

Course Design and Syllabus Construction August 2018
Center for Excellence in Learning and Teaching (CELT) at Concordia University

- 1. Welcome**
 - a. Who is here? What classes are you teaching?
- 2. The Big Picture: Mission > Global Ends > Program/University Core > Course**
 - a. **Your Course Outcomes Are Part of a Map**
How does your course fit into programs to which it belongs, and how does it connect to global ends, and to the ULOAs (if applicable).
 - b. The University Global Ends (handout)
 - c. the Core student learning outcomes (ULOAs) and proficiencies (handout)
 - d. Your Program student learning outcomes
- 3. Effective Instruction at CU Model (proposed)**
 - a. Rigorous Content
 - b. Student Engagement
 - c. Faith and Learning
 - d. Effective Pedagogy
- 4. Planning Your Course – Course Design Model**
 - a. **Define Course Goals/Outcomes** in light of the big picture
What do we want students to know and be able to do at the end?
Use verbs from Bloom's Taxonomy (four handouts)
 - b. **Determine Key Course Content**
What are the course topics?
What order should topics and content be in? (create effective structure)
How can the topics be divided into units?
Select rigorous content of various types (textbook, newspaper articles, journal articles, informational videos, case studies)
Content is grounded in the discipline at appropriate level
 - c. **Determine Key Assessments**
How will we know if students are achieving our goals?
Develop key assignments and evaluation tools
Divide the % among a variety of assessments
Can we give learners multiple ways to demonstrate learning?
Include summative evaluations, but avoid too much weight on few tests
 - d. **Identify Teaching Methods and Develop Tools**
How will we get there from here?
Plan for student engagement – develop activities for each class meeting
How do we encourage students to do pre-work?
Beyond the lecture –“Active Lecturing” is this afternoon!
The semester schedule should indicate some variety
 - e. **Evaluate, Adjust and Revise**
With student feedback, refine this time and reformulate next time
During this term, stay within the syllabus
Take notes on what works and doesn't work

5. **Using the Syllabus Template** – Located in the Instructor Resources and Forms Repository
 - a. Review syllabus template and instructions
 - b. Review examples of completed syllabi
 - c. Use exact language for policies, format, etc.
 - d. Watch for * which is not at the instructors discretion
 - e. What are the purposes of a syllabus?
 - f. Credit Hour policy: describe course meeting times and expectations for HLC
Total 42-48 hours per credit of instructor-student contact and student preparation
 - g. Create course schedule using calendar for this term

6. **Post syllabus** in Blackboard the Friday before class starts and open course in Blackboard
7. Talk to your department chair about a formal syllabus submission to Provost's Office if needed.

Handouts for this Session

Board Global Ends Policy Diagram
University Liberal Arts Outcomes and Proficiencies (ULOAs)

Effective Instruction at CU Model
Revised Bloom's Taxonomy (Triangle)
Bloom's Taxonomy Verbs
Bloom's Taxonomy Wheel
Revised Bloom's Chart and Questioning Strategies

Syllabus Template January 2018
Syllabus Template Instructions January 2018
Sample Syllabus Language for Behavioral Expectations
Syllabus Examples Nursing (1), Social Work (1) and Accounting (1)
Credit Hour Policy

Fall Semester Schedule
Faculty Handbook Policies about LMS