**Your Course Design Worksheet**

**1.   General Information about the course**

* Title & name of your course:
* General description of its purpose and its place in the curriculum:

**2A.  The “Big Purpose” of Your Course**  (Specific to this particular course)

* What is single most important “thing” you want students to gain from this course – BY THE END OF THE COURSE?
	+ You want this statement to be 1 sentence with 1 verb.

**2B.   Situational Factors  -  Special Pedagogical Challenge**

* What are 2-4 of the most important situational factors of this course?
* What are your ideas about how to respond to these situational factors?
* What is the Special Pedagogical Challenge of your course?
* What could be done to address this Challenge during the first week of classes?

**3.   Primary Learning Goals for My Course**

* What are the main types of learning that you want all students to achieve at the end of the course?
	+ NOTE:  Put your desired Learning Outcomes in the LEFT-HAND COLUMN of the 3-column table on the next page (below).

**4A.** **Assessment Activities**:

* Put the assessment activities for each learning goal, in the MIDDLE COLUMN of the 3-column table on the next page.

**4B.   Educative Assessment:** Describe each of the following components of Educative Assessment, for your course:

* **AUTHENTIC TASK:**Describe one Authentic Task you can give students in your course.
* **RUBRIC:** Create your rubric for this task.
* **SELF-ASSESSMENT:**How will you give students an opportunity to self-assess their own work?
* **FEEDBACK:**How will you make sure students get frequent feedback on their work?

**5A.** **Learning Activities:**

* Put the learning activities for each learning goal, in the RIGHT-HAND COLUMN of the 3-column table on the next page.

**5B. Active Learning**

Examine the set of learning activities you put in the “Learning Activities” column of the 3-column table:

* How do you have students getting “Information & Ideas”?
* How do you have students getting “Experiences”?
* How do you have students “Reflecting” on their experiences?

**3-COLUMN TABLE**

Make sure you use all 6 dimensions of the Significant Taxonomy: Foundational Knowledge, Application, Integration, Human Dimension (Self and Others), Caring, and Learning How to Learn.

|  |  |  |
| --- | --- | --- |
| **LEARNING GOALS:**  | **FEEDBACK/ASSESSMENT ACTIVITIES:**  | **LEARNING ACTIVITIES:** |
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**6A. Major Topics for Your Course**

* + What are the 3 to 7 major topics in your course?

**6B.  Weekly Calendar - One Week of the Course**

* Create a Weekly Schedule for Your Course, showing the activities in and out of class for each week or the course.
	+ NOTE: Modify the number of rows and columns in this table, to fit the time structure of your course.

Week: Monday (In-class) Between classes: Wednesday (In-class) Between classes:

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**6C.   Special Tools for Integrating Your Course**

Unit 6B of the course identified these 4 tools for enhancing the integration of your course:

1. A good Teaching Strategy
2. Special Activities for the first week of your course
3. A Culminating Project
4. A String of Activities

Describe how you plan to use 2 of these tools:

1. Tool #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Tool #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7.   My Grading System**

* List the activities that will constitute the basis for your grading system.
* Indicate what weight or percentage of the whole course grade, will each activity have.

Activity: % or Weight:

* How well does it include the assessment activities and learning activities from your 3-column table?
* If your course includes graded group work, how will you do the “peer evaluation” procedures?

**8.  Your Plan to Evaluate the Course and Your Teaching**

* Describe your plan for evaluating your teaching generally.
* Describe your plan for evaluating specifically the design of your course.