Course Design Template

Adapted from materials developed by the Center for Teaching Excellence, Hass School of Business, University of California, Berkeley.

## 1. Learning Goals

Use the space below to list your initial Learning Goals. Consider the following questions as you develop your list:

* What big picture concepts do you want your students to know?
* What is the “body of knowledge” that you intend to cover over the course of the semester?
* What attitudes and dispositions do you wish to foster in your students?

1.

2.

3.

4.

5.

## 2. Learning Objectives

Use the space below to list your initial Learning Objectives. Consider the following questions as you develop your list:

* Who are your students? What do your students need to learn? What are they prepared to learn?
* What subject matter (or content) objectives are desirable (e.g., discipline specific knowledge, tools, framework)?
* What content-neutral outcomes are desirable (e.g., higher order thinking skills)?
* What measurable action verbs are appropriate?

1.

2.

3.

4.

5.

## 3. Topics

Use the space below to brainstorm:

What specific topics and subtopics will you cover in this class to achieve your learning objectives?

## 4. Structure

The structure of the course provides a narrative or organizing framework for your students. The structure is supported by the materials and learning activities that you select to convey the course narrative.

Draw a diagram representing the structure of your course. Here are some ideas:

* Does the course move from macro to micro or the reverse? Draw a hierarchy.
* Does the course follow a distinct path? Try stepping stones.
* Is there a central idea? Draw a circle with related topics radiating outward.

## 5. Learning Activities

List the types of learning activities you will employ to support your course content and structure (e.g., lecture, simulations, cases, guest speakers, discussion, group work, etc.).

## 6. Assignments

List and describe major assignments. For each, note which learning objectives are being addressed and what level of Bloom’s Taxonomy is being targeted.

## 7. Alignment

Using the table below, organize the main components of your course in relation to your learning objectives. Begin by writing each learning objective in a separate box under the “Learning Objectives” column. Then record each topic and subtopic, learning activity, and major assignment that corresponds to that learning objective. (Note: Many topics and subtopics, learning activities, and major assignments may correspond to multiple learning objectives. If that is the case, try to specify which aspect of that course component corresponds most to that learning objective.)

| **Learning Objectives** | **Topics &  Subtopics** | **Learning &  Activities** | **Major  Assignments** |
| --- | --- | --- | --- |
| Students will be able to accurately communicate statistical concepts. | Data collection and experimental design.  Std deviation & variability.  Data description. | Textbook  In-class: graphing calculator exercise, data collection exercise, case discussion about variability. | 1. Helicopter experiment – group write-up. 2. Pre-election poll – individual write-up 3. Excel lab #5 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 8. Sequence of Activities

Consider each class session as a cycle of instruction that involves: (1) pre-class preparation; (2) in-class activities; and (3) post-class assignments. Use the chart below to identify the elements for each class session’s three-part cycle.

| **Week** | **Pre** | **In** | **Post** | **Pre** | **In** | **Post** | **Pre** | **In** | **Post** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |

## 9. Materials

You are now ready think about the specific materials for the course. List the types of materials you would like to use to support the course content and structure (e.g., textbooks, articles, video, online content).

There is considerable research involved in finding the materials that reflect your learning objectives. Once you have found the specific materials (e.g. exactly which textbook, cases or articles you will assign), you will be ready to write your syllabus.