HU-TEACH Instructor Worksheet*

Instructions: Please complete this sheet to provide background information for your reviewers so that they can evaluate your redesigned course site in the appropriate context. Also, use this worksheet to ensure that you have included all of the information reviewers need to see in your syllabus.

Basic Course Information

1. Your Full Name: Anna Allen
2. Department: Biology
3. School/College: COAS
4. Course Title and Number (e.g., ENGL 114 College Grammar): BIOL200 Genetics
5. Course Access URL (e.g., http://www.blackboard.howard.edu): https://howard.blackboard.com
6. Percentage of instruction online:
   - 30%
   - 60%
   - 100%
7. Did anyone collaborate with you on the design of this course? If so, please provide the name(s) and email address(es).
   No
8. Is the course part of a sequence (e.g., BIOL 101 and 102)? If so, do all courses in the sequence use the same overall structure and technology?
   Not part of a sequence
9. Is this syllabus a standard syllabus developed by your program or department? If so, are you required to use it?
   No.

Course Tools, Policies, Requirements, Format

1. On which learning management system (e.g., Blackboard), if any, does your course reside?
   Blackboard
2. If none, what type of online platform is hosting your course (e.g., Facebook, PbWiki, or a personal website)?
   n/a
3. If the course is not offered on Blackboard, please copy or link to the vendor’s statement certifying that the platform is accessible to students with disabilities.
   n/a
4. Are you going to require students to complete a tutorial on the use of the platform prior to the beginning of the course? If so, include this information in the syllabus.
   No, most should be familiar with Blackboard, however, I will include the link to the Blackboard FAQ site and CETLA webpage for those students who have issues with using Blackboard and need more information.
5. Are you going to use tools and software other than, or in addition to, a learning management system to deliver the course? If so, include them in the syllabus.
   No.

6. In your syllabus, state any institutional accessibility policies that apply to online instruction. How do you plan to implement these policies in your course?
   Comments made in syllabus and will addressed on a case-by-case basis with students when approached.

7. Are there any other course or institutional policies with which your students must comply? If so, include them in your syllabus.
   Noted in syllabus

8. Is prerequisite knowledge in the discipline or are other competencies required in the course? If so, include them in your syllabus.
   Prerequisite of having taken and passed BIOL101 and BIOL102 with a minimum of a C. This is stated in the syllabus.

9. Are there general or specific technical or computer skills required for students to succeed in the course? If so, include them in your syllabus.
   Basic computer skills and familiarity with Blackboard and the internet required.

10. Indicate the face-to-face or on-site components in your course (check ALL that apply):
    - Exams ✓
    - Labs ✓
    - Clinical observation or tasks
    - Lectures ✓
    - Discussion ✓
    - Presentations
    - Orientation ✓
    - No face-to-face components
    - Other (please specify):
      Working Problems ✓

Course Learning Objectives, Materials, Technologies

1. In your syllabus, list the course-level and/or module-level objectives for each unit of the course.
   Note: It may not be possible to complete the course review if measurable learning objectives are not present.
   Done.

2. What is the source of the learning objectives?
   - Created by the instructor ✓
3. Why are the learning objectives appropriate for the level of the course?

   This is an introductory course to the whole field of genetics. I need to cover a large amount of material in this course to prepare the students for multiple upper-level electives. Therefore, the learning objectives are a little broader than you would find in an upper-level course. I want to make sure students touch on all the aspects of genetics, however those areas that are of significant importance in multiple other areas/course of biology (ie- DNA structure, etc) will be covered in more depth.

4. In your syllabus list the major instructional materials required in the course (e.g., textbook).

   Genetics Essentials: Concepts & Connections
   Benjamin A. Pierce
   W.H. Freeman and Company

5. Why did you choose the instructional materials to achieve the course objectives? Comment on the currency of the materials and the variety of perspectives they represent.

   This textbook is a basic introductory genetics textbook that is more stream-lined and focused than other genetics textbooks. The 2nd version that I utilize was released in 2013 and covers all the major topics in genetics.

6. Does the course use technologies such as audio/visual components, hardware, software, subscriptions, or plug-ins? If so, specify in your syllabus.

   The course will require the students to have access to the course Blackboard site, which will be automatic upon the student’s enrollment in the course. In addition, they will have to be able to access/view Tegrity videos, which is explained in both Blackboard and Tegrity the hardware requirements.

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Course Interaction Components

1. Does the course include any real-time instructor/student interaction online or in the classroom? If so, briefly describe. If online, is the real-time component optional or mandatory?

   The course includes real-time instructor/student interaction via the classroom and this will be mandatory, as the class is only 30% online. The class periods where none of the material has been posted online, will consist of lectures, quizzes, interactive activities, and student discussions. The class periods where the material has been posted online will consist of allotted time for questions regarding the online material, and then utilization of the in-class period to practice utilizing the material via answering genetic problems, performing small-group activities, and holding class discussions.
2. In what ways are students required to interact online with the instructor?
   Students are required to answer discussion board questions that the instructor has presented via Blackboard.

3. Are students asked to introduce themselves to the class online? If not, please explain why online introductions are not appropriate for your course.
   Students will be required to introduce themselves via Blackboard to the entire class through the Discussion Board.

4. Is online student-to-student interaction (e.g., on discussion boards or in group work) appropriate in this course? If not, please explain.
   Yes, this is appropriate and will be accomplished mainly through the discussion boards. Students will occasionally be required to post one discussion board questions, and respond (or answer) two questions posted by other students in the class.

5. Are any course instructions, activities, instructional materials, or feedback provided by individual emails, the gradebook, or by tools or platforms outside the primary online classroom? If so, explain what they are and how reviewers can access them.
   The students taken in-class quizzes that will be graded and the grades reported in gradebook. In addition, this course involves a laboratory and all laboratory quizzes

Instructor Perspectives

1. Are you familiar with the Quality Matters (QM) Rubric? Have you had any training on the QM rubric (e.g., CA12 Assessing Online Courses workshop)? If so, did you design this course based on the rubric or modify it to meet QM standards?
   I was not familiar with the QM Rubric before attending the mandatory HU-TEACH workshop where Mr. Carl Brown briefly introduced it and told us we must meet all the standards given “3 points” in our syllabus and online material.

2. On what particular aspects of this course would you like feedback from the reviewers?
   On whether the amount of material for online (at home) is too much, too little, or just enough. I feel I’m having a hard time judging what is enough and too much.

3. Is there anything else you want to communicate to the reviewers about your course?
   No.

*adapted from the Quality Matters “Instructor Worksheet—Sample” (© 2012 Maryland Online, Inc.) for use only at subscribing institutions such as Howard University