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Overview

My instructional design and technology project develops a 15-week 1000-level large-enrollment general education course for undergraduates at a large regional public university. The course is an introduction to the study of **English word roots derived from Greek and Latin vocabulary**. The course will help students parse the meanings of technical, scientific, medical, and other professional words they encounter (which largely draw terminology from Greek and Latin words) in their further studies and in their professional and personal lives.

I began the project with a needs analysis in which I considered the various stakeholders and their expectations for the instruction; the problems I will face in creating the course, their causes, and possible solutions; the resources available and constraints; and the goals of the instruction.

I next identified a blend of pedagogical approaches to adopt for the course and created a set of outcomes that address who the audience is, what behavior the instruction intends to elicit, under what condition(s), and to what degree. I devised assessments to align with the outcomes, and learning strategies to lead to student confidence in reaching the outcomes and succeeding on assessments.

Finally, I began the implementation process by selecting primary technologies. I returned to considerations of the resources and constraints, learners' needs, learning contexts, content and learning outcomes, and pedagogical approach specifically as they pertain to the technologies. I also considered the availability of the technologies, and the degree of expertise required to effectively use them. I determined specific learning activities for the course, identified on a consistent visual messaging strategy, and created a schedule for completing the parts of the design. I determined evaluation strategies to assist in future course revisions.

Analyses

Needs Analysis: Stakeholders To design my course, I have thought first about what the students need and what they expect from it, which I have balanced with what I can reasonably and effectively accomplish in the next month. Lesser stakeholders include my section, department, and college, and more distantly, the university and larger community, who stand to benefit from the success of the course in producing an educated and knowledgeable workforce.

Needs Analysis: Expectations Students will attend the course in Canvas at least weekly to see reading assignments, complete assignments, engage with their classmates, and inform me of any issues or errors they find as they complete the course. They will expect the course to be well organized, meaningful, and engaging, clear, and a reasonable amount of work for a 3 credit-hour 1000-level general education course. I aim to create a course that meets those expectations and will equip the students with a skill that will help them in their academic, professional, or personal lives. I will, furthermore, respond to student questions promptly and thoughtfully, and will provide timely feedback and authentic assessments of their learning.

Needs Analysis: Problems, Causes, and Solutions

The Classical Studies concentration in the Harriot College of Arts and Sciences' Department of Foreign Languages and Literatures, a department with many of its classes capped at 25 students, has regularly offered a large-enrollment course on Greek and Latin word roots. Due to changes in the faculty, the course must be redeveloped.

Student enrollment data has shown a preference for online asynchronous courses for general education, the subject matter is suited to an online course, and an instructor who likes creating online classes is available.

The smaller, and more pressing, need is, of course, the time it will take to put the whole thing together. I have selected the instructional resources, have mapped out a semester schedule, and drafted the course goals, learning activities, and assessments.

This course already exists in the university course catalog, so it does not require any approvals. Since it will be significantly redesigned, I will submit a revised description and syllabus to the Undergraduate Curriculum Committee and the General Education and Instructional Effectiveness committee (the course carries the general education humanities designation) of the Faculty Senate.

Learner Analysis

Enrollment data pulled for the Fall 2023 class shows 95 students (100 student capacity). First-year student status applies to 40 percent of the class (20% new students, and 20% continuing or transfer). Sophomore, junior, and senior status apply to 17%, 20%, and 23%, respectively. Just over half of the students have declared a primary major in the College of Arts & Sciences, most prominent is Political Science with 24% of the students. Twenty-two percent of the students are

Nursing majors. Majors from programs in the colleges of Allied Health, Business, Fine Arts & Communication, and Engineering & Technology make up from 3 to 7 percent of the students.

This information leads me to conclude that most students are taking this class to fulfill a general education requirement. With the exception of a single Philosophy major, no one has a major in Humanities – Humanities students can use classes in their major to fulfill this requirement, which detail further supports that conclusion. The large number of Political Science majors is likely due to the course being an elective in their Pre-Law Concentration. Students with aspirations to work in professional settings like medical and legal practice. Not coincidentally, this demographic of academic/medical/professional-tracked students will be well served by the primary textbook which is specifically interested in terminology in science and social science.

Task Analysis – By Unit of Study

Deadlines fall on Tuesdays and Thursdays.

Unit 1: 6 days / two weeks (Tues. 8/22 – Thurs. 9/7)

- Five textbook chapters (1-5)
- Five lessons on Canvas (combinations of short videos, text, and graphics, repeatable assignments)
- One small-group discussion board post and **three** meaningful interactions
- Maintain a bank of resources in small-group pages
- One timed, one-attempt unit quiz

Unit 2: 6 days / two weeks (Tues. 9/12 – Thurs. 9/28)

- Five textbook chapters (6-10)
- Five lessons on Canvas (combinations of short videos, text, and graphics, repeatable assignments)
- One small-group discussion board post and **three** meaningful interactions
- Maintain a bank of resources in small-group pages
- One timed, one-attempt unit quiz

Unit 3: 5 days / 3 weeks (Tues. 10/3 – *Fall Break Tues. 10/10* –Thurs. 10/19)

- Four textbook chapters (11-14)
- Four lessons on Canvas (combinations of short videos, text, and graphics, repeatable assignments)
- One small-group discussion board post and **two** meaningful interactions
- Maintain a bank of resources in small-group pages
- One timed, one-attempt unit quiz

Unit 4: 4 days / 2 weeks (Tues. 10/24 – Thurs. 11/2)

- Three textbook chapters (15-17)
- Three lessons on Canvas (combinations of short videos, text, and graphics, repeatable assignments)
- One small-group discussion board post and **one** meaningful interaction
- Maintain a bank of resources in small-group pages
- One timed, one-attempt unit quiz

Unit 5: 4 days / 2 weeks (Tues. 11/7 – Thurs. 11/16)

- Three textbook chapters (18-20)
- Three lessons on Canvas (combinations of short videos, text, and graphics, repeatable assignments)
- One small-group discussion board post and **one** meaningful interaction
- Maintain a bank of resources in small-group pages
- One timed, one-attempt unit quiz

Unit 6: 3 days / 2 weeks (Tues. 11/21 – *Thanksgiving Break Thurs. 11/23* – Thurs. 11/30)

- Three textbook chapters (21-23)
- Three lessons on Canvas (combinations of short videos, text, and graphics, repeatable assignments)
- One small-group discussion board post and **one** meaningful interaction
- Maintain a bank of resources in small-group pages

Comprehensive timed one-attempt final quiz (take between Wed. 12/6 and Wed. 12/13)

Task Analysis – By Day

	Date	Chapter / Topic	Activities	Small-Group Discussion	Small-Group Resources
Unit 1 Chapters 1-5	Tues. 8/22	1 / Introduction	Complete lesson activities (Canvas page)	Post	
	Thurs. 8/24	2 / Latin Nouns	Complete lesson activities	Three meaningful interactions	Write / Revise
	Tues. 8/29	3 / Latin Nouns, <i>ctd.</i>	Complete lesson activities		
	Thurs. 8/31	4 / Simple Latin Adjectives	Complete lesson activities		
	Tues. 9/5	5 / Turning Latin Nouns into Adjectives	Complete lesson activities		Re...
	Thurs. 9/7	Quiz 1 <i>timed, one-attempt</i>			
Unit 2 Chapters 6-10	Tues. 9/12	6 / Turning Latin Adjectives into Nouns	Complete lesson activities	Post	...view
	Thurs. 9/14	7 / Latin Diminutives	Complete lesson activities	Three meaningful interactions	Write/Revise
	Tues. 9/19	8 / Latin Prefixes	Complete lesson activities		
	Thurs. 9/21	9 / Latin Verbs	Complete lesson activities		
	Tues. 9/26	10 / Turning Latin Verbs into Nouns	Complete lesson activities		Review

	Date	Chapter / Topic	Activities	Small-Group Discussion	Small-Group Resources
	Thurs. 9/28	Quiz 2 <i>timed, one-attempt</i>			
Unit 3 Chapters 11-14	Tues. 10/3	11 / Turning Latin Nouns into Verbs	Complete lesson activities	Post	Write /Revise
	Thurs. 10/5	12 / Latin Present Participles & Gerundives	Complete lesson activities	Two meaningful ...	
	Tues. 10/10	<i>Fall Break, No Assignments Due</i>			
	Thurs. 10/12	13 / Turning Latin Verbs into Adjectives	Complete lesson activities	... interactions	Review
	Tues. 10/17	14 / Compound Words in Latin	Complete lesson activities		
	Thurs. 10/19	Quiz 3 <i>timed, one-attempt</i>			
Unit 4 Chapters 15-17	Tues. 10/24	15 / The Greek Languages	Complete lesson activities	Post	Write / Revise
	Thurs. 10/26	16 / Greek Nouns	Complete lesson activities	One meaningful interaction	
	Tues. 10/31	17 / Compound Words in Greek	Complete lesson activities		
	Thurs. 11/2	Quiz 4 <i>timed, one-attempt</i>			
Unit 5 Chapters 18-20	Tues. 11/7	18 / Greek Nouns, <i>ctd.</i>	Complete lesson activities	Post	...view
	Thurs. 11/9	19 / Greek Adjectives & Adverbs	Complete lesson activities	One meaningful interaction	Write / Revise
	Tues. 11/14	20 / Numerals in Greek & Latin	Complete lesson activities		
	Thurs. 11/16	Quiz 5 <i>timed, one-attempt</i>			
Unit 6	Tues. 11/21	21 / Greek Prefixes	Complete lesson activities	Post	Review and ...
	Thurs. 11/23	<i>Thanksgiving Break, No Assignments Due</i>			
	Tues. 11/28	22 / Greek Verbs & their Derivatives	Complete lesson activities	One meaningful interaction	... Finalize

	Date	Chapter / Topic	Activities	Small-Group Discussion	Small-Group Resources
	Thurs. 11/30	23 / Some Medical Terminology	Complete lesson activities		
	Wed. 12/6 – Wed. 12/13	Final Quiz <i>timed, one-attempt</i>			

Goals & Outcomes

Instructional Goals This course aims to teach students how to break down academic, legal, medical, scientific, or other professional terms into their Greek or Latin roots. Specific goals include the following.

- Know why, when, and how to use a collegiate or full-sized dictionary
- Use the standard etymological notation system to understand and communicate how a word has passed from Greek or Latin to English
- Identify words and word-parts that have come to English from Greek and Latin
- Break down English words derived from Greek and Latin into their individual components
- Break down unknown English words derived from Greek or Latin to understand their meanings

Learning Outcomes The following outcomes indicate what students will be able to accomplish after completing the course lessons.

Outcome 1: While viewing dictionary entries from collegiate and full-sized English dictionaries, the student can, with 80 percent accuracy, classify the majority of the types of information presented in each.

This outcome is aligned with the goal of knowing why, when, and how to use a collegiate or full-sized dictionary.

Outcome 2: Working from textual explanation of derivation or from standard etymological notation, the student can, with 80 percent accuracy, describe or produce standard etymological notation to indicate how a word or word part has passed from Greek or Latin to English.

This outcome is aligned with the goal to use the standard etymological notation system to understand and communicate how a word or word part has passed from Greek or Latin to English.

Outcome 3: Given a list of words derived from Greek and Latin roots, the student can, with 80 percent accuracy, explain what the roots are and how they work together to create each word's meaning.

This outcome is aligned with the goal to break down English words derived from Greek and Latin into their components.

Outcome 4: Presented with a paragraph of scientific, medical, academic, or other professional text in English, the student can, with 80 percent accuracy, select the majority of the words that are derived from Greek and Latin roots.

This outcome is aligned with the goal to identify words that have come to English from Greek and Latin.

Outcome 5: Presented with a paragraph of scientific, medical, academic, or other professional text in English, the student can, with 70 percent accuracy, define unknown English words based on their Greek or Latin derivations.

This outcome is aligned with the goal to break down unknown English words derived from Greek or Latin to understand their meanings.

Instructional Strategies

This 15-week course is broken down into six instructional units. Units 1-3 are three weeks each, units 4-6 are two weeks each. Within the units are recurring patterns of activities. For the course, I have primarily adopted an instructivist pedagogical approach (**readings, lesson activities, timed quizzes**). Constructivist and connectivist pedagogical approaches are included to enhance student learning and engagement with the material, their learning communities, and themselves (metacognition): students will also engage with their classmates in **small-group discussion boards**, and will participate in knowledge creation through work in small groups where they will **write, revise, and edit shared resources**.

Textbook Readings Textbook readings will be assigned for each day of class (except timed quiz days). These readings drive the content of the course.

Lesson Activities There are several kinds of lesson activities that will appear in each unit of study. Video lectures, text or graphic displays, and instructional quizzes.

- Using screen casting technology to display slides, I will create short (5-10 minutes) **video lectures** to accompany the textbook reading. The lectures will direct students' attention to the information that is most relevant to the learning outcomes and assessments, will further explain tricky elements from the readings, and will demonstrate the application of new skills. Video lectures will include interactive content so students can check their understanding of new concepts and can return to those they struggle with.
- **Text or graphic displays** will be provided in addition to or instead of a video lecture for some lessons. These displays will bring the information from the readings into a more concise format, useful for deepening understanding of the material, and to use as a reference.
- An **instructional quiz** will accompany each lesson. These are short, focused, repeatable, low-stakes quizzes that allow students to practice applying lesson's concepts. Immediate

feedback deepens student understanding and corrects their misunderstandings. Additionally, students are encouraged to use the **assignment comments** to ask me questions about their work or the quiz questions. The Canvas assignment-comments feature, despite some weaknesses, is an excellent way to create meaningful, relevant, and timely personal engagement between instructor and student in an asynchronous learning environment. Responding to assignment comments promptly is my first priority in the work week. Ideally, I will answer the question while the student is still working. If not, students are sent an email with a link to their quiz responses with my comment on the same page, making for easy reference.

Timed Quizzes At the end of each instructional unit, students will demonstrate their understanding of those topics by taking a time one-attempt quiz. The questions they encounter in these quizzes will be drawn from those they have practiced with in the instructional quizzes. These quizzes will also provide students with immediate feedback so they can better understand their mistakes. As with the instructional quizzes, students are encouraged to use the **assignment comments** for questions or answers they do not understand, or to offer explanations for their answers to earn points back.

Small-group Discussions For each instructional unit, students will engage with a small group (4-5) in discussion. Each group member will create an initial post in response to a prompt (due on the first day of the unit), then will be expected have one, two, or three meaningful engagements (depending on the number of instructional days the unit has) within their group over the remaining days of the unit. These discussions will help students build emotional connections to the content, which have been shown to be an important part of learning.

Shared Resources A semester-long project, students will, in small groups of 4-5, create and revise their own banks of resources. I will provide a list of required contents for the resource packet which students will collaboratively build and revise over the semester. A writing deadline and a review deadline will alternate weeks beginning in the second week of class until the final unit when students will focus on reviewing their resources. Creating and revising their own and other learner's work will help students take ownership of the material beyond what they would be included to do with an instructivist-only pedagogical approach, and it will help them prepare for the comprehensive final quiz.

Technology Selected

Though there is a wealth of engaging, effective technology for education, I have limited myself to two to keep students focused, to maintain consistency and ease of access, and to help prevent tech-fatigue: Canvas tools & integrations, and an open-source textbook.

Canvas Tools & Integrations: modules, pages, quizzes, groups, discussions, Panopto video integration

The learning management system (Canvas), with its wide and growing array of tools, is the “classroom” – the primary place where learning activities occur. These tools & integrations are robust enough to handle the delivery of content, skills practice opportunities, student-student and student-instructor interactivity, and skills assessments for a course delivered online asynchronously.

Briefly, Canvas **modules** organize the major units of study; **pages** keep the relevant material (information presentation in video, text, or a combination) contained and allow for multiple means of representation (graphic, video, textual, etc.); **quizzes** offers a wide variety of question types like categorization, ordering, and the more usual types (multiple choice, matching, fill-in-the-blank by writing, dropping down, or using a word bank); **groups** make student-student interaction possible through discussion boards and collaborative workspace and; integrated into Canvas, *Panopto video* is a video program with quiz capabilities that is more flexible than Canvas Studio.

Open-source Textbook

Affordability, having a recent publication date are my primary considerations in selecting a textbook. I ultimately chose the online book because 1) it is free, 2) I agree with the open-source philosophy that educational materials should be widely accessible, 3) it includes exercises students can use to expand their understanding of course concepts, and 4) it is of a good scope and span, and is directed toward an audience that is not identical to, but is similar enough to my own students.

Students will be able to access the book to read online, or they can download it to their computer or an e-reader as a PDF or EPUB. I do see weaknesses: its most recent edition is 1997, older than I would prefer; and it is authored by a Canadian with his own Canadian students as the audience he had in mind, so some uses of language and cultural references may not land. The textbook is specifically targeted toward etymology of words in the sciences and social sciences, which is what most of the students are majoring in.

Instructional Message Design

Visual messaging is ubiquitous in an asynchronous course and so can impact gaining and maintaining student attention, can encourage organized habits, can help students manage their cognitive load, can deepen their understanding of the course content, can stimulate recall of prior knowledge, can challenge students, and can reinforce and validate student learning.

For all course communication, I aim for *simplicity, clarity, organization, focus, visual appeal* through principles of graphic design (*readability, legibility, depth, shape, and space*).

- Videos: short and focused; captions available; audio smooth
- Text: headers and lists organize information; **bold** signifies a key term
- Graphic Representations: accompany text, when possible, to provide an alternate way to understand the information

Sample of Instruction (Pre-Course & Unit 1)

Except for test days, the work each day is similar: a textbook reading, followed by a lesson in Canvas which may include text, video, or graphics, and an instructional quiz. These three things should take about an hour, though students can choose to spend longer on any component. There are deadlines for discussion board participation and shared resource bank contributions every few days. Following this general pattern will help students know what to expect, and will help them budget their time. While it looks repetitive on paper, the lessons and instructional quizzes will focus on different kinds of skills and will use different methods, so the actual work will feel fresh each day. Completing instructional quizzes and creating and revising resources for the shared bank will prepare students to succeed on the timed quiz at the end of the unit.

I have found that asynchronous students benefit from regular deadlines and appreciate the accountability, especially for a course with complex content like this one.

Preparing for the course

1. One or two days before the semester begins, open course with only the syllabus available
2. Set up Canvas grade book and modules
3. Make “Modules” the home page once the semester begins
4. Set announcements to show on home page
5. Place a “Start Here” module with an **introduction and course tour video**, and useful pages at the top of the modules page. Pages to include: the **syllabus, grading, policies**, recommended **notification settings**, and **contact information**, including meeting sign-up form.

Unit 1, Chapters 1-5

Tues. 8/22

- Read chapter 1: Introduction (about 30 minutes)
- Read / watch lesson 1 page (10-15 minutes)
- Practice **terminology and dictionary skills** with repeatable instructional quiz (from 5-45 minutes)
- Introduce yourself to your small group. Say what your major is, a little about whether you’ve studied or learned a language other than your own, and briefly describe something from the reading that surprised you or something you learned. What did you find interesting? (about 15 minutes)

Thurs. 8/24

- Read chapter 2: The Latin Noun (Declensions 1 &2) (about 30 minutes)
- Read / watch lesson 2 page (10-15 minutes)

- Practice **terminology and etymological notation** skills with repeatable instructional quiz (from 5-45 minutes)
- ~ Read and engage meaningfully in small group discussion board. You might comment on what you have in common with your group members. What “interesting words” catch your attention? (3 total by Tues. 9/5) (about 10 minutes each)

Tues. 8/29

- Read chapter 3: The Latin Noun (Declensions 3, 4, 5) (about 30 minutes)
- Read / watch lesson 3 page (10-15 minutes)
- Practice **terminology and recognizing patterns of change in form and meaning in Latin nouns** with repeatable instructional quiz (from 5-45 minutes)
- ~ Read and engage meaningfully in small group discussion board. You might comment on what you have in common with your group members. What “interesting words” catch your attention? (3 total by Tues. 9/5) (about 10 minutes each)
- ~ Begin a resource page on one of the topics (etymological notation; Latin nouns and their patterns of change; Latin adjectives and their patterns of change; Latin part-of-speech transformations; affixation; how to do a word analysis) for your group resource bank (one, by Thurs. 8/31) (20 minutes)

Thurs. 8/31

- Read chapter 4: Simple Latin Adjectives (about 30 minutes)
- Read / watch lesson 4 page (10-15 minutes)
- Practice **terminology and identifying Latin roots in an English word** with repeatable instructional quiz (from 5-45 minutes)
- ~ Read and engage meaningfully in small group discussion board. You might comment on what you have in common with your group members. What “interesting words” catch your attention? (3 total by Tues. 9/5) (about 10 minutes each)
- Begin a resource page on one of the topics (etymological notation; Latin nouns and their patterns of change; Latin adjectives and their patterns of change; Latin part-of-speech transformations; affixation; how to do a word analysis) for your group resource bank (one, by Thurs. 8/31) (20 minutes)

Tues. 9/5

- Read chapter 5: Turning Nouns into Adjectives (about 30 minutes)
- Read / watch lesson 5 page (10-15 minutes)
- Practice **terminology and word analysis** skills with repeatable instructional quiz (from 5-45 minutes)
- Read and engage meaningfully in small group discussion board. You might comment on what you have in common with your group members. What “interesting words” catch your attention? (3 total by Tues. 9/5) (about 10 minutes each)
- Review / revise two resource pages made by group members (by Tues. 9/12) (20 minutes)

Thurs. 9/7

- 45-question 90-minute quiz, one attempt (terminology, dictionary skills, etymological notation, recognizing patterns of change in form and meaning of Latin nouns, identifying Latin roots of English words, and word analysis)
-

Evaluation Sessions

Session 1 (John Collins, spouse, Philosophy professor)

We reviewed the course and daily activities. John asked for clarification on a few items. Namely, he asked about the time range for the instructional quizzes, the use of the different symbols for the bulleted lists of activities, and the “quiz” nomenclature.

- A student may not have any idea what’s expected with such a wide range of time (**5-45 minutes**) for the **instructional quiz**. I will let students know, in the introductory information about the course, and in the quiz assignment itself, that students can complete the quiz as many times as they like to practice the applicable skills. They may choose to complete it just once, completing it in as few as 5 minutes, or they may choose to repeat it several times. I do not expect the bank would be hefty enough to merit repeated attempts beyond 45 minutes.
- The different symbols used for the list of the day’s activities, **bullet vs tilde**, is subtle and the differentiation is not immediately apparent. I will point this visual messaging to students; it is meant to help them understand at a glimpse what they have to do for that day (the bullet), and what they should be thinking about (the tilde).
- John asked why I’m not calling the 90-minute timed quiz a test, because that’s obviously what it is. My answer is that I’m going with the **Canvas terminology** instead of what’s familiar from the traditional classroom. I have found that in other classes that it can be confusing to try to maintain the traditional terms, for instance, referring to what I’m now calling an “instructional quiz” as an “assignment” or “practice” or “drill.” It’s labeled as a quiz in Canvas, and that’s one place where students can always find it, so I’ve decided to try maintaining that nomenclature instead of forcing the traditional classroom conventions on our online learning environment.

After my conversation with John, I included more specific information on the content of the instructional quiz, the resource bank, and the unit quiz.

Session 2 (Helen Wilbourne, child, Biology undergraduate)

We reviewed the course and daily activities. Of my evaluators, Helen fits most squarely into the course’s target audience. She brought up the recommended reading time for the chapters, the discussion prompt, the amount of work, group work, and deadlines.

- Helen, a self-declared “slow reader,” suggests I include a statement about individual reading times being different. I believe the “about” covers the possibility of slower and faster readers.

- It wasn't clear when Helen read the prompt that the questions provided are suggestions for discussion, rather than assigned topics to address. I have made this clearer in the prompt.
- While Helen says it seems to be a reasonable amount of work with good pacing for an online asynchronous class, she's not a fan of all the group work. I can relate to this. I've struggled to assign group work in classes because I also dislike it as a student. I have tried to ensure that no individual student grade will be affected by the work that group members do or do not do.
- Helen agrees that deadlines are very helpful in an online class, and she appreciates them.

After my conversation with Helen, I considered whether to add a statement to the reading time to explicitly state that individual reading times may vary, but I decided not to. I made it clearer that the discussion response prompt shows a suggested topic for response, rather than a required topic.

Session 3 (Emma Wilbourne, child, rising 9th grader)

After Emma and I reviewed the course and daily activities, her strongest response was in appreciation of the suggested times for the activities. She thought that would be very helpful to a student who needed to budget their time. She was interested in the course content based on the information in the sample unit, especially "etymological notation."

Recommendations

Because of the asynchronous delivery method, the introductory materials for the course must be the obvious place for the students to begin. These materials must clearly show students what to expect in the course, and must help them see what the different types of assignments they'll be asked to complete are, as well as *how* they'll be asked to complete them. Make the course expectations and assignment types clear in the introduction. All assignments will, of course, have clear instructions, including due date, but it will help students feel confident in their first steps if they can see an overview of the entire course.

Since the course has regular daily deadlines and staggered discussion and group work, students will benefit from a complete course calendar. All assigned work, including pages to read, will appear on the calendar so they appear on students' to-do list in Canvas. This will help them stay on top of their work.

The shared resource bank is the most wild-card element of the course. I have not had students complete collaborative work like this before. It may end up being a complete disaster – I will have to watch it over the semester and re-assess once the course concludes whether to continue that or what tweaks to make to ensure it goes smoothly. Because of the shared resource bank, I will create static groups for the class, instead of having them randomly generated for each unit, as I have done in other classes.