Versioning Dates:



# Course Blueprint

(College – Program)  
(Course Code – Course Title)

Career:

Program:

Plan:

Subplan:

Program URL at OSUOnline

# Course Overview

## Development details

|  |  |
| --- | --- |
| Instructor |  |
| Instructional designer(s) |  |
| Launch date |  |

## Course context

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| --- |
| Course description from catalogue |
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| --- |
| Prerequisite courses and prerequisite knowledge |
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| --- |
| Next courses in sequence |
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| --- |
| Student characteristics (est. number of students, academic and professional experience, etc.) |
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## Materials and technologies

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| Textbooks and readings |
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| Course technology (in addition to Carmen) |
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# Course Learning Outcomes

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| Course goal(s) |
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| --- |
| Major topics and essential questions |
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| Course learning outcomes and supporting objectives |
| 1.  a.  b.  2.  a.  b.  3.    4.  5.  6.  7. |

# Assessments

## Cognitive levels and corresponding types of assessments

|  |  |  |
| --- | --- | --- |
| **Level** | **Course learning outcomes** | **Assessment types** |
| **Create** | 1. Create … | Video, Blog, Original research, Digital story, Anthology, Product, Website, Podcast, App, Wiki, Presentation, Game, Screencast, ePub/iBook, Model, Mashup |
| **Evaluate** |  | Critique, Debate, Blog, Peer Editing, Editorial, Judgments, Reporting, Summary, Hypothesize & Test, Experiment, Problem-based challenge |
| **Analyze** |  | Review, Survey, Mashups, Graphing, Charting, Rating, Spreadsheets, Compare/Contrast, Case studies |
| **Apply** |  | Demonstrate a skill or knowledge, Simulation, Journaling, Operate a tool, role play, portfolio, problem-solving, algorithms |
| **Understand** |  | short answer or multiple choice involving new examples, essay, story-telling, summary, presentation |
| **Remember** |  | multiple choice, matching, true-false, fill-in-the-blank, timelines, bookmarking |

From Anderson & Krawthwohl, 2001, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy*.

## Assessments and alignment to course learning outcomes

**Assessment title**:

**Course learning outcome(s)**:

**Assessment title**:

**Course learning outcome(s)**:

# Week 1 Learning Plan (sample)

## Learning objectives

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| --- | --- |
| Course learning outcomes & weekly objectives | **Course Learning Outcome 1: Something new businesses.**  1a. Identify types of business structures suited to typical new small businesses.  **Course Learning Outcome 3: Something about legal something.**  3b. Explain the legal ramifications of initial business-setup decisions.  3c. Analyze a business-startup situation to determine best legal decisions. |
| Course topics and essential questions | Business structures  What’s the best way to set up a business? |
| Weekly introduction | This week we’re going to start looking at how businesses get started and what those owners need to know about the law. Most entrepreneurs aren’t lawyers, and many won’t be able to afford a lawyer when they first set up their businesses, but the long-term legal ramifications of those initial decisions are huge.  We’re going to talk this week about starting up a business and what you really need to know. |

## Assessments

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| --- | --- |
| **Quiz**: Types of Business (due Saturday, 2 points) | **Assesses**: 1a |
| Take the Week 1 self-check quiz after you have finished the reading for Week 1. | Carmen setup:  -Quiz |

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| **ASSIGNMENT**: Legal System & Analysis Paper (due Saturday, 10 points) | **Assesses**: 2b, 2c |
| Write a paper of no more than 1,050 words to respond to Case 2 in Chapter 3 of *Business Law*.  Follow the case study response format provided in the template, or use an organization scheme of your own. | Carmen setup:  -Document  -Dropbox  -Rubric |

## Learning activities

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| --- | --- |
| **Reading** | **Supports**: 1.1, 1.2, 1.3 |
| *Business Law,* Chapter 2  *Business Law,* Chapter 3 | Carmen setup:  -Checklist |

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| --- | --- |
| **Video**: Alumna Sarah Ruxton talks about her startup experience | **Supports**: 1.1, 1.2, 1.3 |
| Watch this introduction video for the week and write down any questions you have. | Carmen setup:  -Document (embedded video) |

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| --- | --- |
| **Discussion**: Introducing Ourselves (post by Wednesday) | **Supports**: N/A |
| Let’s all introduce ourselves and get to know each other as a class. I’d like everyone to post a short bio to this discussion forum (by clicking Add a new message when you get into the discussion). If you already know most of your classmates, be sure to include some new information they might not all know about you.   * General information about yourself as a person, a professional, and a student * What your business law background is—whether you currently work in the field or you’re new to it * Your biggest question, hope, doubt, or fear about the class * You might also attach a brief audio or video recording or include a photo, either of yourself or of something that represents you well. * View your classmates’ bios and reply to as many as possible to begin forming connections with your class community. | Carmen setup:  -Discussion |

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| **Discussion**: Week 1 questions | **Supports**: N/A |
| How did you come to enroll in this course or program? Do you have experience with the topic? What do you hope to gain from this class? Keep the information you include, and the tone you use (i.e., language, approach) professional and relevant to participation in the course.  Include professional and personal information. | Carmen setup:  -Discussion |

# Week 2 Learning Plan

## Learning Objectives

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| --- | --- |
| Course learning outcomes & weekly objectives | **Course Learning Outcome X:**  Xa.  Xb. |
| Course topics and essential questions |  |
| Weekly introduction |  |

## Assessments

|  |  |
| --- | --- |
| Type: Title (due Day X, Y points) | Assesses: |
|  | Carmen setup: |

|  |  |
| --- | --- |
| Type: Title (due Day X, Y points) | Assesses: |
|  | Carmen setup: |

## Learning Activities

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| --- | --- |
| Reading | Supports: |
| Chapter X  Chapter Y  Chapter Z  “Article ABC” | Carmen setup:  -Checklist |

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| --- | --- |
| Type: Title | Supports: |
|  | Carmen setup: |

|  |  |
| --- | --- |
| Discussion: Week 2 questions | Supports: N/A |
| Student directions | Carmen setup:  -Discussion |