Course Design
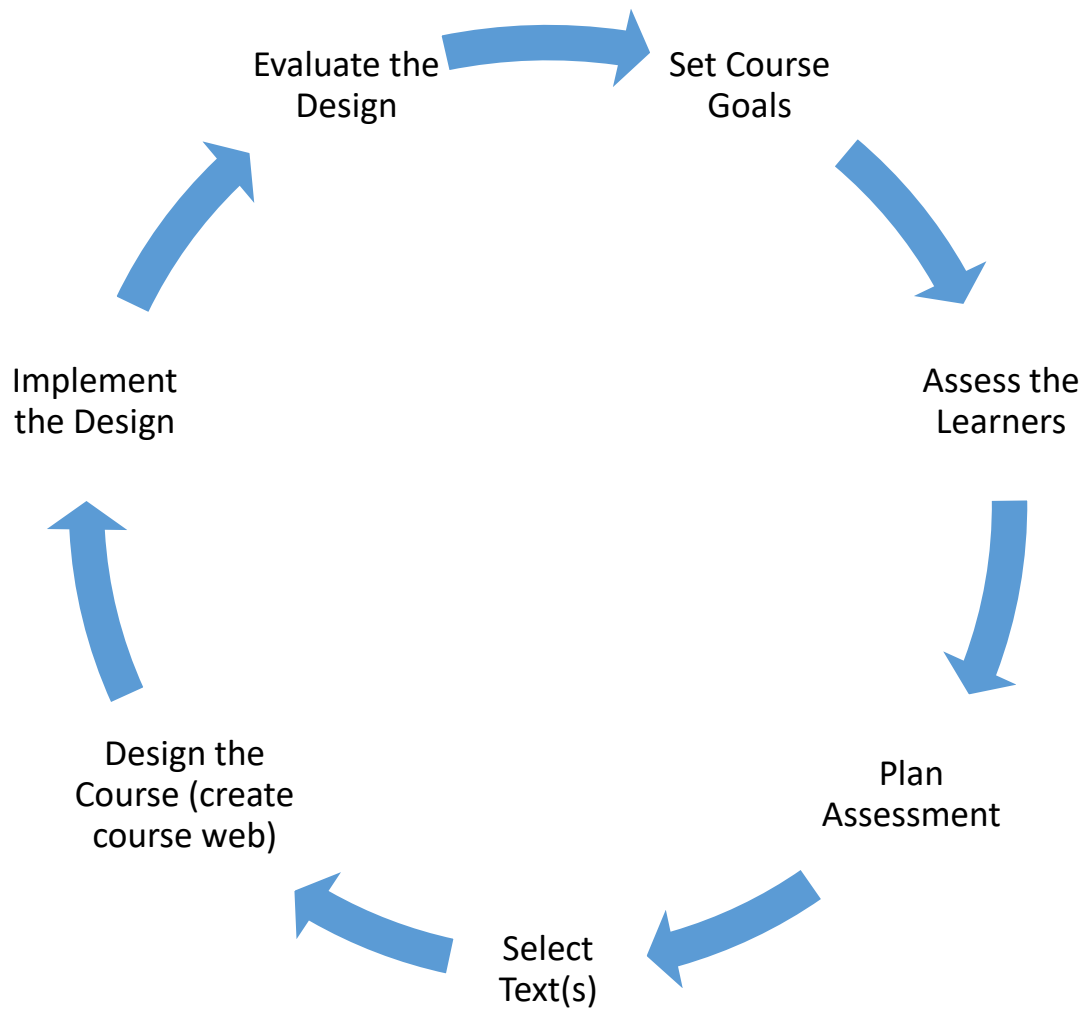## Michael Hunter Schwartz
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The Recursive Course Design Process*

Evaluate the Design

Set Course Goals

Assess the Learners

Plan Assessment

Select Text(s)

Design the Course (create course web)

Implement the Design

*All three pages in this handout are based on MICHAEL HUNTER SCHWARTZ, SOPHIE M. SPARROW, AND GERALD F. HESS, TEACHING LAW BY DESIGN, ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM (2d Ed., Carolina Academic Press, 2017).

Textbook Evaluation Tool

Author(s) Title Publisher	Congruence with Your Objectives	Case Selection and Sequencing	Quality and Quantity of Problems	Quality and Quantity of Questions	Teacher's Manual: Assessment Help	Teacher's Manual: Teaching Help
Text #1:						
Text #2:						
Text #3:						
Text #4:						
Text #5:						

Course Design Checklist

☐ **Determine what you want students to know, value, and be able to do**

☐ **Figure out who your students are**

☐ **Decide how you will assess students and draft assessments**

☐ **Choose texts**

☐ **Design each part of the course**

☐ **Design the course as a whole**

☐ **Create a syllabus that**
  ☐ Provides the basic information students need and addresses all the issues that reasonably might arise in the class;
  ☐ Engages students;
  ☐ Communicates high expectations;
  ☐ Includes challenging and appropriate reading and problem-solving assignments;
  ☐ Paces the course carefully to make sure the course has an engaging opening and an effective closing and avoids the end-of-semester rush; and
  ☐ Devotes instructional time to problem-solving instruction and experiences.

☐ **Create a course webpage (if you have decided to have one)**

☐ **Implement your design**

☐ **Evaluate your design**