**Course Planning Grid**

The course planning grid brings to light what we intend for students to learn and how we intend for them to learn it. It is an organizational tool that not only shows the connection between learning outcomes and course components, it also helps us visualize the sequencing and pace of the course, week-by-week and as a whole. Begin with what you want students to remember 5-10 years from now. Make note of those in the *Course Goals or Objectives* area. Then begin with the weeks or modules. What is/are the topic(s)? Enter these in the first column. Then you can choose to start with *Learning Activities* or *Assessment(s).* Enter the activities and assessments in these columns for the week/module.Are you assessing everything that is being completed in the learning activities? If not, this may be an opportunity to remove excess content. Think further about your assessments and use [Bloom’s Taxonomy](http://www.siue.edu/its/idlt/docs/ActionVerbsforObjectives.pdf) to write statements in the *Objectives/Outcomes* column. Consider what level of comprehension in Bloom’s you are assessing (Knowledge, Comprehension, etc.). Choose action verbs to begin the statements. Then move to the *Course Goal Align.* column. Enter the number from the *Course Goals or Objectives* section that corresponds with that week/module. Be sure that all goals have been aligned with the weeks/modules. Finally, if you are teaching online or in a blended format, use the *Instructor Interaction* column to plan how you will be involved for each week/module. See below for additional guidance for each column’s entries.

**Course Name:** **Course ID:** **Professor/Instructor:**

| **Course Goals or Objectives** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **1.**  **2.**  **3.** | | | **4.**  **5.**  **6.** | | |
| **Week & Module Week & Topic(s)** | **Objectives/Outcomes** | **Learning Activities** | **Assessment(s)** | **Instructor Interaction** | **Course Goal**  **Align.** |
| Use weeks or modules. Just be sure to include the topic of the week/module. | * What should students be able to DO by the end of this module? * What connections should students make? * What changes/values do you hope students will adopt? * What should students learn about themselves? | * What kinds of learning activities will help them learn the material? * How will you scaffold each learning activity? * What content will support each learning activity?   **Types of Engagement :**  Student-Content (S-C), Student-Student (S-S),  Student-Instructor (S-I) | **Formative (F):** How will you monitor student learning?   * Low-stakes * Used for feedback * Ex: Weekly quiz, journal   **Summative (S):** How will you evaluate student learning?   * High-stakes * Used for evaluation * Ex: Midterm, final paper | How do you plan to interact with your students?  Keys to interaction:   * Initiated by instructor * Regular and frequent * Academic in nature |  |
| **Example Module** | * Identify the five benefits of multivitamins on heart health. * Discuss the relationship between nutrition and heart disease risks. * Evaluate new research concepts and theories related to heart disease. | * Read: Chapter 2 (S-C) * Read: [Do multivitamins prevent disease?](https://www.health.harvard.edu/staying-healthy/do-multivitamins-protect-you-from-disease) (S-C) * Watch: [Stop Taking Multivitamins](https://www.youtube.com/watch?v=V2c9MYZQrlw&feature=youtu.be) (S-C) * Research: <http://www.hearthealth.org/>(S-C) * Discussion (S-S) | Obj 2 - Discussion rubric (F)  Obj 1- Chapter quiz (F)  Obj 3 - Presentation Outline (F)  Obj 3 - Formal presentation (S)  Obj 1,2,3 - Unit exam (S) | * Module introduction video * Provide timely feedback on presentation outline * Facilitate student discussion * Provide summary of discussion * Provide link to virtual office hour | 1, 3, 4 |
| **Week 1 & Module Topic** |  |  |  |  |  |
| **Week 2 & Module Topic** |  |  |  |  |  |
| **Week 3 & Module Topic** |  |  |  |  |  |
| **Week 4 & Module Topic** |  |  |  |  |  |
| **Week 5 & Module Topic** |  |  |  |  |  |
| **Week 6 & Module Topic** |  |  |  |  |  |
| **Week 7 & Module Topic** |  |  |  |  |  |
| **Week 8 & Module Topic** |  |  |  |  |  |
| **Week 9 & Module Topic** |  |  |  |  |  |
| **Week 10 & Module Topic** |  |  |  |  |  |
| **Week 11 & Module Topic** |  |  |  |  |  |
| **Week 12 & Module Topic** |  |  |  |  |  |
| **Week 13 & Module Topic** |  |  |  |  |  |
| **Week 14 & Module Topic** |  |  |  |  |  |
| **Week 15 & Module Topic** |  |  |  |  |  |
| **Week 16 & Module Topic** |  |  |  |  |  |