

COURSE MAPPING: HOW TO

MODULE NUMBER AND TITLE: The title should be short, yet descriptive and specific to content being explored.

COURSE LEARNING OUTCOMES (CLOs): List all course learning outcomes addressed in the course syllabus (use Roman numerals to identify CLOs)

MODULE LEARNING OUTCOMES (MLOs): State the module's intended measurable learning outcomes. MLOs must describe student performance in specific, observable terms. Use action verbs from Bloom's Taxonomy. In parentheses note the CLO(s) that align with each MLO.

ASSESSMENTS AND RUBRICS: Specify all assessments used to measure the MLOs. List the title of the rubric, provide descriptive and specific evaluation criteria. Include the MLO(s) that align with each assessment. If an assessment does not count toward a grade, then mark the assessment "Not graded" in the criteria.

ACTIVITIES, LEARNER INTERACTION & ENGAGEMENT: List all learning activities or the scaffolding that promote achievement of the MLO and align with assessments. The learning activities/scaffolding may also be listed in the assessment column if graded. Include the MLO(s) being met.

INSTRUCTIONAL MATERIALS: List all instructional material/technology/media used in the module to promote achievement of the MLO. These materials may include readings, web resources, videos, podcasts, audio, charts, graphs, graphics, etc. In parentheses include the MLO(s) that align to the material. If a resource does not align with an MLO mark it as supplemental or optional. List all **videos** you plan to self-produce (or have produced with Miami Online per partnership agreement) to enhance student learning of difficult topics (provide scaffolding).

NOTES: Provide special notes as a reference for future iterations for the course or to provide guidance to other instructors who may teach the course in the future. What advice can you provide to make the module run smoothly? What would you do differently? What edits or adjustments need to be made for the next run of the course?

Course Description:

Hyperlink to Canvas Course:

Course Learning Outcomes:

Required Text & Resources:

MODULE # AND TITLE	COURSE LEARNING OUTCOMES (CLOs)	MODULE LEARNING OUTCOMES (MLOs)	ASSESSMENTS, RUBRICS, ACTIVITIES	LEARNER INTERACTION & ENGAGEMENT	INSTRUCTIONAL MATERIALS/MEDIA	NOTES
(EXAMPLE) MODULE 1: Intro to Shakespeare's Sonnets	III, V	After successful completion of the module, the student will be able to: 1.1 recall / list elements of sonnet form (CLO III) 1.2 identify / recognize elements of sonnet form in Shakespeare's work (CLO V) 1.3 interpret a sonnet using elements of form (CLO V)	Quiz Elements of sonnet form (MLO 1.1) Discussion sonnet interpretation (250 words) highlighting 2 elements of form. Reply to at least 2 classmates. (MLO 1.2, 1.3)	Ungraded Discussion Introduce yourself Discussion Imagery practice multimedia post. Reply to at least 2 classmates (MLO 1.2, 1.3)	Storyline interaction Sonnet parts (MLO 1.1, 1.2) TED-Ed Video Why Shakespeare Loved Iambic Pentameter (MLO 1.1) Reading Shakespeare's sonnets #1-20, OER from Folger Shakespeare Library. (MLO 1.2, 1.3)	Notes from instructor

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MODULE 1						

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MODULE 2						
MODULE 3						

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MODULE 4						
MODULE 5						

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MODULE 6						

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