

Course Planning Template

Unit / Week	Objectives	Targeted Skills	Course Materials (Instructor-Generated Content, Communications, Feedback)	Class Interaction & Activities	Readings & Resources	Assessments (Assignments, Exams, Projects, etc.)
Age of Augustus (4 Weeks)	Identify key historical events and persons of the period Analyze the social and political framework of the period Critique representative works of literature from this period	Critical Thinking ; Essay Writing	Audio micro-lecture and text transcript providing commentary on historical, social, and cultural aspects of Augustan Rome -- in 3 15-minute segments Weekly announcements in the online classroom; biweekly reminder emails and text messages; weekly office hours via chat Feedback in the form of comments and follow-up questions in the weekly discussions Automated feedback preloaded by instructor for self-assessment quiz; Individual feedback from instructor on short essay	Discussion in weekly forum based on readings and resources One weekly discussion involving debate on social or political issue of the period, with students assigned to argue a particular position Formation of study groups and initial organizational meeting; group creates outline in wiki	Textbook -- pp. 12-65 Electronic full-text articles on Augustan society Web resource on literature of the period focusing on primary texts: Ovid, Virgil, and Horace	Participation credit for weekly discussion according to rubric Short essay based on questions related to readings from either Ovid, Virgil, or Horace Short online self-assessment quiz on key events, dates, and persons -- students get credit for taking quiz

Course Redesign Template

Learning Objective	New Learning Objective	Previous Course Materials	New Course Materials	Previous Class Interaction & Activities	New Class Interaction & Activities	Previous Assessment	New Assessment
<i>Describe the major cultural, political, and social elements of China from 220 BC-1200 AD</i>	Describe the major cultural, political, and social elements of China from 220 BC-1200 AD	200 pages of textbook readings over a period of 4 weeks	An instructor lecture and 3 focused articles of 20-30 pages each in a period of two weeks	Discussion questions distributed over four weeks	Focused discussion questions included in 2 weekly discussion forums	Three 2-page essays on 3 different dynastic periods	One 5-6-page paper that compares and contrasts the major elements of three different periods
<i>Recognize the environmental and historical circumstances that produce different social and cultural systems.</i>	Identify and describe at least 2 environmental and historical circumstances that produce different social and cultural systems in the following cultures: American, Latino, and Sudanese	Readings from textbook, course reserves; 2 weeks;	Instructor-created micro-lecture to highlight important elements of the content; review 3 short video clips on highlighted cultures	Lecture + in-class discussions of textbook and course reserve materials	Discussion Board forums for each culture	Two 3-page essays - - 1 essay highlighting environmental circumstances for all three cultures; 1 essay highlighting historical circumstances for all three cultures	A compare & contrast slideshow in which multimedia (video, audio, images) is integrated into the presentation