

CTL 102: Online Design

COURSE INFORMATION

Credit Hours: n/a

Course Description: This course is a 12-week, non-credit training course designed to support faculty in the development of an online course for NEIU. Upon completion of this course, faculty members will have a fully-functioning online course ready to be offered. Faculty are eligible to participate in the CTL Online Design course following the successful completion of the prerequisite, nomination from department chair and dean, and acceptance by Academic Affairs. Deans are notified each fall and spring for the call for nominations for the next semester. Participation in this course includes a CU Key 13 assignment with approval from Academic Affairs. The CTL Online Design Course is offered every fall and spring.

Course Prerequisites: CTL 101 or 103

FACULTY INFORMATION

Instructor: Elizabeth Rodriguez

Office Location: Center for Teaching and Learning, LIB 312

Office Hours: Office hours are by appointment. I am generally available to meet Monday through Friday from 10 a.m. until 6 p.m. unless I am teaching or facilitating a workshop.

Phone Extension: x4464

E-mail: emrodri1@neiu.edu Email is the best way to reach me. Please allow up to 24 hours for a response from Monday to Friday. Due to the terms of my employment contract, I do not check email during nights and weekends.

COURSE MATERIALS

List of Required Texts / Materials:

All required materials are uploaded or linked in our course in D2L. For technical support, check the [CTL's website](#) for job aids and how-to videos. You can also search [D2L's help feature](#) for information about more advanced tools.

COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES

- Demonstrate measurable quality in course and interaction design.
- Demonstrate measurable proficiency in designing and creating course content that follows the tenets of Universal Design for Learning.

- Design and create online-specific course content.

STUDENT TASKS / ASSIGNMENTS / REQUIREMENTS

Assignments:

1. Completed online course shell: The major project of the course is a complete online course shell. While specifics will vary from course to course, completed shells will generally include sixteen units of instructional materials and assessments. Units are considered complete when they contain everything that you have identified in your course outline as necessary for attaining the unit's learning objectives.
2. D2L Daylight technology module: This scenario-based assessment verifies that faculty have the requisite facility with the learning management system to create an online course.
3. Course outline: The course outline provides a roadmap for course planning and development. The outline, organized into units, designates the topic, learning objectives, assessments, and instructional materials for each unit. Revision to the outline is expected and encouraged as faculty develop their courses. Other than the completed course itself, the course outline is the most crucial assignment of this course. It will be completed in several stages
4. Major assignment configuration: The major assignment configuration asks faculty to create the assessment materials for at least one central assignment in their course to serve as a model for effective online assessment development. Faculty will design comprehensive instructions and a grading rubric to help students succeed in their online assessments. They will also provide peer feedback for others in the course.
5. Discussion board configuration: This assessment asks faculty to devise instructions, a rubric, and several prompts for discussion boards in their online course. They will decide upon the best frequency, topics, and discussion board settings that will facilitate meaningful online conversations with their students.
6. Workload estimation and analysis: Using the course workload estimator developed by Rice University, faculty will roughly calculate the amount of time students will need to complete a representative unit of their course. Faculty will have the opportunity to reflect upon the workload estimation and make adjustments to their course as necessary.
7. Online syllabus: Faculty will develop a syllabus that is tailored to the specific needs of an online course in order to set expectations for students about issues like professor availability, participation in online activities, and virtual office hours.

8. Navigation video draft: This task asks faculty to practice making a screencast video that introduces students to the course and its online space. The navigation video will help orient students to the organization of the course and the online tools they will use.
9. Course shell self review: Using NEIU's Online Course Readiness Checklist, faculty will evaluate their own course for completion and implementation of best practices in online teaching.
10. Course shell peer review: Using NEIU's Online Course Readiness Checklist, faculty will evaluate a peer's course for completion and implementation of best practices in online teaching.
11. Weekly participation: Faculty will participate in a weekly face-to-face meeting for the duration of the course. Participation includes logging into the online course space regularly, reading instructional materials, joining in online and face-to-face discussions, providing peer feedback and support, and completing occasional online pre-assessments and activities.

Grading Policies and Formulae:

Breakdown of Assignments and Points Values	
Assignment	Points
Course shell units	480 (30 x 16 units)
D2L Daylight technology module	50
Course outline	100
Major assignment configuration	50
Discussion board configuration	25
Workload estimation and analysis	25
Online syllabus	75
Navigation video draft	25
Course shell self review	25
Course shell peer review	25
Weekly participation	120 (10 x 12 units)
Total 1000 points	

Grading Scale	
Grade	Points
High Pass	over 950
Low Pass	800-949
No Pass	below 800

Course Outline:

Unit	Guiding Questions and Topics	Assignments Due
1	Where should I begin? (part 1) <ul style="list-style-type: none"> ○ backwards design ○ reflections on pedagogy 	○ Online discussion
2	Where should I begin? (part 2) <ul style="list-style-type: none"> ○ course outlines ○ aligning learning objectives, assessments, and instructional materials 	○ Course outline: topics, objectives, assessments
3	How do lectures work in online courses? <ul style="list-style-type: none"> ○ lecture recording options ○ sourcing instructional materials 	○ Course outline: instructional materials
4	How do I design effective assignments? <ul style="list-style-type: none"> ○ writing clear instructions ○ developing rubrics 	○ Major assignment configuration: instructions, rubric
5	How do I make meaningful connections with students? <ul style="list-style-type: none"> ○ providing actionable feedback on assessments ○ professor presence in the online space 	○ Major assignment configuration: peer review ○ 2 complete units
6	How do I keep discussions manageable? <ul style="list-style-type: none"> ○ writing discussion questions ○ grading discussions 	○ Discussion board configuration: instructions, rubric, sample questions ○ 2 complete units
7	How much work should I assign? <ul style="list-style-type: none"> ○ workload estimation 	○ Workload estimation and analysis ○ 2 complete units
8	How can I make my course accessible to the widest variety of students? <ul style="list-style-type: none"> ○ universal design for learning ○ students with disabilities 	○ Online discussion ○ 2 complete units
9	CATCH UP	○ 3 complete units
10	How do I communicate my expectations to students? <ul style="list-style-type: none"> ○ online syllabi ○ course policies 	○ Online syllabus ○ 2 complete units

Unit	Guiding Questions and Topics	Assignments Due
11	How do I help my students help themselves? <ul style="list-style-type: none"> ○ navigation videos ○ university resources 	<ul style="list-style-type: none"> ○ Navigation video draft ○ 3 complete units
12	How do I know if my online course is ready to teach? <ul style="list-style-type: none"> ○ NEIU Online Course Readiness Checklist 	<ul style="list-style-type: none"> ○ Self review ○ Peer review

COURSE POLICIES AND STATEMENTS

Absence Policy:

Attendance is mandatory in this course and is accounted for as part of the participation grade. Any absences will require additional make-up assignments at the discretion of the instructor.

ADA Statement:

Northeastern Illinois University (NEIU) complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. To request accommodations, students with special needs should make arrangements with the Student Disability Services (SDS) office, located on the main campus in room D104. Contact SDS via (773) 442-4595 or <http://www.neiu.edu/university-life/student-disability-services>.

ADDITIONAL ELECTIVE INFORMATION

Frequently Asked Questions

How do I submit work for this course?

With the exception of course shell units, all assignments will be completed in the D2L Online Design shell. Course shell units will be completed in each faculty's own master shell for the course they are developing.

How will my instructor communicate with me?

Course information will be shared via announcements in D2L. Make sure to log into the online course space daily and/or opt into notifications to receive crucial updates and instructions.

How can I communicate with my instructor?

Questions that apply to most people in the class should be asked on the "Raise Your Hand!" discussion topic in D2L so that the whole class can benefit from learning the answer. You can ask individual questions via email.

When will I receive feedback on my work?

You will receive a grade and constructive feedback where applicable within a week of submitting an assignment.

What is the late work policy?

Faculty have up to a week after the due date to submit work without penalty. Work that is more than a week late will receive a 0. All due dates are listed on the Course Schedule.

The only exceptions to this policy are course shell units that faculty may complete at their own discretion without penalty. Your instructor has included suggested due dates throughout the course to help you develop these units at a reasonable rate. It is up to you to alert your instructor when you have completed a unit that is ready for grading and feedback.

Can I continue working on my course into next semester?

All assignments for the course must be completed by the end of the final unit. Course shell units will have a slightly extended due date to allow for faculty to attend to their other teaching duties. See the Course Schedule for these specific dates.

The CTL is unable to support course development that extends beyond the final due date. Faculty who do not complete the course before the final due date will have to make arrangements with their department chair and Academic Affairs.

Spring 2018 Online Design Course Schedule

All assignments are due by 11:59 p.m. Central unless otherwise noted. See the course syllabus for your instructor's late work policy.

Unit	Assignments Due	Due Date
0	D2L Daylight technology module	Sunday, January 21
1	Online discussion	Sunday, January 28
2	Course outline, part 1: topics, objectives, assessments	Sunday, February 4
3	Course outline, part 2: instructional materials	Sunday, February 11
4	Major assignment configuration, part 1: instructions, rubric	Sunday, February 18
5	Major assignment configuration, part 2: peer review 2 complete units	Sunday, February 25
6	Discussion board configuration: instructions, rubric, sample questions 2 complete units	Sunday, March 4
7	Workload estimation and analysis 2 complete units	Sunday, March 11
8	Online discussion 2 complete units	Sunday, March 18
9	3 complete units	Sunday, March 25
10	Online syllabus 2 complete units	Sunday, April 1
11	Navigation video draft 3 complete units	Sunday, April 8
12	Self review Peer review	Sunday, April 15

Final day to submit assignments (except course shell units): Sunday, April 22

Final day to submit course shell units: Sunday, May 13