

Tips for Writing Online 801 Courses

Questions to ask before writing:

- What are the thesis components?
- What are the standards and expectations for students?
- What are the Program Learning Outcomes (PLOs)?
- Do you have access to PLO and/ or Final Review Rubrics? (most departments have them)
- Ask your Director/ build team if there are sample 801 courses that you can look at for guidance. If possible, ask for access to one with the content fleshed out and one with just resources, media, and links. Which will work better for your purposes?

Possible module topics

- How to succeed in this class
- Project planning and deadlines (with accompanying project management templates from your field if appropriate)
- Production cycle, time management, and goal setting
- Tracking thesis progress
- Idea development/ generation
- Idea refinement
- Writing standards for the industry/ thesis
- Samples of past student thesis projects
- How and where to *research
- How to avoid *plagiarism (verbal and visual)
- Verbal and visual presentation skills, strategies, and accompanying docs (i.e. presentation rubrics)
- Evaluation: how to assess whether you (students) are meeting your goals (how to self-assess, how to ask for feedback, who to get feedback from and what to get feedback on)
- Common pitfalls: Imagine a typical group of students. What are the common pitfalls that come up? Address those in your course.
- Preparing to submit/present the thesis
- Bringing it all together

**The AAU Library has created modules on how to research, how to avoid plagiarism, how to use the library, how to find articles, etc.. They can create a customized tutorial for your course (citation do's and don'ts, quoting properly, summarizing, paraphrasing, etc.).*

Writing Student Learning Outcomes for 801s

Student learning outcomes for 801s

- Will vary depending on the nature of the program and the project
- Are often about the "process"
- Relate to using, applying, reading and discussing the resources, media, and/or content available in the modules
- Relate to what the students are delivering
- Often focus on milestones: larger milestones and/ or smaller, weekly deadlines that are process related
- Use active, measurable verbs. Examples **here**

Examples of effective student learning outcomes:

- Analyze and discuss _____ and its role in the _____ process
- Establish individual goals for the class through identifying _____
- Present work in progress for review
- Assess progress and adjust timeline as necessary
- Complete drafts of _____
- Apply/utilize _____ method to/in project
- Finalize developmental process materials
- Identify and discuss best ways to present _____
- Compile work in progress for presentation
- Submit final version of _____ for review
- Analyze and evaluate thesis work designed and executed by previous students
- Read and discuss how the key points of _____ relate to your _____
- Research _____ and apply findings to _____

Visit Faculty Development's **website** for useful documents related to writing effective learning outcomes and other support materials.



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