



CENTER FOR TEACHING EXCELLENCE

Haas School of Business | University of California, Berkeley

Course Design Template

1. Learning Objectives

Use the space below to list your initial Learning Objectives. Consider the following questions as you develop your list.

- Who are your students? What do your students need to learn? What are they prepared to learn?
- What subject matter (or content) objectives are desirable? E.g. discipline specific knowledge, tools, framework
- What content-neutral outcomes are desirable? E.g. higher order thinking skills, attitudes or self-awareness

Learning objectives:

1. _____

2. _____

3. _____

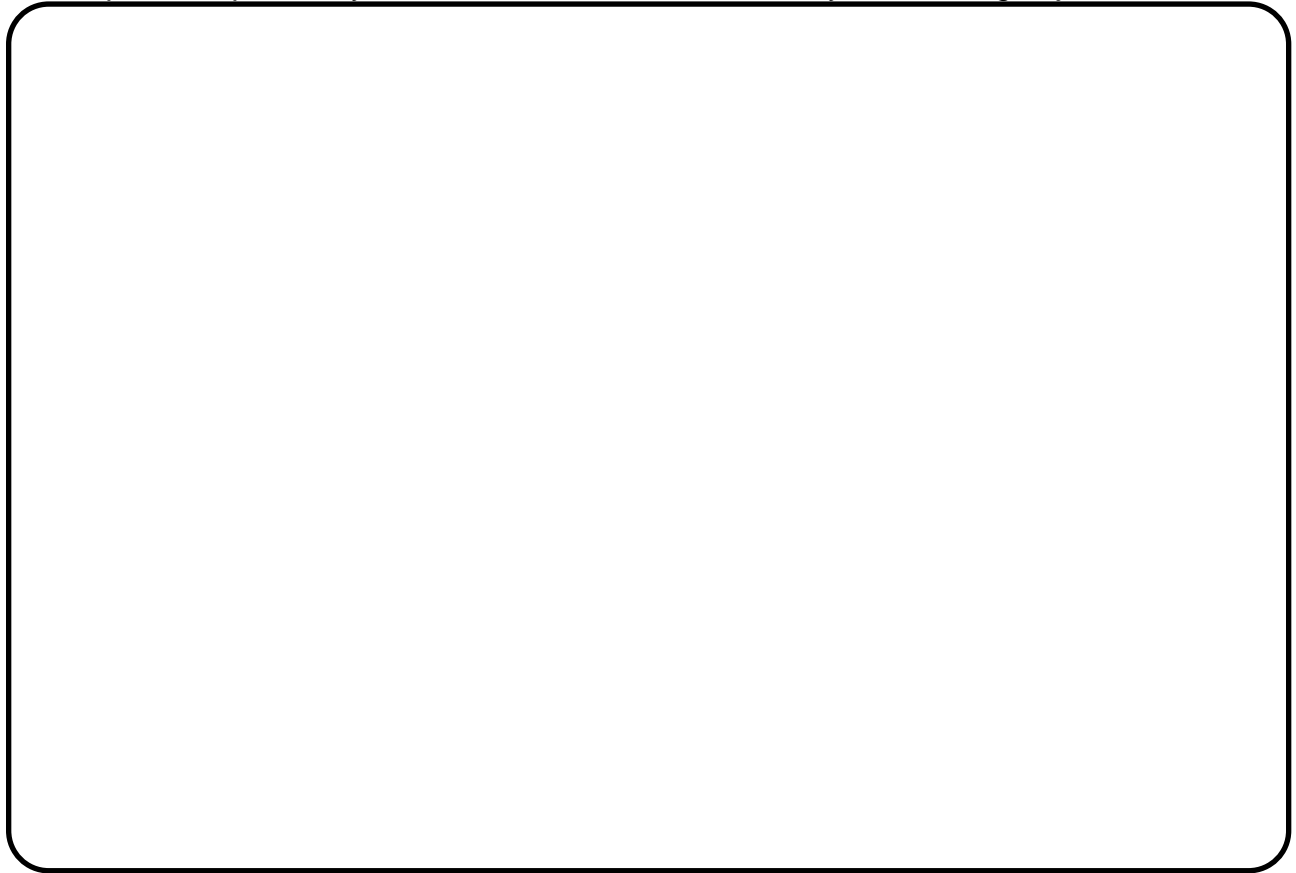
4. _____

5. _____

2. Topics

Use the space below to brainstorm:

What specific topics will you cover in this class to achieve your learning objectives?



Pare the content list down to 4-7 topics:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

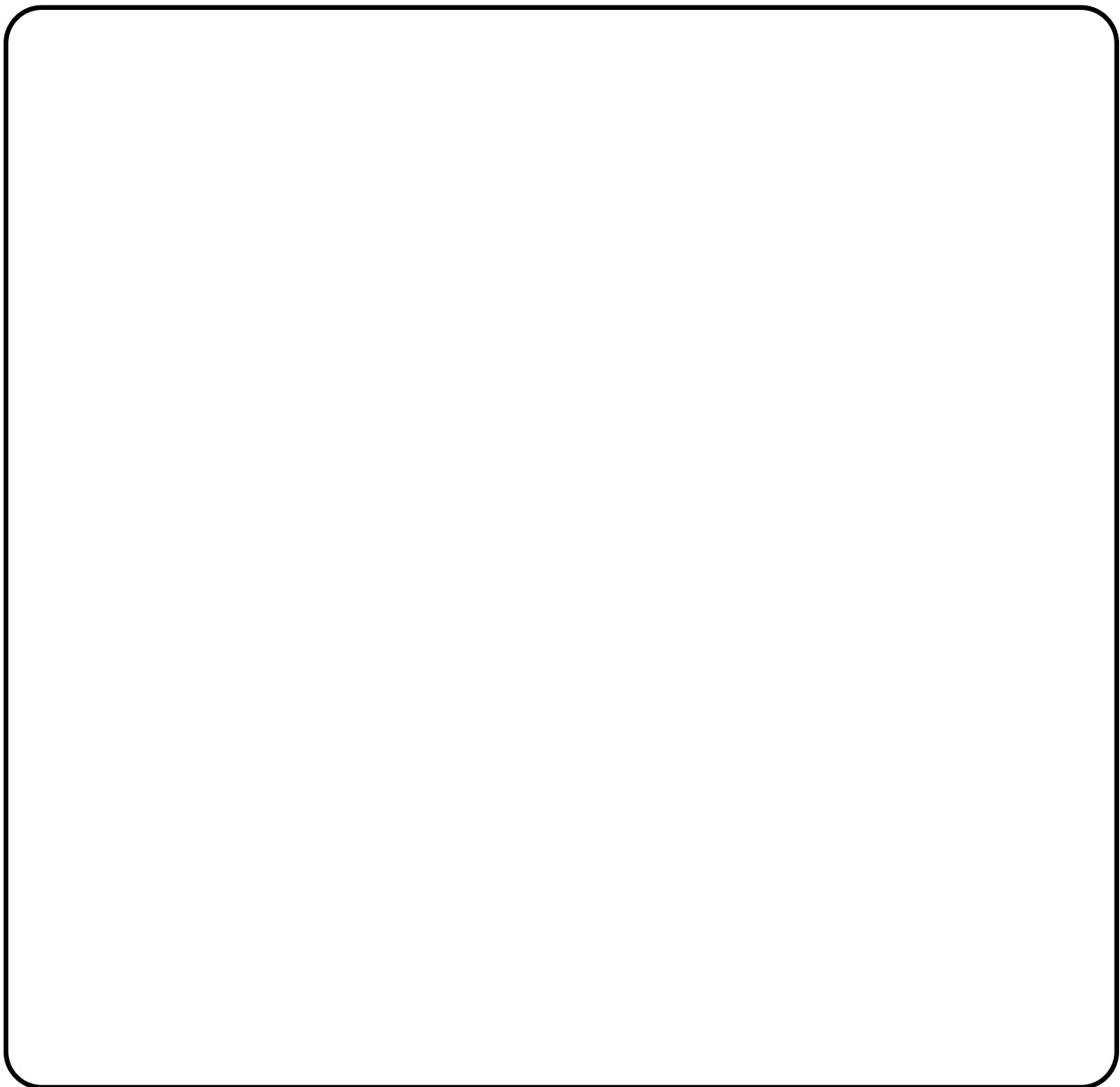
3. Structure

The structure of the course provides a narrative or organizing framework for your students. The structure is supported by the materials and instructional strategies that you choose to convey the course narrative.

Draw a diagram representing the progress of your course.

Here are some ideas:

- Does the course move from macro to micro or the reverse - draw a hierarchy.
- Does the course follow a distinct path? Try stepping stones
- Is there a central idea (in a circle) with related topics radiating outward?



List the types of instructional strategies you will employ to support your course content and structure e.g. lecture, simulations, cases, guest speakers, discussion boards, group research projects and assessment methods.

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Alignment: Learning Objectives - Topics - Structure - Instructional strategies

Complete the following table to ensure the main components of your course create a coherent whole. Verify that there is balance, rigor and a close alignment between the Learning Objectives, the Topics, the Structure and the Instructional Strategies.

Learning Objectives	Topics	Assignments & Activities	Assessment
Students will be able to accurately communicate statistical concepts	Data collection and experimental design Std deviation & variability Data description	Textbook In-class: graphing calculator exercise, data collection exercise, case discussion about variability	1. Helicopter experiment - group write-up 2. Pre-election poll - individual write-up 3. Excel lab #5

Learning Objectives	Topics	Assignments & Activities	Assessment

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Sequence of Learning Activities

What activities need to come first? How should the course end?

Week	Class Session	Between Classes	Class Session	Between Classes	Class Session	Between Classes
1						
2						
3						
4						
5						
6						
7						
8						
9						

Week	Class Session	Between Classes	Class Session	Between Classes	Class Session	Between Classes
10						
11						
12						
13						
14						
15						

4. Materials

You are now ready think about the specific materials for the course. List the types of materials you would like to use to support the course content and structure e.g., textbooks, articles, video, online content.

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-
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-
-
-
-

There is considerable research involved in finding the materials that reflect your learning objectives. Once you have found the specific materials (e.g. exactly which textbook, cases or articles you will assign), you will be ready to write your syllabus.

5. Syllabus

On the following pages is an exhaustive list of possible elements to include in a syllabus.

Tips:

- The syllabus is a form of learning contract.
- The syllabus is a resource that can pique students' interest
- Including more rather than less reduces anxiety and can be a learning tool.
- End the syllabus on a positive upbeat note.

Checklist: Components of a Comprehensive Course Syllabus

From *Tools for Teaching* (2009) by Barbara Gross Davis

Basic Information

- **Name of university, semester, year**
- **Course title, number, unit value**
- **Course meeting times and location**
- **Instructor, GSI names**
- **How to contact instructor/GSIs:**
 - In-person office hours: times and location (with map if needed); drop-in or by appointment?
 - Online office hours: times and how to access (URL)
 - Email addresses
 - Phone numbers: private office and department lines; mobile, if you wish, for text messages
 - Preferred mode of communication (email, phone, text messages, in person, instant message, through learning management system, through social networking site, etc)
 - Fax number
 - Optional: times other than office hours when instructor can be reached
- **Instructor Web page URL**
- **Course Web page URL**
- **Online chat days, hours, and access address, if available**
- **Group mail-list address, if available**

Course Description

- **Prerequisites**
 - Prior courses
 - Knowledge/skills needed to succeed in this course
 - Permission of instructor needed?
- **Technology requirements:**
 - Laptops for class work
 - Software
 - Clickers
 - Learning management system
- **Overview of course:**
 - What is the course about: its purpose, rationale?
 - What are the general topics or focus?
 - How does it fit with other courses in the department or on campus?
 - Who is the course aimed at?
 - Why would students want to take this course and learn this material?
- **Student learning objectives:**
 - What will students be expected to know or do after this course?
 - What competencies/skills/ knowledge will student be expected to demonstrate at the end of the course?
- **Methods of instruction**
 - Lecture
 - Discussion
 - Group work
 - Field work

Materials

- Other methods
- **Workload**
 - Estimated amount of time to spend on course readings
 - Estimate amount of time to spend on course assignments and projects
- **Primary or required books/readings for the course:**
 - Author, title, edition ISBN
 - Costs, where available
 - Availability of electronic or alternative formats, for students with disabilities
- **Supplemental or optional books/readings**
- **Websites and links**
- **Other materials:**
 - Lab equipment
 - Art supplies
 - Software
 - Other types of materials

Requirements

Policies

Schedule

-
- **Exams and quizzes:**
 - How many
 - What kind (e.g. open/closed book; essay/multiple choice)
 - Types of knowledge and abilities tested
 - Place, date, and time of finals exam
 - **Assignments/problem sets projects/reports/research papers:**
 - General information on type, length, and when due (detailed information can be distributed during the term)
 - Relationship between the learning objectives and assignments
 - Criteria for assessing student work
 - Format for submitting work (online or in hard copy)
 - For research papers and projects:
 - Steps in conducting research
 - Shorter assignments that build to the research paper (e.g. annotated bibliography of primary sources, thesis statement, fact sheet, etc.)
 - Skills and knowledge students needed to complete the assignment
 - Connection between research assignments and course goals and student learning objectives
 - **Other requirements:**
 - Attend an office hour?
 - Post comments to the discussion board?
- **Grading procedures:**
 - Describe how students will be graded: on a curve or absolute scale?
 - Clarify weighting of course components
 - Explain policies regarding incompletes, ass/not pass
 - Describe grade appeals
 - **Attendance and tardiness**
 - **Class participation**
 - **Classroom decorum**
 - **Interrupted exams (e.g. fire alarms)**
 - **Missed exams/makeup exams**
 - **Missed assignments**
 - **Late assignments/extensions**
 - **Reporting illness and family emergencies**
 - **Extra credit opportunities**
 - **Permissible and impermissible collaboration**
 - **Standards for academic honesty and penalties for infractions**
- **Tentative calendar of topics and readings:**
 - By week rather than by session
 - Or leave some sessions empty for flexibility
 - **Firm dates for exams and written assignments**
 - **Dates of special events:**
 - Field trips
 - Performances
 - Exhibits
 - Other special events
 - **Last day to switch to pass/not pass**
 - **Last day to withdraw from the course**

Resources

- **Tips for success**
 - How students might approach the material
 - How students can manage their time
 - Tips for studying, taking notes, preparing for exams
 - Common students mistakes or misconceptions
- **Copies of past exams or model student papers**
- **Glossaries of technical terms**
- **Links to appropriate support material on the Web (e.g. style manuals, past students' projects, Web-based resources, etc.)**
- **Academic support services on campus**
- **Information on the availability of podcasts or webcasts**
- **Space for students to identify two or three classmates' names and their contact information**
 - In case they miss class
 - To form a study group

Statement on Accommodation

- **A request that students see the instructor to discuss accommodations for:**
 - Physical disabilities
 - Medical disabilities
 - Learning disabilities
- **A statement on reasonable accommodation for students' religious beliefs, observations, and practices; for students' foreseeable conflicts because of athletic competition, medical/graduate school interviews**

Evaluation of the Course and Assessment of Student learning

- **Student feedback strategies during the semester (other than quizzes and tests)**
- **End-of-course evaluation procedures**

Rights and Responsibilities

- **Students' and instructor's rights to academic freedom (e.g. respect of the rights of others to express their points of view)**
- **Students' and instructor's adherence to campus principles of community (e.g. civility in personal interactions)**
- **Statement on copyright protection for the contents of the course, as appropriate**

Safety and Emergency Preparedness

- **What to do in case of an earthquake, fire, hazardous spill, accident or injury, bomb threat, or other emergency**
- **Notification procedures for inclement weather**
- **Evacuation procedures**
- **Lab safety precautions**

Disclaimer

- **Syllabus/schedule subject to change**