

**Course Design and Syllabus Construction** August 15, 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 connects 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. What are the purposes of the syllabus
  - b. Review elements of the syllabus, instructions and template
  - c. Review examples of completed syllabi – choose and find elements
  - d. Hints:
    - Use exact language for policies, format, etc.
    - Watch for \* which is not at the instructors discretion
  - e. Credit Hour policy: describe course meeting times and expectations for HLC  
Total 42-48 hours per credit of instructor-student contact and student preparation
  - f. Create course schedule using calendar for this term
  
6. **Using Blackboard**
  - a. Post syllabus in Blackboard the Friday before class starts
  - b. Open course in Blackboard
  - c. Build grade center and post assignment grades throughout term
  
7. Next steps? Talk to your department chair about a formal syllabus submission to Provost's Office if needed.

Handouts for this Session

PowerPoint Slides

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

Elements of the Concordia Syllabus

Syllabus Template Instructions January 2018

Syllabus Template January 2018

Credit Hour Policy

Sample Syllabus Language for Behavioral Expectations

Syllabus Examples Nursing (1), Social Work (1) and Accounting (1)

Fall Semester Schedule

Faculty Handbook Policies about LMS