FUNDAMENTALS OF COURSE DESIGN

Session 1: Developing Learning Goals

Session 2: Assessment and Exam Design (Tuesday, Feb 9)
Session 3: Writing a Syllabus (Thursday, Feb 25)
Session 4: Lesson Planning (Monday, Feb 29)

Goals for the Developing Learning Goals workshop:
Upon successful completion of this workshop, you will (be able to):
- Understand and appreciate the importance of goal directed course design
- Articulate learning goals for a variety of courses
- Leave with a rough draft of learning goals for a future course

Exercise 1: Think of a course that you would like to teach or probably will teach in the future and answer the questions below. It could be a new course or one that you’ve already taught

What kind of course?

What kind of students?

When would you teach it?
Big Idea Examples:

- *Introduction to Chemistry*: How can everything we know of in the world be made from less than 125 elements? How do those elements connect and interact with each other?

- *American Women's History* (UNC History Dept): What makes American women's experiences distinct from men and from one another? How have women contributed to the development of the United States?

- *Writing and Rhetoric*: What rhetorical elements underpin the narratives we construct? How can we strategically employ rhetorical choices to better persuade others of a truth about ourselves or the world we live in? How can strategies from creative writing enable us to more effectively articulate our positions?

**Exercise 2:** What are the Big Ideas you would want the students taking your course to be able to think about and answer at the end of the semester?

**Exercise 3:** How do you hope your students will be different as a result of this course?

Make a list of the knowledge/Skills/Attitudes that you intend for them to acquire
Learning Goal Examples:

- *Intro to Chemistry*: Upon successful completion of this course, you will be able to:
  1. predict simple chemical formulas and geometries.
  2. understand the reasoning for the periodic table's structure as well as be able to predict trends involving ionization energies, electron affinities, and other chemical properties.
  3. describe and be able to solve problems involving the ideal gas law and simple thermodynamic relationships.

- *American Women's History*: Upon successful completion of this course, you will be able to:
  1. understand how individuals are shaped by their own past and by the past of their society and institutions.
  2. describe the operations of large-scale forces responsible for causing change over time, such as politics, economics, and religion.
  3. read and understand a variety of literary forms, including primary (diplomatic correspondence, journalistic reports, and private papers) as well as secondary sources (academic prose).
  4. analyze and construct cause and effect relationships from disparate data sources.

- *Writing and Rhetoric*: Upon successful completion of this course, you will be able to:
  1. analyze and evaluate the effectiveness of textual and visual arguments.
  2. create your own visual and textual arguments that demonstrate an awareness of your audience and effectively construct a truth about yourself and/or the world using rhetorical techniques.
  3. synthesize critical and creative techniques to create a distinct voice for your piece.

Using Bloom’s Taxonomy
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>VERBS USED</th>
<th>EXAMPLE</th>
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<tbody>
<tr>
<td><strong>Remembering:</strong> can the student recall or remember the information?</td>
<td>define, duplicate, list, memorize, recall, repeat, reproduce, state</td>
<td><em>What percentage of Americans voted in 2012?</em></td>
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<td><strong>Understanding:</strong> can the student explain ideas or concepts?</td>
<td>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</td>
<td><em>Describe two costs and two benefits of voting.</em></td>
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<td><strong>Applying:</strong> can the student use the information in a new way?</td>
<td>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write</td>
<td><em>Propose one way the United States could reduce the costs of voting.</em></td>
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<td><strong>Analyzing:</strong> can the student distinguish between the different parts?</td>
<td>compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test</td>
<td><em>Compare the Michigan and Rochester models of voting behavior.</em></td>
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<td><strong>Evaluating:</strong> can the student justify a stand or decision?</td>
<td>appraise, argue, defend, judge, select, support, value, evaluate</td>
<td><em>Defend the merits of the Michigan model of voting behavior.</em></td>
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<td><strong>Creating:</strong> can the student create a new product or point of view?</td>
<td>assemble, construct, create, design, develop, formulate, write</td>
<td><em>Design a replacement for the electoral college system.</em></td>
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**Exercise 4:** Write 3-4 learning goals for your class using verbs from Bloom's Taxonomy.
Exercise 4 cont.