

## Sample Roadmap, English 101, Spring 2017



### Calendar:

- How long is the term?
- What are the holidays this term?

<b>Calendar</b>	
Length	15 weeks of instruction plus finals week
Start Date	Monday, February 6, 2017
End Date	Monday, June 5, 2017
Finals Week	Tuesday, May 30 – Monday, June 5
Holidays	<ul style="list-style-type: none"> <li>• Friday, February 17 – Monday, February 20</li> <li>• Thursday, March 30 – Friday, April 7</li> <li>• Sunday, April 16</li> <li>• Monday, May 29</li> </ul>

### Units:

- What is the best way to organize your course content, given the number of weeks and course SLOs? Determine the number of units and the length of each unit.
- These units can become your Modules in Canvas, and you can add content such as content pages, assignments, discussions, and quizzes to each module

<b>Units</b>	
<u>Name</u>	<u>Length</u>
Unit 0: Orientation Unit	1 week
Unit 1: The Writing Process and Essay Structure	3 weeks
Unit 2: Analyzing and Responding to a Text	3 weeks
Unit 3: In-Class Essay Writing and Introduction to Research Methods	4 weeks
Unit 4: Final Exam Preparation and Incorporating Research into an Argument	4 weeks
Unit 5: Final Exam and Turning in Your Research Paper	1 week

### For each unit:

- What are the objectives (these should tie to the course SLOs)?
- What *formative* (smaller, periodic, lower-stakes) assessments will you use to determine whether students are meeting the objectives?
- What *summative* (higher-stakes, at the end of the unit) assessments will you use?
- What activities will be included in the unit?
- What resources do students need to succeed in this unit and to learn the material required for the formative and summative assessments?

<b>Unit o: Orientation Unit (Week 1)</b>	
<u>Objectives</u>	<p>At the end of Unit o, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Navigate our Canvas course shell</li> <li>2. Identify important information from the syllabus, including the course communication, drop, attendance/participation, and late work policies</li> <li>3. Compose emails that follow the email etiquette guidelines given</li> <li>4. Post to a course discussion forum and respond to other students in a way that shows respect and adherence to the netiquette policies given</li> <li>5. Upload a document in a Canvas Assignment</li> </ol>
<u>Assessments</u>	<ol style="list-style-type: none"> <li>1. Syllabus quiz that will focus on the most important course policies</li> <li>2. Email etiquette assignment will ask students to compose a sample email that follows the email etiquette guidelines given; students will save the email as a file and upload their submissions to practice uploading a file</li> <li>3. Introduction discussion forum will require students to post a reply to the questions given and respond to at least two other students</li> </ol>
<u>Activities and Resources</u>	<ol style="list-style-type: none"> <li>1. Course Syllabus and Syllabus Quiz</li> <li>2. Welcome video that shows how to navigate our course shell</li> <li>3. Email etiquette Prezi presentation and activity</li> <li>4. OEI Readiness Modules</li> <li>5. Netiquette Infographic</li> <li>6. Introduction discussion forum</li> </ol>

<b>Unit 1: The Writing Process and Essay Structure (Weeks 2-4)</b>	
<u>Objectives</u>	<p>At the end of Unit 1, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Write college-level essays that demonstrate strong argument, content, and depth of development (<b>course SLO</b>).</li> <li>2. Set up a Word document in correct MLA format.</li> <li>3. Use appropriate academic language and tone.</li> </ol>
<u>Assessments</u>	<p><u>Formative Assessments:</u></p> <ol style="list-style-type: none"> <li>1. They Say/I Say Journals 1 and 2</li> <li>2. Discussions 2-4</li> <li>3. Reading Quizzes for Chapters 1 and 2</li> </ol> <p><u>Summative Assessment:</u></p> <ol style="list-style-type: none"> <li>4. Essay 1</li> </ol>
<u>Activities and Resources</u>	<ol style="list-style-type: none"> <li>1. Essay structure Prezi and video (<i>instructor-created</i>)</li> <li>2. Essay structure skeleton notes (<i>instructor-created</i>)</li> <li>3. Sample essay and prompt document and explanation (<i>instructor-created</i>)</li> <li>4. MLA format demonstration video (<i>instructor-created</i>)</li> <li>5. Works Cited guidelines Prezi (<i>instructor-created</i>)</li> <li>6. Finding your academic voice Prezi and video (<i>instructor-created</i>)</li> <li>7. Common grammar and clarity issues PowerPoint and video (<i>instructor-created</i>)</li> <li>8. Weekly discussions</li> <li>9. Weekly ConferNow sessions—discussions of Chapters 1 and 2</li> </ol>

**And so on! You would want to do this for all of the units in your course!**