1)
- Link to college resources and policies (QM 1.4)
- Technical Support (QM 7.1)
- Academic Support Services (QM 7.1, 7.3)
- LMS Accessibility statement (QM 8.1)
- Instructor contact information, office hours, video welcome message (QM 1.7)

Assessment and Measurement

How will you measure the accomplishment of the course learning objectives? (QM 2.1, 2.2)

Does the assessment align with learning objectives, activities, and resources? (QM 3.1)

- What is the criteria and grading policy for the assessing? (QM 3.2, 3.3)
- Grading of papers, projects, assignments- rubrics used
- Participation in discussion topics

Include a weekly assignment list/chart/checklist/weekly assignment list to guide student in meeting the learning objective for each week/module (QM 2.4)

Use a variety of assessment and measurement instruments- assignments, quizzes, papers, discussions, papers, journals, etc. (QM 3.4)

Include activities that provide a variety of meaningful timely feedback to the student (QM 3.5, 5.3)

Allows the learner to master objectives in multiple ways (QM 5.1)

Activities

- Learning activities are tied to learning objectives in course and module (QM 5.1)
- What other types of activities such as case student, observations, self-assessments, could I use to engage the student in learning the content objectives? Include interactive games, peer reviews, sample projects. Interaction and engagement such as student-instructor, student-content, student-student and student-technology. (QM 5.2)

Projects and Assignments

- What assignment(s) will be required of the student?
- Writing assignments that allow for submission of a draft for instructor comment and suggestions for improvement

Tests/Quizzes

- Will you have a test/quiz at the end of this content section?
- Self-scoring practice quiz that includes feedback with answer choice

Additional

Course design and format is appropriate and use purposefully. (QM 8.3)

Course Introduction/Course Material Module Suggestions

It is suggested that the first module/unit of the class be a central place where general course information and materials are located for easy location and access for the student.

Instructor Introduction and Welcome (QM 1.8)

Course Syllabus

Course Schedule*

Reading Schedule*

Assignment Schedule*

Course Policies* (QM 1.4)

College Policies* (QM 1.4)

*Could be put in the course syllabus.

Course Syllabus

The following are suggestions to include in your course syllabus in addition to the basic information like course outcomes, instructor contact information, books, etc. See course syllabus template for additional areas and suggestions.

- Course expectations (QM 5.4)
- How student will be evaluated on participation (QM 5.4)
- Grading response time (QM 5.2)
- Etiquette/Netiquette (QM 1.3)
- Technical support services and how to access them (QM 7.1)
- Tutorials or resources on how to use D2L (QM 7.1)
- Disability services, accommodations, and college accessibility policy (QM 7.2)

Course Information

Name of Course:
Course Number:
Credits:
Format:
Pre-requisites

Instructor and Department Contact Information

Name:
Email:
Phone:
Fax:
Office Hours (virtual and f/f):
Office Location:
Department Mailing Address:
Instructor Website:

Course Learning Objectives

Textbooks and Materials

Supplementary Readings, Databases, and Sources

Schedule and Assignments

Provide the course schedule or refer students to a printed course schedule in the course.

Course Organization and Delivery Methods

Describe the way you deliver the course. Are you requiring any synchronous or live events? Is it flexible but driven by modules and paced? Can students move ahead? What are your core expectations for the way that you run the class?

Describe how students should be expected to use this course. If you are using modules, explain how they are organized and how to directions on how to get to them. Describe how students should navigate this course and if possible, provide a course tour video showing students how to navigate your specific course.

Describe the main assignments you will ask students to complete in this course and explain why they will be completing the assignments. You can describe assignments in a module within your learning management system to reduce syllabus length. If you do, refer students to the specific unit/module within the course. This information can be a chart or an assignment list.

Measurement of Learning Outcomes

Describe how the student will know or achieve the course and module level learning objectives.

Drop and Withdrawal Deadlines

Add class withdrawal policy. For example: It is your responsibility to know important dates such as the final day to withdraw from classes. You must officially withdraw from any class that you intend to drop.

Communications

Explain your preferred modes of communication with students and how students should communicate with you.

-Email

-Return of Assignments / Feedback

Course Expectations

Explain any expectations you have of students in this course. Also include expectations that students should have about you in this course.

Describe expectations that you have regarding how much time students should spend in the course weekly. Also provide them with tools to self-assess their readiness to take an online course. Examples of self-assessments include preparation self-tests such as this one at the [Distance Education website](#).

Attendance and Course Participation**Policies and Requirements****Activities****Preparation****Professionalism/Respect/Netiquette**

Netiquette covers both common courtesy online and the informal rules that students follow when communicating in an online course. Include netiquette in your syllabus and/or in your course.

Plagiarism and Copyright**Incompletes**

Add incomplete grading policy. For example: The grade of "I" may only be assigned if the student is unable to complete the course due to circumstances beyond the student's control that develop after the last day to withdraw from the course.

Late Work

Describe your course policy for late work.

Extra Credit Policy**Evaluation/Grading Policy and Criteria**

Identify all major assignments required in this course. Include number of the assignments within an assignment type, points assigned per assignment, and overall weight for each assignment type. This information can be listed or placed within a table.

Example Assignments Table:

Assignments	Units	Points	Weight
Discussions	10	400	40%
Policy Paper	1	100	10%
Global Paper	1	100	10%
Course Redesign Plan	1	200	20%
Final Reflection	1	100	10%
Participation	1	100	10%
Total	15	1000	100%

Provide the grading scale that will be used to determine your final grade and indicate where students will be able to see their grades. This information can in the form of a list or a chart.

Academic Integrity

Add policy on academic integrity. For example: Refer to the Ridgewater code of conduct regarding academic integrity and plagiarism in your student handbook.

Disability Services

Add your institution's specific webpage of statement.

Technology Requirements, Support, and Expectations

List all technologies that students will need to fully participant in your course. Include technical support information for students.

Campus Resources

Library, Student Services, Financial Aid

Module Content Planning Template

Module # _____

Name of Module/Content Section

Learning Objectives

After you complete the reading and assignments for this module you will be able to:

- 1.
- 2,
- 3.

Course Materials

Textbook/References

Websites

Videos

Communication

News Page

Discussion Room Topics

Chat Room Topics

Assessment and Measurement

Activities

Assignment(s)

Tests/Quizzes

Other Ideas

Syllabus Template:

Course Information

Name of Course:

Course Number:

Credits:

Format:

Pre-requisites

Instructor and Department Contact Information

Name:

Email:

Phone

Fax:

Office Hours (virtual and f/f):

Office Location:

Department Mailing Address:

Instructor Website:

Course Learning Objectives

Textbooks and Materials

Supplementary Readings, Databases, and Sources

Schedule and Assignments

Course Organization and Delivery Methods

Measurement of Learning Outcomes

Drop and Withdrawal Deadlines

Communications

Course Expectations

Attendance and Course Participation

Policies and Requirements

Activities

Preparation

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