­USask Course Big Picture

**Course thesis statement: *My course empowers learners to (consult the
USask Competencies)***

Course name:

Course number:

|  |  |  |
| --- | --- | --- |
| Map with pin with solid fill**Mapping my course** | Why students should take the journey of my course |  |
| USask Priorities this course supports |  |
| What the course is trying to accomplish in our program |  |
| What students already know or can do when before the course |  |
| How this course support students to have a sense of belonging and ability to succeed |  |





Assessment of learning:

Assessment as and for learning:

Example: Evaluate the quality of an argument using appropriate tests and examples.

**C. Learning Activities:
 What is the best way for each student to get to the destination given the outcome, assessment?
 How will they learn, practice, get feedback, and reflect?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***I will*** | ***Practice*** | ***Feedback*** | ***Reflection*** |
| Outcome: |  |  |  |  |
| Outcome: |  |  |  |  |

**Double check your course thesis:** *Are your students empowered to do what you intended because of what you have planned?*

Assessment as and for learning:

1. **Course Outcomes: What do I want my learners to be able to do in the end given my mapping above?**
2. **Assessment:
How will I know my learners are on the right path for the outcome I wrote (assessment as, for)?**

**How will I know they have reached the destination for the outcome (assessment of)?**

***Refer to the USask Assessment Principles.***