

Creating Course Document Drafts: Schedule, Syllabus, and Protocols

Introduction

While the instructions for creating drafts of each of the above three course documents are much the same, individual instructions appear below for each document. This is because within each section are links to individual document templates, document examples, and other information. You will have the opportunity to revisit these drafts in the weeks ahead, so view them as works in progress.

HTML web pages are the preferred format to present online content in your blended learning course since they can be opened quickly using any internet browser, do not require additional software, and can be easily navigated by screen readers. PDF files are quite popular as well and may be made accessible to screen readers.

We will be starting from Microsoft Word templates because of Word's ubiquity. Each template makes use of the heading structure core to accessible web documents. If you do not have Word, you can apply the [underlying document formatting principles](#) to the word processing program of your choice. If you are experienced in creating accessible HTML files, you may find it preferable to work in the web development program(s) of your choice.

For more information regarding accessibility of various file types, visit the [Creating Accessible Course Content](#) page on UCF's Teaching Online website.

Resources Needed

- Current copies of the course documents (Schedule, Syllabus, and Protocols) for the course you are preparing for blended learning. If you do not have these documents, you can start creating them in this activity.
- Microsoft Word (preferable Word 2007 or higher)
- [Course Blueprint](#) (from Week 01 of the BlendKit Course) [Word doc; size=349kb]

Creating Your Course Schedule

One of the learning activities last week was to create a design document called a Course Blueprint. You may find it useful to refer to this Course Blueprint as you design your course Schedule. At this point in time, your Schedule is a work in progress. As you revise your Course Blueprint and think through the design of your blended learning course, you may wish to modify your draft Schedule.

Note: While many faculty include a course schedule within their Syllabus, when working with web content, it is useful to break course documents into multiple, single function files. The course Schedule, especially, is useful for students to scan easily if laid out in a tabular format. Addressing the timing of online v. face-to-face activities is a popular approach. Many students will print the Schedule for reference.

View Blended Course Schedule Examples

- [UCF M Schedule Template](#) (word doc)
- [Oregon State University examples](#)

These Course Document Instructions are part of the [Blended Learning Toolkit](#) prepared by the [University of Central Florida](#) (UCF) and the [American Association of State Colleges and Universities](#) (AASCU) with funding from the [Next Generation Learning Challenges](#) (NGLC). It is provided as an open educational resource under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).



Create Your Schedule Using Microsoft Word

1. **Open** the [Blended Course Schedule Template](#) [Word doc; size=16.4kb]
 - a. Note the use of the heading style and the tabular layout.
2. **Save** this document to a location on your computer (e.g., desktop, document folder) using a file name of your choice (e.g., Schedule_ENC1101_Smith).
3. **Review** the table headings and determine if you would like to edit the text or add/remove columns.
4. **Update** the document with your Schedule information.
5. You may find it useful to think of the Schedule as an outline of your course as you continue to develop it while working through the BlendKit Course.
 - a. If you do not have all of your Schedule information ready now, you can add this information at a later time.
 - b. Continue to revisit your Schedule as you work on other parts of your blended learning course.
6. When you are finished , **save** the document to a preferred location on your computer.

Convert to Accessible HTML/PDF

7. When you are ready to finalize your Schedule, and upload it to your learning management system (e.g., Blackboard, etc.) or your preferred web space, follow the WebAIM instructions below to **convert** your Word document to an accessible HTML file or to an accessible PDF. (TIP: Some content platforms (e.g., WordPress, Canvas, etc.) make it easy to copy-and-paste your content from Word into their what-you-see-is-what-you-get (WYSIWYG) interface, preserving the heading structure. You may wish to try this before converting/uploading.)
 - a. [WebAIM instructions: Word to Accessible HTML](#)
 - b. [WebAIM instructions: Word to Accessible PDF](#)

Creating Your Syllabus

It is common for syllabi to exceed ten printed pages in length. This is fairly lengthy for a web page, though, and this length might hinder students from reading the Syllabus online. You might consider limiting your Syllabus to 3-5 printed pages and annexing remaining content to additional single-function documents. If each document has a clear functional title, this can also make it easier for students to find the information they need.

View Blended Course Syllabus Examples

- [Dr. Bernardo Ramirez](#) – UCF graduate health informatics course

Create Your Syllabus Using Microsoft Word

1. **Open** the [Blended Course Syllabus Template](#). [Word doc; size=28kb]
2. **Save** this document to a location on your computer (e.g., desktop, document folder) using a file name of your choice (e.g., Syllabus_ENC1101_Smith).
3. **Update** the document with your Syllabus information.

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4. If your institution has provided Syllabus guidelines, this is a good time to update your Syllabus with **suggested content**. If your institution has not provided such guidelines, you may wish to review the following documents from UCF for any content you find relevant to your course:
 - UCF Faculty Center for Teaching and Learning [Syllabus Statements](#)
 - UCF Provost's [Syllabus Requirements](#)
5. If you would like to add new sections to this document, we suggest that you follow these steps.
 - **Copy** an existing section from the template file.
 - **Paste** this section where you wish to add a new section.
 - **Edit** the heading text for your new section.

Note: Paste your text **below** the headings in the template. If you paste over the headings, you will remove the formatting, and the document will not convert properly to accessible HTML using this instructions below. When you are finished , be sure that you have **saved** the document to a preferred location on your computer.

Convert to Accessible HTML/PDF

7. When you are ready to finalize your Syllabus, and upload it to your learning management system (e.g., Blackboard, etc.) or your preferred web space, follow the WebAIM instructions below to **convert** your Word document to an accessible HTML file or to an accessible PDF. (TIP: Some content platforms (e.g., WordPress, Canvas, etc.) make it easy to copy-and-paste your content from Word into their what-you-see-is-what-you-get (WYSIWYG) interface, preserving the heading structure. You may wish to try this before converting/uploading.)
 - a. [WebAIM instructions: Word to Accessible HTML](#)
 - b. [WebAIM instructions: Word to Accessible PDF](#)

Creating Your Interaction/Communication Protocols

Protocols are the statements of expectations you have for your students vis-à-vis interactions and communications in your blended learning course. Many faculty tend to emphasize their expectations for *technology-based interactions* with an implicit assumption that the face-to-face environment needs no explanation. However, you might wish to delineate any specific expectations you have for your classroom.

View Blended Course Protocols Examples

- [Dr. Bernadette Jungblut](#) – UCF undergraduate international relations course
- [Dr. Beth Young](#) – UCF undergraduate linguistics course
- [Dr. Bernardo Ramirez](#) – UCF graduate health informatics course

Create Your Protocols Using Microsoft Word

1. **Open** the [Blended Course Protocols Template](#) [Word doc; size=26kb]
2. **Save** this document to a location on your computer (e.g., desktop, document folder) using a file name of your choice (e.g., Protocols_ENC1101_Smith).
 - a. **Decide** which sections of the Protocols fit your course and which sections do not.
 - b. **Delete** the sections you do not want to keep.

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- c. The highlighted UCF-specific information is listed for illustration purposes. You will want to **adapt or replace** these sections for use at your institution.
3. If you would like to add new sections to this document, we suggest that you follow these steps.
 - a. **Copy** an existing section from the template file.
 - b. **Paste** this section where you wish to add a new section.
 - c. **Edit** the heading text for your new section.
4. If you have existing protocol information you would like to add, **copy** this information from the existing document, and **paste** it below the heading.
 - a. (Reminder: Do not paste over the heading text. If you paste over the heading, you will remove the formatting for the heading.)
6. When you are finished, be sure that you have **saved** the document to a preferred location on your computer.

Convert to Accessible HTML/PDF

7. When you are ready to finalize your Protocols document and upload it to your learning management system (e.g., Blackboard, etc.) or your preferred web space, follow the WebAIM instructions below to **convert** your Word document to an accessible HTML file or to an accessible PDF. (TIP: Some content platforms (e.g., WordPress, Canvas, etc.) make it easy to copy-and-paste your content from Word into their what-you-see-is-what-you-get (WYSIWYG) interface, preserving the heading structure. You may wish to try this before converting/uploading.)
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 - b. [WebAIM instructions: Word to Accessible PDF](#)