Latin at a Different Pace

Quality Matters Design for Accelerated, Asynchronous Learning

The course design challenge



LAT211: an asynchronous, accelerated summer course

In an accelerated, asynchronous course, students work through a substantial amount of Latin in a short time. We needed clearer connections among learning outcomes, daily tasks, and assessments.

Making the course more accessible and welcoming was also important. The design needed less visual clutter, predictable organization, and learning outcomes written in language that helps students see the purpose and value of their work.

Workshop collaboration

I worked with Jessica Wells in the 2026 QC workshop. Alongside the self-review based on Quality Matters standards, we explored options and discussed pedagogy to make the course content more engaging.

Tools and resources

Resources included Quality Matters standards, Canvas page templates, and syllabus accordions.

Syllabus design

Expandable syllabus sections let students open the information they need while keeping the page less visually crowded.



Selected expandable sections from the revised syllabus

Course design revisions

Every module now states its learning outcomes in student-friendly language and connects the tasks to course goals. Module 2 is one example of these revisions.

Module 2: Learning goal

By the end of this module, you will be able to compose Latin sentences that describe people and things, express relationships, give commands, and describe past actions using appropriate vocabulary and grammatical forms.

Design need	Revision
Make connections to course goals explicit.	Link sentence work to reading and writing, grammar to interpretation, and portfolios to culture.
Clarify tasks and pacing in an accelerated course.	Give step-by-step guidance for practice, quizzes, and portfolios.
Make assignment and quiz pages predictable and visually consistent.	Label purpose, tasks, and criteria; match the design of other course pages.

Accessibility corrections

I identified and corrected many accessibility problems throughout Canvas, alongside revisions to page design.

Reflection

Revising the module overview pages throughout the course prompted me to articulate the purpose of familiar teaching tasks. Writing for students sharpened the connection between a task and the learning it supports.

The process led me to try approaches I initially hesitated to use and consider them from the student's perspective. Student feedback shows that the revised pages make expectations clearer to students and the course easier to navigate.

Next steps

Continue to develop criteria that help students recognize successful Latin work and identify what to practice next.

Embed brief checks in recorded lectures so students apply what they learn and receive feedback before continuing.

Continue reviewing lecture PDFs and PowerPoint files for readability and accessibility.

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