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

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 written product.

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.

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? (5.3)

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)

STEP 5: INDICATE ALIGNMENT BETWEEN MODULE AND COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Objectives (CO alignment)</th>
<th>Learning Materials</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2: Creative Writing - Poetry</td>
<td>1. Define rhythm and meter in poetry (CO 2) 2. Read and interpret poetry from a variety of cultures (CO 1, CO 2) 3. Write a poem using a specific meter (CO 1, CO 3, CO 4) 4. Read and analyze peers’ poetry (CO 5)</td>
<td>Website, Poetry Foundation - <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a> PowerPoint lecture - Meter and Rhythm, and Cultural Meanings Poetry Interpretation Worksheet Poetry Analysis Rubric Poetry Analysis Reflection Paper Rubric</td>
<td>1. Review PowerPoint lecture. 2. Search website, read and document: 10 poems with a variety of cultural perspectives. 3. Choose three of the poems and interpret using the Poetry Interpretation Worksheet (focus: meter/rhythm). 4. Write a poem of your own following the meter of one of the three poems. 5. Peer-review two of your classmates’ poems using the Poetry Analysis Rubric. 6. Write a 2-3 page Reflection Paper on your analysis of your peers’ papers and their analysis of your paper.</td>
<td>Poetry Interpretation Worksheets (3 @ 10 points each) Poetry Analysis Reflection Paper (50 points - see Poetry Analysis Reflection Paper Rubric for grading criteria).</td>
</tr>
</tbody>
</table>

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
- oicip.nmsu.edu
- oicipresources.pbworks.com