



The Language, Technology & Research Centre
Academic Writing for Online Delivery

Module Planner Completion Guide



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OVERVIEW

The module planner is essentially a map of all the components of the Academic Writing course. It offers a bird's eye view of the units/lessons, corresponding objectives, activities, resources and assessments. As the Subject Matter Experts for Academic Writing I and II, you will have to complete a Module Planner Template. You will find that much of the course outline content will be transferred (with a little modification in some cases) to the Planner Template.

This guide is meant to provide explanations and tips/suggestions to assist you in producing the most effective Module Planner for the Academic Writing courses for online delivery.

PRELIMINARY SECTION

Course Name and Code:

Please enter the name and code of the course being developed.

Depending on your area of focus, you would enter Academic Writing I (COM1020) or Academic Writing II (COM2014).

Subject Matter Expert:

As the developer of the course content, you are the Subject Matter Expert so you are expected to enter your full name in this section.

Unit Number and Name:

This is where you put the number and the name of the unit of instruction which is to be developed. Start each unit on a new sheet.

Unit Duration:

State in weeks how long each unit will last. Remember that UTech, Jamaica has a 13-week semester. Ensure that the total number of weeks do not surpass this figure.

Unit Objectives:

The course outline for each module provides unit objectives which may be used in this section. Double check the objectives and make the necessary modifications (if needed). Ensure that the objectives are aligned to the unit and that they are S.M.A.R.T. (specific, measurable, action-based, realistic and time-based). Try not to have 2 objectives into one. Each objective should have 1 specific action to be completed.

Problematic: e.g.students should be able to identify and list.....

Better:students should be able to list

MAIN SECTION

Lesson Number and Name:

Indicate the number and the name of the lesson being developed. You may find that your lessons may have sub-sections; number and name the sub-lessons accordingly. Indicate also, the minimum number of hours to complete each section.

Please refer to the example below:

Lesson 1 –Communication (3 hrs)

<i>Unit 1: Lesson 1.1</i>	<i>The Communication Process (1 hour)</i>
<i>Unit 1: Lesson 1.2</i>	<i>Enhancers of Communication (1hour)</i>
<i>Unit 1: Lesson 1.3</i>	<i>Language Skills (1hour)</i>

Try to be creative in the naming your lessons. If creativity bank is low, don't worry about it. Ensure that the topic is relevant but interesting.

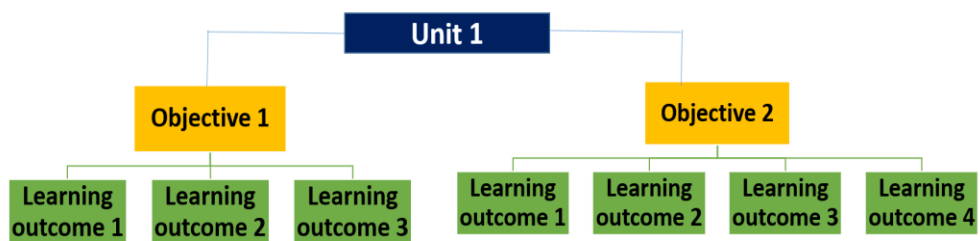
Lesson Objectives:

For our Academic Writing modules, lesson objectives are the different learning outcomes of the unit. You should use the S.M.A.R.T. criteria in writing your learning outcomes and try to ensure that you use more objectives from the higher levels of Bloom's Taxonomy of verbs. S.M.A.R.T. objectives are:

- **S**pecific - Clearly identifies a particular knowledge or skill that learners are expected to demonstrate following training.
- **M**easurable – The performance can be observed and be measured.

- **A**ction-based (Achievable) - Active verbs are used to represent the behaviour being measured and the behaviour can be completed in the time span given.
- **R**elevant - The objective is related to the skills and content that students should learn.
- **T**ime-based - Include the time-frame in which learners are expected to achieve objectives, usually by the end of a unit or lesson.

The unit content (lessons) are a good indicator of what each lesson objective will look like. It may be a good idea to determine which lesson objective is aligned to which unit objective. When you have crafted all your lesson objectives for a unit, double check to ensure that all unit objectives are accounted for in your lesson objectives/learning outcomes.



Resources and Information Carriers:

The resources are the materials (text, video, software etc) that the students will need to complete the objectives that you have outlined.

For your lectures, you may utilise the following information carriers from Moodle:

- Page
- Book
- File

You may also use the following non-Moodle resources to present your lecture notes:

- Videos
- PowerPoint
- Lecture notes saved as a pdf or word file

After you have listed the learning resources for each lesson, ensure that you also indicate the information carrier where applicable.

Learning Activities and Information Carriers:

Learning activities include quizzes, brainstorming, games etc. The course outlines details will also have some very detailed activities that you can incorporate in this section.

Information Carriers for activities from the Moodle platforms include forum, chat, quizzes, glossaries, assignments, feedback, journal, workshop, wiki. Non-Moodle information carriers include collaborative white boards, polls, multi-player quizzes. As with your resources, when you list your activities, please indicate the information carriers (Moodle and Non-Moodle) which you will be using.

Although at this point, you will not be writing all details about the activity, try to provide enough information so that it is clear what the activity will cover.

Problematic: Practice

Better: Critical Review Practice – Peer review each other's critical review.

Ensure that your lesson objectives/learning outcomes and lesson content are accounted for/addressed in your activities.

Problematic:

Lesson Objectives	Learning Activities
<ol style="list-style-type: none"> 1. Define expository writing. 2. Cite examples in of expository writing in everyday life. 3. List the different patterns of organization. 4. Differentiate patterns of organization. 5. Explain the appropriateness of contexts in each pattern of organization in expository writing 6. Create paragraphs using different patterns of organization 	<ol style="list-style-type: none"> 1. "Exposed!" - Identifying expository pieces from among a group and justify selection. 2. Timed game quiz on expository writing and patterns of organization <div style="background-color: #f4a460; padding: 10px; margin-top: 10px;"> <p>The activities are interesting but "<i>Patterns of organization</i>" (objective and content) is not addressed at all in the activities.</p> </div>

Better:

Lesson Objectives	Learning Activities
<ol style="list-style-type: none"> 1. Define expository writing. 2. Cite examples in of expository writing in everyday life. 3. Differentiate the patterns of organization. 4. Explain the appropriateness of contexts in each pattern of organization in expository writing 5. Create paragraphs using different patterns of organization 	<ol style="list-style-type: none"> 1. "Exposed!" - Identifying expository pieces from among a group and justify selection. 2. Peer share- Create expository pieces for feedback from peers using different patterns of organization. 3. Timed game quiz on expository writing and patterns of organization

NOTE: Try not to have too many activities in a unit for students to cover and teachers to correct. You do not want to overwhelm the students and overwork the teacher!!!

Assessments and Information Carriers:

For the purposes of Academic Writing for Online Delivery, we will use the term **assessment** for the graded pieces of work only. Use the original assessment pieces for each course and include engagement tasks (participation activities in each unit). Therefore, the assessment section will have 5 assessment pieces for Academic Writing I:

Essay 1	15%
Reading Comprehension	25%
Synthesis Summary	15%
Essay 2	35%
Engagement Tasks (5% per unit)	15%

Academic Writing II will have 4 assessment pieces:

Case Test	25%
Critical Review	25%
Essay	35%
Engagement Tasks (5% per unit)	15%

Try to vary the engagement tasks (do not just have quizzes or forums only) and include the weighting value. Although the planner is a rough map of what the final product will entail, we need to have a clear enough idea of what the assessments entail.

Problematic: Test
Better: Randomised quiz covering lessons 1 - 4

Activities which are reflected in the Moodle Gradebook:

Activity	Grading	Activity	Grading	Activity	Grading
Chat	No	Hot Potatoes	Yes	Wiki	No
Choice	No	Assignment	Yes	Workshop	Yes
Database	Yes	Journal	Yes	Quiz	Yes
Feedback	No	Padlet	No	Lesson	Yes
Forum	Yes	Quizziz	No	Glossary	Yes

NOTE: For the online component, there will be grades assigned for the engagement tasks (15%) for each course. The grades on the ISAS portal however will reflect only the main assessment pieces. Below is a comparative breakdown of the grades on ISAS and Online for each course.

Academic Writing I (COM1020)			
Grades for ISAS		Online breakdown/explanation	
Essay 1	15%	Essay	15%
Reading Comp	30%	Comp Unit 1 Engagement Tasks	25% 5%
Synthesis Sum	15%	Synthesis Summary	15%
Essay 2	40%	Essay Unit 1 & 2 Engagement Tasks	35% 5%
Academic Writing II (COM2014)			
Grades for ISAS		Online breakdown/explanation	
Case Study	30%	Case Test Unit 1 Engagement Tasks	25% 5%
Critical Review	30%	Review Unit 2 Engagement Tasks	25% 5%
Essay	40%	Essay Unit 3 Engagement Tasks	35% 5%

As with the other components, ensure that you have the information carrier for each assessment piece.

Final Step:

Before you submit your module planner, use the Module Planner Checklist and the Activities and Resources Checklist to ensure that you have included all the requisite components.

All the best!
MA Stewart-McKoy

Both courses **MUST** have the following components to be considered and **EXCLUSIVELY** online module:

Requirement	Resource/Activity	Description
Module Guide		A pdf guide which provides a comprehensive overview of the module
Reading list		The books and/or articles which students will need for the course.
Events & Activities schedule		Assessment dates, web/conferencing dates etc. Also to be integrated in the Moodle calendar
Core Resources	Interactive tutorials	The bulk of the module will utilize interactive tutorials accompanied by worksheets, external links etc.
Glossary of key terms	Glossary/iSpring Interactive	Provides an interactive glossary of the key terms in each module
Links to external resources		Self-explanatory. Care must be taken with these. Dr Golding's office has advised us to seek out resources which are publicly free and those that are under the creative commons copyright act.
Basic communication and collaborative tools	News/Announcements	Plugin which provides announcements and news items.
	Chats	Allows students to have a real-time synchronous discussion in the course. May also be used for one-on-one consultation/office hours.
	Forum	Allows for the exchange of ideas by posting to the discussion.
	Choice	Allows students to make a selection from a series of items set up by the lecturer.
	File upload assignment	Requires the uploading of Word or pdf files.

Basic tools for assessment	Text assignment	Requires content to be entered in a text box online.
	Online Quizzes	Allows for a variety of formats including short responses, multiple choice and extended writing activities.
	(Other Plugin) Quizziz	Multi-player online quiz which can also be used for homework activities
	Hot Potatoes	Allows for a variety of formats including short responses, multiple choice and fill in the gap activities.
Advanced Tools for Collaboration (At least 2)	Database	Allows students to build, display and search a bank of record entries on any area of discussion.
	Wiki	Allows students to collaboratively contribute to one file/discussion
	(Other Plugin) Padlet	Online board which can be used for collaborative discussions on any area.
	Groups	Allows for small groupings to discuss, post, respond to each other.
Advanced Communication and Feedback Tools (At least 3 tools)	Feedback	Allows for the creation and conducting of surveys to collect <i>feedback from students</i>
	Checklist	A monitoring tool which allows students to track the completion of their tasks
	Journal	Allows for reflective writing activities and feedback can be given by the tutor.
	(Other Plugin) Zoom (Web/video conferencing)	Can be used for small group meetings to discuss any area synchronously.
Advanced Tools for Online Assessments	Randomised quiz	Quiz activity which allows lecturers to add questions randomly from a pool of questions.

(At least 3)	Journal	Allows for reflective writing activities and feedback can be given by the tutor.
	Workshop	A peer assessment activity plugin. Excellent for having students review each other's drafts of different tasks.
	Badges	Award students for completion/performance at different levels
Structured pathways through materials facilitating self-directed learning (At least 1 tool)	Lesson	A series of content pages which has questions at the end of each. When the student selects a response, he/she is taken to a specific page.
	Book	A series of multi-page multimedia files put together in one file.
Blocks	Quick Directory	Blocks are items placed to the left or to the right of the Moodle page.
	Latest Badges	
	Activities	
	Latest News	
	Q & A Forum	

CHECKLISTS

After you have completed entering the details into the Module Planner template, use the checklist (sent to you as a separate file and in Microsoft Word format for easy editing) to ensure that you have included all the requisite components. Complete the checklist and submit with the completed Module Planner.

Course Name and Code:

Name of SME:

I have inserted the course name and code	
My name in in the SME section	
I have included the unit number and name for each unit	
I have stated the duration of each unit in weeks	
My unit objectives have been modified to reflect SMART objectives	
I have included each lesson number and a creative, relevant lesson name	
My lesson objectives are SMART, relevant and reflect Bloom's Taxonomy	
I have included a wide variety of relevant resources	
My learning activities are varied, relevant, authentic and engaging	
I have included a variety of relevant, authentic and practical assessment formats.	
I have a wide variety of information carriers for the resources, activities and assessments.	
The planner is complete and is error-free	
There is a logical sequence of content and difficulty among the lessons and units	

After you have completed entering the details into the Module Planner template, use the checklist to ensure that you have included all the resources/activities for the course. Complete the checklist and submit with the completed Module Planner.

Course Name and Code:

Name of SME:

Activity/Information Carrier	
Assignment – text entry	
Assignment – File upload	
Chat	
Checklist	
Choice	
Database	
Feedback	
Forum	
Glossary	
Hot Potatoes Quizzes	
Journal	
Multiplayer Quiz (Quizizz)	
Online Quizzes - Moodle	
Padlet (Collaborative whiteboard software)	
Randomised quizzes	
Wiki	
Workshop	
Resource/Information Carriers	
PowerPoint/Flash/Video	
Book	
Page	
Lesson	
File (teacher created notes/examples etc)	
Link to external site (Url)	

ACADEMIC WRITING FOR ONLINE DELIVERY
MODULE PLANNER¹

Course Name and Code:

Subject Matter Expert:

Unit Number and Name:

Unit Duration in Weeks:

Unit Objectives:

Lesson Number & Name Expected completion time	Lesson Objectives	Resources & Information Carriers	Learning Activities & Information Carriers

Course Assessments:

¹ Planner modified for the sole purposes of the Academic Writing for Online Delivery Project