

Syllabus Reminders

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Spring 2016

Course-Level Learning Goals

- Focused on Student Learning

Course-Focused Statements	Student-Focused Statements
This course will include the exploration of sensitivity, accuracy, and consistency in written communication.	The student will be able to critique a written essay for sensitivity, accuracy, and consistency.
This course will involve the concept of Backwards Design.	Students will be able to apply the concept of Backwards Design to writing learning outcomes.
This course will introduce major classifications of therapeutic drugs.	The student will be able to discriminate between the therapeutic and adverse effects of different medications.

Course-Level Learning Goals

Learning goals should use language that allows the faculty member to observe and measure what students have learned. If you can't observe it, how can you measure it? If you can't measure it, how can you assess it?

You can observe *calculate* and *identify* and *critique*, but can you observe *understand* or *know* or *appreciate*?

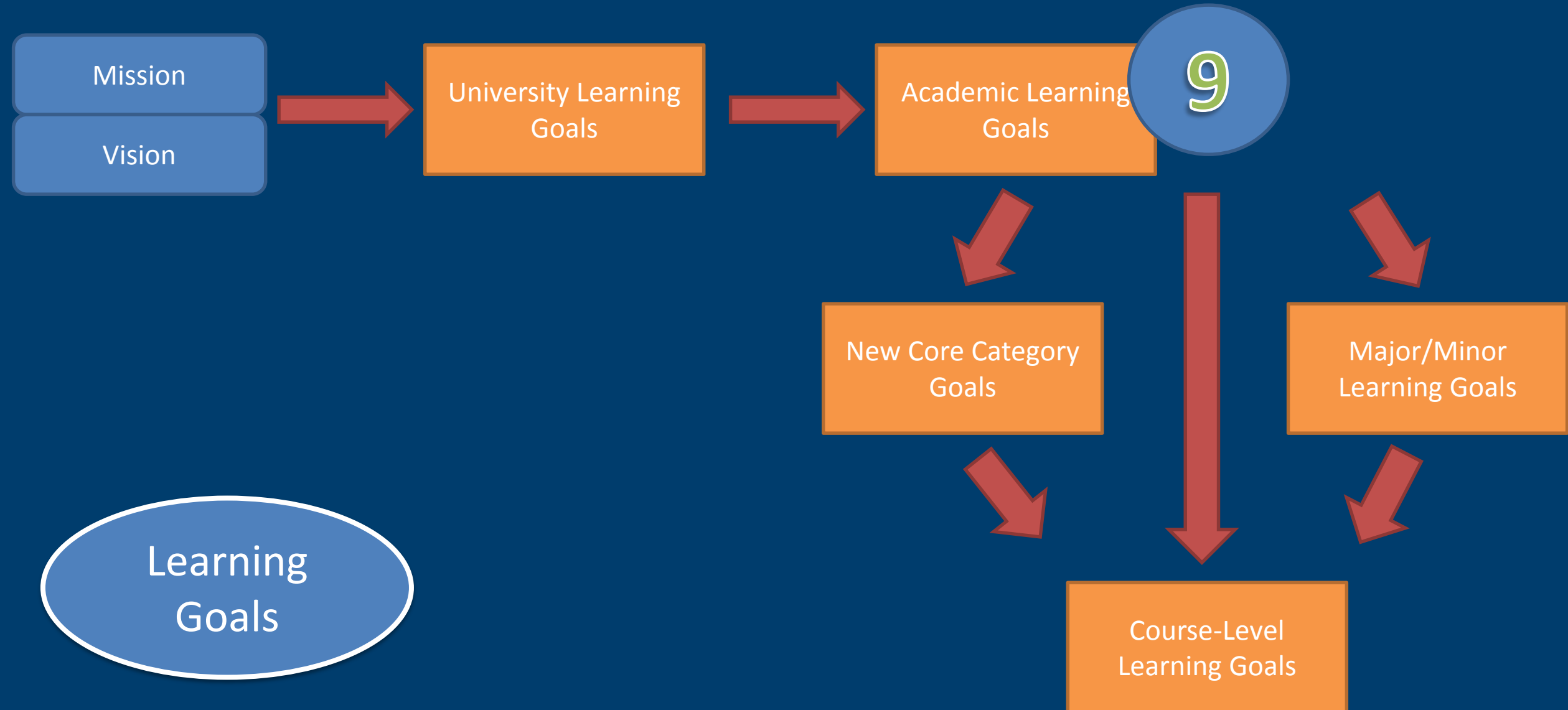
Course-Level Learning Goals

Measurable depends on verbs.

Weak Verbs	Better Verbs
The student will <i>understand</i> the importance of cell growth and reproduction.	The student will be able to <i>explain</i> the importance of cell growth and reproduction.
The student will <i>know</i> about hydraulic brake systems.	The student will be able to <i>service</i> hydraulic brake systems.
The student will <i>demonstrate knowledge</i> of a work of 20 th century British sculpture.	The student will be able to <i>analyze</i> the form and content of a work of 20 th century British sculpture.

Verbs

Connect to Higher-Level Goals



How will learning be measured?

How do you know whether (and to what extent) students have met the goals you've articulated?

How will students know?

Connecting Goals to Measures

Exploring the contours of Native American history will be a means to achieve some larger educational ends. As a course which satisfies the Issues in Social Justice requirement of the Core Curriculum, as well as a course in History, this class will enable students to:

- 1) understand and evaluate the causes behind patterns of social injustice in the American past;
- 2) describe and evaluate patterns of cultural difference and similarity amongst the peoples of North America;
- 3) think critically by interrogating primary and secondary sources, using these sources to fashion their own historical arguments;
- 4) become effective writers who can clearly and elegantly express a complex, thesis-driven historical argument;
- 5) develop skills in public speaking and oral presentation.

Such goals, in turn, support the broader learning goals of John Carroll University. Specifically, students will have the opportunity to develop their skills of critical analysis, as well as written and oral expression. In addition, they will enrich their understanding of diversity and social justice.

Students' ability to meet these enumerated goals will be evaluated by the three major papers they will compose for this class, as well as their oral presentation on particular tribes. Paper 1 will align most fully with goals 2, 3, and 4; Paper 2 will support goals 1, 3, and 4. Paper 3 will link with goals 1, 3, and 4. The oral presentation will support goals 2 and 5.

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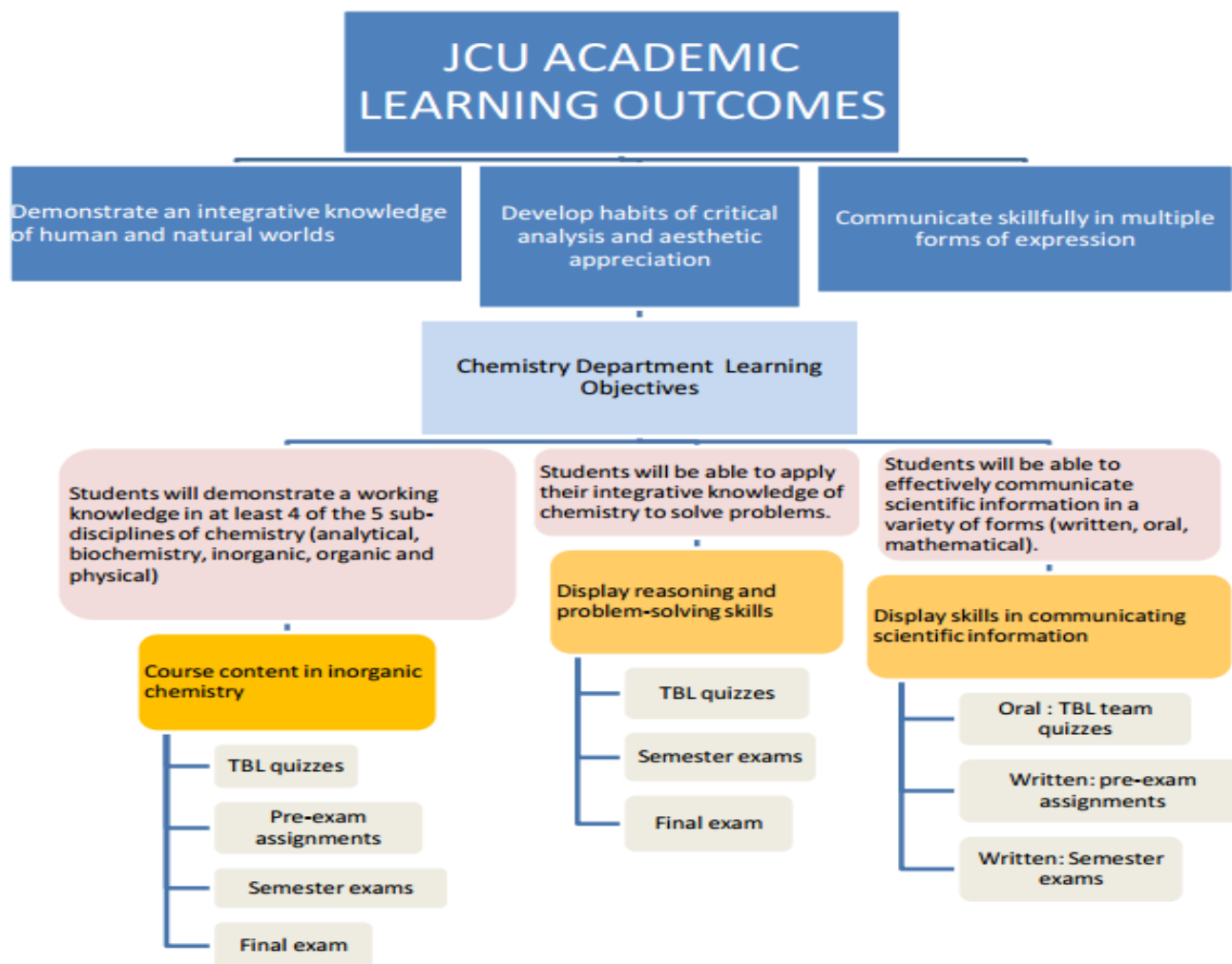
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Connecting Goals to Measures

Concept Map




Connecting Goals to Measures

Chart

Course Learning Goal	Department Learning Goal(s)	University Learning Goal(s)	Assignment

Assessment Resources



Syllabus
Guidelines

Further
Reading