Course Alignment Brainstorming

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| Ultimately, what do you want students to get out your course? Consider the knowledge, skills, competencies, and/or practices you would like the students to acquire as a result of taking your course. |
| Example: I want my students to come away from this course with the skills necessary to write a novel. By having students read a variety of novels in different genres, I want them to be able to use these texts as models to inform how they craft their own novels. Use this space to brainstorm.  |

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| Using the resources discussed in the section called “Writing Learning Outcomes and Objectives,” translate what you wrote above into specific, measurable learning objectives. |
| Example: At the end of this course, students will be able to* Craft a novel that meets professional standards for publication
* Analyze the literary elements of published novels to consciously apply these elements in their own novels

Use this space to brainstorm.  |

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| Now that you have an idea of your course’s learning outcomes, what criteria will you use to evaluate, assess, and measure how students are achieving the course’s outcomes? |
| Example: The students’ novel rough drafts will be evaluated based on three criteria, which will be present in an assignment rubric: the timeliness of the submission, the length of the submission (over 40,000 words), and the mechanics of the submission.Use this space to brainstorm.  |

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| What learning material, activities, and assignments will help students develop the skills necessary to fulfill the course’s learning outcomes? |
| Example: By week 3 of the course, students will produce the first 25 pages of their novels, along with an at least 5 page outline for the rest of the novel. This document will be uploaded to a discussion forum, where students will provide feedback on each other’s work.Use this space to brainstorm.  |