Author Checklist

There are three sections to this checklist. The first section provides a checklist on aspects of the planning process that will help you to prepare and write efficiently. When this checklist is complete you are ready to start considering your unit in more detail and writing the material.

Before you start anything

Phase 1: Planning

	Check Item	Check when YES
1	Do you have a unit title?	
2	Do you have a proposed time scale for the delivery of the course and a project plan that details the key deliverables? i.e. start date and end date of project	
3	Have you prepared an outline plan (structure) for this unit that details how the sections, topics and sub-topics interrelate?	
4	Do you have a copy of the aims of each unit and the topics that are contained in it?	
5	Have you prepared the learning objectives for each unit?	
6	Have you written instructions for the student about how to proceed through the course?	
7	Are you clear on how you will ensure through formative assessment that the student understands this course?	
10	Course requirements: a description of the number and type of assignments	
11	Have you a clear idea of any prerequisites for this course?	
12	Have you thought about what aspects need to be included in the tutor notes?	
13	Have passed on the learning objectives and unit structure to the Learning Technologist at MIMAS?	
17	Have you discussed any special features and requirements for your unit with the Learning Technologist at MIMAS?	

The second section concerns itself with the authoring/writing phase of the project; each of these points should be addressed by the individual unit/topic author/s, the checklist provides an overall reminder of the most important features that should be considered during this process. This list will also help you to identify any unintended omissions.

Phase 2: Production

	Check Item	Check when YES
1	Have you prepared an outline plan (structure) for this unit that details how the topics and sub-topics interrelate?	
2	Are any prerequisites made clear at the start of the materials?	
3	Are the learning outcomes/objectives for this topic clear to the student?	
4	Do the materials address all of the specified learning outcomes for this topic?	
5	Have you provided ample opportunity for students to test their progress through the material?	
6	Have you identified additional support items such as books, references and external links?	
7	Have you resolved all copyright issues for content and other items supplied by you?	
8	Have you provided tutor notes? Note: you may want to include these as a guide to course tutors delivering the course remotely	
9	Do the tutor notes include model answers to the coursework where appropriate	
11	Is there a helpful summary of the key points at the end of each unit (chunk of material)?	
10	Have you included appropriate learner centered activity?	
11	Have worked examples been included where appropriate?	
12	Are examples generic enough to be understood by a multi-cultural audience?	
13	Have you included end of topic tests?	
15	Are all references correctly cited and attributed?	
16	Do all figures and tables have a reference caption?	
17	Do the formative assessments give appropriate feedback?	
18	Are all the required elements (topics, activities) of the course clearly marked for the student?	

The third section concerns itself with the review phase of the project; each of these points should be addressed by the content prior to submission of your manuscript to MIMAS.

Phase 3: Review

	Check Item	Check when YES
1	Have you checked all the appropriate boxes in phases 1 and 2?	
2	Are references to other parts of the material correct?	
3	Are links to external sources of information (web links) accurate?	
4	Is the level of the language used appropriate for the intended audience?	
5	Is the writing style clear and direct?	
6	Are clear directions given to the student?	
7	Are familiar or common words are used throughout? Note: if technical words are used they can be explained and added to the glossary	
8	Have you used a conversational tone employing the second person: you, not the learner throughout?	
9	Are paragraphs brief and well structured?	
10	Are sentences short and well structured?	
11	Are Numbered (ordered) lists used to identify sequential steps in a task or process?	
12	Are Bullets (unordered) lists used to list items that are not prioritized or sequential?	
13	Is the tone of the writing supportive and encouraging?	
14	Are terms used consistently?	
15	Are abbreviations and symbols defined in the body text or glossary?	
16	Are bullets, dashes, and numbers used consistently?	
17	Are Instructions stated simply and are easy to understand?	
18	Is spelling and grammar consistent and accurate?	
19	Has the course material been edited for grammar and language, and content verification?	

Wright, Clayton R. *"Criteria for Evaluating the Quality of Online Courses"*. Instructional Media and Design, Grant MacEwan College, Edmonton, Alberta http://www.imd.macewan.ca/imd/content.php?contentid=36