

## WHAT IS COURSE MAPPING

A course map is a visual representation of your course that lists the components of your course and alignment of the components with your learning objectives.

### STEP 1: IDENTIFY YOUR COURSE

English 101

### STEP 2: WRITE COURSE OBJECTIVES

- Are course objectives measurable? (2.1)
- Are course objectives relevant to course? (2.1)
- Do course objectives cover whole course? (2.1)
- Are course objectives written using language the student will understand? (2.3)
- Are course objectives appropriate for level of the course? (2.5)

#### ACTION TIPS

- Write objectives that are SMART: Specific, Measurable, Action-oriented, Realistic, and Time-based.
- Begin each objective with a verb.
- Use Bloom's taxonomy for measurable, action-oriented verbs.
- Match verbs to your activities and assessments.

### STEP 3: IDENTIFY YOUR MODULES

- How many modules will the course have?
- How will you organize modules (e.g. by week, topic, etc)?
- Will assessments be due at regular intervals?

### STEP 4: WRITE MODULES OBJECTIVES

- Are module objectives specific? (2.2)
- Are module objectives measurable? (2.2)
- Are module objectives consistent with course objectives? (2.2)
- Are module objectives written using language the student will understand? (2.3)
- Are module objectives appropriate for level of the course? (2.5)

#### ACTION TIPS

- Break down big course objectives into smaller, more specific SMART module objectives.
- Try to limit to 3-5 objectives per module.

### Course Objectives (CO)

1. Effectively write for academic, persuasive, business, creative and personal purposes
2. Critically analyze a variety of textual material
3. Show control of writing conventions: spelling, punctuation, capitalization, and grammar
4. Demonstrate the phases of writing: draft, revision, final copy
5. Give effective feedback and make use of peer feedback

Module	Module Objectives (CO alignment)	Learning Materials	Activities	Assessments
<b>Module 1: Expository Writing (Part I - Outline and Introduction)</b>	<ol style="list-style-type: none"> <li>1. Identify topic and organizational structure in a variety of non-fiction writings (CO 2)</li> <li>2. Develop a thesis statement (CO 1)</li> <li>3. Organize and develop an essay outline (CO 1)</li> <li>4. Write a draft essay introduction paragraph (CO 4)</li> <li>5. Formulate constructive peer feedback (CO 5)</li> <li>6. Apply revision strategies to create a final written product (CO 3, CO 5)</li> </ol>	<ul style="list-style-type: none"> <li>• Buzzard, L. LePan, D. Ruddock, N. Stuart, A. (2016). The broadview anthology of expository prose, 3E. Ontario: Broadview Press.</li> <li>• PowerPoint lecture - Expository Writing</li> <li>• Graphic Organizer</li> <li>• Writing Revision Worksheet</li> <li>• Essay Paper Rubric</li> </ul>	<ol style="list-style-type: none"> <li>1. Review PowerPoint lecture.</li> <li>2. Read: Broadview, pp. 1-14, 123-134, 156-171, 285-292 and 545-565.</li> <li>3. Use Graphic Organizer to create an outline for your essay.</li> <li>4. Write the Intro to your essay.</li> <li>5. Peer-review one other classmate's work; use the Writing Revision Worksheet. Meet with your classmate to go over reviews.</li> <li>6. Re-write your Introduction paragraph.</li> </ol>	<ul style="list-style-type: none"> <li>• Essay Outline (20 points)</li> <li>• Final Peer-reviewed Essay Introduction (40 points - see Essay Paper Rubric for grading criteria).</li> </ul>
<b>Module 2: Creative Writing – Poetry</b>	<ol style="list-style-type: none"> <li>1. Define rhythm and meter in poetry (CO 2)</li> <li>2. Read and interpret poetry from a variety of cultures (CO 1, CO 2)</li> <li>3. Write a poem using a specific meter (CO 1, CO 3, CO 4)</li> <li>4. Read and analyze peers' poetry (CO 5)</li> </ol>	<ul style="list-style-type: none"> <li>• Website, Poetry Foundation - <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a></li> <li>• PowerPoint lecture - Meter and Rhythm, and Cultural Meanings</li> <li>• Poetry Interpretation Worksheet</li> <li>• Poetry Analysis Rubric</li> <li>• Poetry Analysis Reflection Paper Rubric</li> </ul>	<ol style="list-style-type: none"> <li>1. Review PowerPoint lecture.</li> <li>2. Search website, read and document: 10 poems with a variety of cultural perspectives.</li> <li>3. Choose three of the poems and interpret using the Poetry Interpretation Worksheet (focus: meter/rhythm).</li> <li>4. Write a poem of your own following the meter of one of the three poems.</li> <li>5. Peer-review two of your classmates' poems using the Poetry Analysis Rubric.</li> <li>6. Write a 2-3 page Reflection Paper on your analysis of your peers' papers and their analysis of your paper.</li> </ol>	<ul style="list-style-type: none"> <li>• Poetry Interpretation Worksheets (3 @ 10 points each)</li> <li>• Poetry Analysis Reflection Paper (50 points - see Poetry Analysis Reflection Paper Rubric for grading criteria).</li> </ul>

### STEP 5: INDICATE ALIGNMENT BETWEEN MODULE AND COURSE OBJECTIVES

- Is the relationship between course and module objectives clearly stated? (2.4)
- Have all course objectives been adequately covered by module objectives? (2.2)

### STEP 6: CITE YOUR LEARNING MATERIALS

- Do materials contribute to achieving the objectives? (4.1)
- Are materials properly cited? (4.3)
- Are the materials up-to-date? (4.4)
- Are materials from varied sources? (4.5)
- Are optional materials clearly marked? (4.6)

### STEP 7: LIST LEARNING ACTIVITIES

- Do activities promote achievement of all learning objectives? (5.1)
- Do activities provide opportunities for active learning? (5.2)
- Are there opportunities to interact with materials, instructor and other students? (5.2)
- Are there opportunities for practice?

### STEP 8: LIST THE ASSESSMENTS

- Do the assessments measure stated objectives? (3.1)
- Are the assessments sequenced and build on previous knowledge? (3.4)
- Are the assessments varied - traditional and nontraditional? (3.4)
- Are the assessments suited to level of the course? (3.4)
- Are there multiple opportunities to track learning? (3.5)

## COURSE MAPPING BENEFITS

- Ensures alignment between course components
- Encourages backwards design - starting with end in mind
- Gives students an overview of course
- Helps meet 38% (38 pts) of QM standards

## COURSE MAPPING TIPS

- Familiarize yourself with your course - what components do you have? What will you need to develop?
- Course Mapping is a fluid and continuous process. You may jump to and return to the steps as you develop your course map.

## GET TEMPLATES AND RESOURCES

- [ocip.nmsu.edu](http://ocip.nmsu.edu)
- [ocipresources.pbworks.com](http://ocipresources.pbworks.com)