

Example of a Well-Designed Course¹

1. Context

- The subject matter: English
- The title of the course: Bibliography and Methods of Research
- Typical class size: 5-15
- Level of course: Graduate
- Mode of delivery: Online
- Type of institution: University

2. Situation

"Bibliography and Methods of Research" is a core English graduate course in the Master of Arts in English program at Fayetteville State University, which is in the University of North Carolina system. According to the Graduate Catalog course description, "This course will introduce students to the graduate study of English language and literature," including "the development of printing and publishing," "central works of the twentieth century," and "the parameters of literary research."

Enrolled students will expect to learn about these major English language and literature topics in Blackboard, because this section of Bibliography and Methods of Research will be online without any required face-to-face components. By the end of the course, enrolled students ideally will have the skills and confidence to complete additional core courses as well as more advanced elective courses in the English graduate program.

3. 3-Column Table²

Learning Goals:

Assessment Activities:

Learning Activities:

1. Foundational Knowledge: Understand and remember key terms, concepts, and theories in twentieth-century language and literature.	Knowledge Check: Short Position Papers (with Class Notes and MyGrades feedback)	<ul style="list-style-type: none">• Read the assigned literature.• Analyze the assigned literature.• Integrate the assigned literature in Position Papers according to MLA
---	--	--

¹ I am grateful to Fayetteville State University English Department Chair Edward McShane and Provost Jon Young for the time and opportunity to participate in L. Dee Fink's online course on designing significant learning experiences. I also am thankful to Fink for feedback on this redesigned course and for the opportunity to work on the online course redesign project.

² The 3-Column Table categories and descriptions are derived from Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and activities in Fink's online course.

<p>2. Application Learning: a) "Formulate effective, discipline-specific research questions"; b) "Apply critical concepts to primary texts"; c) "Evaluate secondary sources, such as critical essays"; d) "Execute a research project, either individually or collaboratively"; e) "Present the results of that research project in one or more professional, academic formats."³</p>	<p>Doing: Proposal Assignment and Analysis Paper (with Smarthinking, PeerMark, Class Notes, and MyGrades feedback)</p>	<p>format.</p> <ul style="list-style-type: none"> • Read the assigned literature. • Analyze the assigned literature. • Read relevant literary critical texts. • Analyze relevant literary critical texts. • Synthesize primary and secondary sources in a Proposal Assignment and an Analysis Paper according to MLA format.
<p>3. Integration: Identify the interactions among twentieth-century language and literature and economic, historical, social, and political factors.</p>	<p>Doing: Bibliography Assignment, Proposal Assignment, and Analysis Paper (with Smarthinking, PeerMark, Class Notes, and MyGrades feedback)</p>	<ul style="list-style-type: none"> • Read scholarly economic, historical, social, or political texts related to the assigned literature. • Summarize scholarly economic, historical, social, or political texts related to the assigned literature in a Bibliography Assignment. • Synthesize the scholarly economic, historical, social, or political texts related to the assigned literature in a Proposal Assignment and Analysis Paper according to MLA format.
<p>4. Human Dimensions of Learning:</p> <ul style="list-style-type: none"> ○ Self: Understand who one is, could be, or should be as 	<p>Communicating with Others: Writing Workshop (with prompts through PeerMark)</p>	<ul style="list-style-type: none"> • Record feedback on class writing through PeerMark.

³ These learning goals are the English department course outcomes for Bibliography and Methods of Research at Fayetteville State University.

<p>a member of the English profession.</p> <ul style="list-style-type: none"> ○ Others: Understand and interact effectively with others affiliated with the English profession. 		
<p>5. Caring: Develop new values of bibliographies, methods of language and literature research, and twentieth-century language and literature.</p>	<p>Reflective Writing: Discussion Board Posts (with Class Notes and MyGrades feedback)</p>	<ul style="list-style-type: none"> ● Write reflective Discussion Board Posts on the coursework.
<p>6. Learning How to Keep on Learning:</p> <ul style="list-style-type: none"> ○ “Studenting” skills: Read literary scholarship and twentieth-century literature for major ideas. ○ Inquiry skills: Acquire and assess literary scholarship on twentieth-century language and literature. ○ Self-Directed Learning: Develop and implement a research, writing, and continuing education agenda on twentieth-century language and literature. 	<p>Reflective Writing: Discussion Board Posts (with Class Notes and MyGrades feedback)</p>	<ul style="list-style-type: none"> ● Write reflective Discussion Board Posts on the coursework. ● Read relevant calls for papers. ● Explore relevant professional English organizations on the internet.

Initially, the English graduate course’s learning goals focused on application learning. The redesigned course includes goals from each of the following categories in L. Dee Fink’s Taxonomy of Significant Learning: foundational knowledge; application learning;

integration; the human dimension of learning; caring; and learning how to keep learning.⁴

In addition, the redesigned assessment and learning activities clarify how students will achieve the expanded course goals. For a reflective writing Discussion Board assignment, for example, students might record their thoughts on calls for papers and relevant professional organizations that they examine on the internet. This authentic task could facilitate English graduate students' professional development, and by extension, their achievement of the caring and learning how to keep learning course goals.

4. Weekly Schedule

Week	Class (in Blackboard)	Between (outside of Blackboard)
1	Read the announcement email and the other documents mentioned in the announcement email. Post an introductory statement on the Discussion Board with at least one question ; see the Discussion Board for more details. Read all Discussion Board posts this week. Respond to at least one introductory post on the Discussion Board.	Write Discussion Board Post 1.
2	UNIT ONE: Twentieth-Century Caribbean Literature: Read class notes on the assigned reading, introductory post feedback, Position Paper 1, Smarthinking, and MLA format. Submit Position Paper 1 to Smarthinking ; see the assignment sheet for details.	Read. Draft Position Paper 1.
3	Read class notes on the assigned reading and Position Paper 2. Submit Position Paper 2 to Smarthinking ; see the assignment sheet for details.	Read. Draft Position Paper 2.

⁴ For additional information on Fink's Taxonomy of Significant Learning, see "A Taxonomy of Significant Learning" in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (San Francisco: Jossey-Bass, 2003), 27-59.

4	Read class notes on the assigned reading and Smarthinking feedback.	Read. Revise Position Paper 1 and Position Paper 2.
5	<p>UNIT TWO: The Research Process: Read class notes on the assigned reading, the Bibliography Assignment, and the related Discussion Board assignment.</p> <p>Submit Position Paper 1 and Position Paper 2 to Turnitin. Post a Bibliography idea on the Discussion Board with at least one question; see the Discussion Board for details. Read all Bibliography Assignment posts this week. Respond to at least one Bibliography Assignment post on the Discussion Board.</p>	Read. Edit Position Paper 1 and Position Paper 2. Freewrite on the Bibliography Assignment. Write Discussion Board Post 2.
6	Read class notes on the assigned reading, Bibliography post feedback, and online research.	Read. Conduct Bibliography Assignment research. Draft the Bibliography Assignment.
7	Read class notes on the assigned reading. Submit the Bibliography Assignment to PeerMark and Smarthinking.	Read. Revise the Bibliography Assignment.
8	Read class notes on the assigned reading and Bibliography Assignment writing workshop. Workshop the Bibliography Assignment in PeerMark.	Read. Edit the Bibliography Assignment.
9	Midterm Break: No Classes.	You do not have assignments this week. Enjoy your break!
10	<p>UNIT THREE: The Research Writing Process: Read class notes on the Bibliography workshop feedback, Proposal Assignment, and Discussion Board Post 3. Submit the Bibliography Assignment to Turnitin. Post a Proposal on the Discussion Board with at least one question; see the Discussion Board for details. Read all Proposal Assignment posts this</p>	Freewrite for the Proposal Assignment. Write Discussion Board Post 3.

	week. Respond to at least one Proposal Assignment post on the Discussion Board.	
11	Read class notes on the assigned reading and Proposal Assignment Discussion Board post feedback. Submit the Proposal Assignment to Smarthinking.	Read. Draft the Proposal Assignment.
12	Read class notes on the assigned reading and Smarthinking feedback on the Proposal Assignment.	Read. Revise the Proposal Assignment.
13	UNIT FOUR: The Publishing Process: Read class notes on the assigned reading, Analysis Paper, Discussion Board post, online research, and MLA format. Submit the Proposal Assignment to Turnitin. Post a "self-directed learning" idea on the Discussion Board with at least one question. Read all "self-directed learning" posts this week. Respond to at least one "self-directed learning" post on the Discussion Board.	Read. Edit the Proposal Assignment. Browse http://call-for-papers.sas.upenn.edu/ . Conduct research for the Analysis Paper. Draft the Analysis Paper. Write Discussion Board Post 4.
14	Read class notes on the assigned reading and feedback on the "self-directed learning" Discussion Board post.	Read. Conduct research for the Analysis Paper. Draft the Analysis Paper.
15	Read class notes on the assigned reading and Analysis Paper. Submit the Analysis Paper to PeerMark and Smarthinking; see the assignment sheet for details.	Read. Draft the Analysis Paper.
16	Read class notes on the assigned reading and Analysis Paper writing workshop. Workshop the Analysis Paper in PeerMark.	Read. Revise the Analysis Paper.
Final Exam Week	Read class notes, especially on the Analysis Paper. Submit the Analysis Paper to Turnitin.	Edit the Analysis Paper.

Since Bibliography and Methods of Research is an online class for English graduate students, I primarily will use accelerated learning as a teaching strategy in this course, meaning that each student will reflect on coursework and use various means to demonstrate knowledge of coursework.⁵ In addition, I will use problem-based learning as a teaching strategy. Students also will solve problems together in Turnitin PeerMark workshops and Discussion Board forums.

In preparation for redesigning Bibliography and Methods of Research as an online course, I collaborated with faculty in learning management systems, such as Desire2Learn for Fink's online course on designing courses for significant learning. I attended a workshop on the Turnitin WriteCycle to learn how to facilitate the writing process in an online learning environment. I started using Blackboard's feedback tools more frequently in face-to-face and online English courses. I also read current scholarship on online teaching and learning, such as *Teaching Literature and Language Online* (MLA 2009). These varied online learning and teaching experiences facilitated my redesign of Bibliography and Methods of Research, and they also helped prepare me to teach this English graduate course online.

5. Most Exciting Aspect of the Re-Designed Course for You

The most exciting aspect of the redesigned course is the revision of the course's learning goals, which are derived from the Taxonomy of Significant Learning. Ideally, the English graduate students who take Bibliography and Methods of Research as an online course will leave the course with the knowledge and confidence to integrate the course material in their professional lives at and beyond Fayetteville State University. In addition, they genuinely will care about the course material, and therefore, continue learning about the course material after successfully completing the course.

6. Your Contact Information

Your name: Alison Van Nyhuis, Ph.D.

Your email address: avannyhu@uncfsu.edu

⁵ For additional information on accelerated learning and two other teaching strategies, team-based learning and problem-based learning, see Fink, 131-37.