Purpose of this template: The template is a mechanism for methodical, comprehensive, sequenced course development.

**Course Number and Title:**

# Course Description

A description of the course consistent with what appears in the [university catalog](http://catalog.drexel.edu/)

# Course Purpose within a Program of Study

The purpose of the course, expanding on the course description and/or informing the students what role the course plays in the [degree program](http://drexel.edu/academics/overview/)

# Statement of Expected Learning

List about five course learning goals (e.g., outcomes, objectives, competencies, performance criteria, desired results, “big ideas”, knowledge/skills to be acquired). For guidance from the Provost, see [Developing Course Level Outcomes](http://drexel.edu/provost/assessment/outcomes/developing-course/).
At the conclusion of this course, students will able to:

Backward Design: The layout of the following course week matrix reflects the stages of course development using backward design. Basically, you start with the end in mind and work forward. Students, of course, will experience each unit moving forward: overview-objectives-instruction-assessment.

| **Unit/Week** | **Unit/Week Objectives[[1]](#endnote-1)** | **Assessment/Evidence of the Attainment of Unit Objectives[[2]](#endnote-2)** | **Learning Experiences and Instruction[[3]](#endnote-3)** | **Unit/Week Overview [][[4]](#endnote-4)** |
| --- | --- | --- | --- | --- |
| 1. **[[5]](#endnote-5)**
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Accessibility: All course materials should be developed as [accessible](http://drexel.edu/inspire/fellows/develop-course/accessibility/).

Drexel INSPIRE provides additional guidance to help [develop your course](http://drexel.edu/inspire/fellows/develop-course/).

**Endnotes**

1. **Objectives:** Weekly objectives stem from (and add up to) the course’s Statement of Expected Learning. Pinpoint 3-5 observable, measurable action-oriented objectives that address higher order learning skills from [Bloom’s Taxonomy](http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy). Be sure to specify objectives (what student will learn) rather than tasks (work student will perform).
 [↑](#endnote-ref-1)
2. **Assessment**: Means by which an instructor measures and communicates with students about their progress in achieving learning objectives:

	* Include specific criteria of how work will be assessed (e.g., rubric)
	* Include varied and [formative and summative assessments](https://www.cmu.edu/teaching/assessment/basics/formative-summative.html)
	* Pace assessments throughout course, providing at least one before [Drop period ends](http://drexel.edu/provost/policies/course-add-drop/).Examples: Paper, Test, Quiz, Discussion Board, self- and peer-assessed project

For more ideas, see [Drexel Provost – Assessment Instruments and Methods](http://drexel.edu/provost/assessment/methods/)
 [↑](#endnote-ref-2)
3. **Learning Activities**: Guide students toward meeting the unit’s objectives and toward accomplishing the unit’s assessment. Learning activities are student-directed and reinforce key concepts. Activities can be a form of assessment, but not necessarily a formal assessment. They can provide a forum for formative feedback, but doesn’t have to be graded.

	* Explain the purpose and how the activity fits into the unit
	* Describe the activity clearly
	* Specify which activities are required and which are recommended or optional
	* Scaffold appropriately (create incremental steps of skill building)
	* Vary the instruction type
	* Interactive modes include:
		+ Student & content:
			- Interactive video
			- Self-check quiz
		+ Student & students:
			- Discussion Board
			- Peer review
		+ Student & instructor:
			- Reflections with instructor feedback
			- Discussion Board
		+ Student & real-world/authentic environments:
			- Publishing student work outside learning space
			- Interacting outside learning space
	* Passive content delivery methods include:
		+ Video: instructor lecture, interviews, [YouTube](https://www.youtube.com/), [NBC Learn](https://highered.nbclearn.com/portal/site/HigherEd), [Ted Talks](https://www.ted.com/), [Vimeo](https://vimeo.com/join)
		+ Presentation w/ notes and/or audio
		+ Visual: Chart, graph
		+ Online resources, e.g. web sites, online games & scenarios
		+ Readings: textbook, articles through [Drexel Libraries](https://www.library.drexel.edu/research-support/librarians-subject/) [↑](#endnote-ref-3)
4. **Overview:** Brief description of the experience of the unit. Questions to address include:

	* How does the unit’s content fit into the overall course?
	* What is the pertinent background information?
	* How does content relate to practice/real-world experiences?The overview may also include:

	* A preview of what the students will be doing in the current week
	* Advance organizerSchedule
 [↑](#endnote-ref-4)
5. **Student Introductions**: In week 1, provide a space (Voicethread, Discussion Board, Blog) for students to introduce themselves to the class (“Tell us something about you; share your reasons for taking this course, upload your photo.”) [↑](#endnote-ref-5)