

# INTEGRATE A COURSE OUTLINE RESOURCE GUIDE

Updated 05/6/10 – slh

Note: Bloom's Taxonomy of Cognitive Verbs referred to in this material is attached.

## **OVERALL:**

- Show that each component of the course outline is rooted in the basic theory and concepts of the discipline.
- Integrate all components throughout the outline:
  - o Objectives should meet the stated objectives in the course description;
  - o The Outline of Topics should cover all the objectives;
  - o The Methods of Evaluation should match the objectives and show how students will demonstrate that all of the objectives have been met;
  - o The Methods of Instruction should show how the course will enable students to achieve the objectives.
  - o The Reading, Writing and Outside Assignments should relate specifically to the course.

## **SECTION I**

### **SUBJECT AREA AND COURSE NUMBER:**

- Consult with the office of the Vice-President, Instruction for course numbering. This ensures that deactivated course numbers will not be reassigned.
- When considering a course number, allow yourself enough flexibility to consider the possibility of adding related classes both before and after this one to maintain a logical pedagogical sequence.
- Do not abbreviate department or program title.
- Be sure your transfer course is lower division. Consult with college articulation officer to determine a minimum of two UC or CSU institutions that receive the greatest proportion of your transfer students. Submit documentation of this information with the proposed outline.

### **COURSE TITLE:**

- Accurately indicate the course content in the title.
- The district recommends a limitation of 30 characters in the course title, due to constraints of the software program they use.

### **UNITS:**

1 hour lecture = 1 unit

3 hours lab = 1 unit

### **CATALOG COURSE DESCRIPTION:**

- Write a short paragraph of approximately 600 characters that summarizes the objectives and content.
- Description must be in complete sentences and in the present tense.
- Identify the need for the course and/or outcome students will receive.
- The course description is an exact replica of the course description in the catalog.

*Catalog Course Description Continued:*

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- Include any special requirements and any unusual aspects of the course.
- Include general statement that identifies the target audience, e.g., students who would benefit from taking the course.
- (References to repeatability and variable units)

**LECTURE HOURS PER WEEK:** (See units above)

**LAB HOURS PER WEEK:** (See units above)

### **PREREQUISITES/COREQUISITES/ADVISORIES:**

- For prerequisites, list course(s) students need to acquire the skills necessary to succeed and without which student success is highly unlikely.
- For corequisites, identify courses that must either be previously completed or taken concurrently.
- Language for:
  - **Prerequisite** – There is only one type of prerequisite. The menu option in Curricunet just says “Prerequisite”, which indicates completion of \_\_\_\_\_.
  - **Corequisite** – There are two types of corequisites. The menu options in Curricunet are as follows:
    - “Corequisite:” which indicates concurrent enrollment in \_\_\_\_\_.
    - “Corequisite: Completion of or concurrent enrollment in \_\_\_\_\_.”
  - **Advisory** – There are three types of advisories. The menu options in Curricunet are as follows:
    - “Advisory:” which indicates completion of \_\_\_\_\_.
    - “Advisory: Concurrent enrollment in \_\_\_\_\_.”
    - “Advisory: Completion of or concurrent enrollment in \_\_\_\_\_.”

### **COURSE OBJECTIVES: (Student Outcomes)**

The Course Objectives clarify the level of rigor expected and identify what all professors teaching the course should expect their students to achieve after successful completion. There are several challenges to writing the Objectives section. First of all, the hundreds of specific learning objectives of the course must be grouped into sets which share commonalities. Each statement is really a collection of objectives rather than, a single objective. For example, a chemistry class might take two or three weeks to discuss the properties of states of matter (gas, liquid, solid). The combined learning might be summarized as "Describe the properties of the states of matter, use appropriate equations to calculate their properties, and explain those properties on the molecular level."

Degree applicable credit courses are required to demonstrate critical thinking. Many courses are *taught* in a way which incorporates critical thinking, but the course outline itself does not *reflect* those objectives and methodologies. Shown below is an example of a "before and after" revision to include critical thinking.

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**BEFORE:** Know the significant art achievements of Renaissance through Modern Europe.  
**AFTER:** Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic aesthetic and historical relationships

### *Course Objectives Continued::*

- List verbs that demonstrate specific, observable, measurable outcomes. Place the verb at the beginning of the objective. (See Cognitive, Psychomotor and Affective Taxonomies)
- Adequately cover theory, principles and concepts. All of these should relate in concept and language to the Course Description and the Outline of Topics.
- Some objectives **MUST** reflect critical thinking (analysis, synthesis, evaluation) as opposed to the more basic (knowledge, comprehension, application) cognitive outcomes.
- Be concise and complete. As a general guideline, the average number of objectives for a three unit lecture course is 7 - 15.
- All courses must have content specified in the outline of topics to fulfill the course objectives.

## **SECTION II**

### **1. COURSE CONTENT AND SCOPE**

#### **A. OUTLINE OF TOPICS TO BE ADDRESSED IN THE COURSE**

- Must be in outline format. The minimum standard requires topic and subtopics. Some highly technical courses may require additional subtopics.
- All identified topics must correlate to the Course Objectives. It is helpful to reviewers to use some of the same identifying language in both topic headings and objectives.
- Content emphasis may be indicated by the amount of sub-headings listed under a given topic.
- Courses with variable units should identify specific content differences between the various units.

#### **B. APPROPRIATE READING**

- Texts and other readings should relate specifically to the topics in the outline.
- List examples of the kinds of reading assignments, **supplemental to the assigned texts that** will achieve the objectives.
- Identifying specific articles is not required nor advised, as it is too restrictive.
- It is helpful to identify types of materials (e.g., text, graphs, charts, data, etc.)
- If there are additional reading assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a., distance education, please list types and examples here.

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### C. WRITING ASSIGNMENTS

- List specific types of writing assignments, such as essays, lab reports, technical reports, journals, research papers, critiques, summaries, etc., and indicate the relevance to the course objectives.
- Written examinations are not considered to be assignments and should be cited in Methods of Evaluation.
- Indicate the kind of thinking required for completion (e.g., synthesizing, drawing comparisons, contrasts, and conclusions, determining cause and effects, etc.,)
- Give a minimum of two examples.
- If there are additional writing assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a., distance education, please list types and examples here.

### D. APPROPRIATE OUTSIDE ASSIGNMENTS

- Establish course rigor. For lecture classes, state: "Two hours of outside preparation per unit per week is expected of each student."
- List specific types of tasks (e.g., textbook note taking, library research, rehearsing, etc.) which are sufficient to show independent work and show relevance to the learning objectives.
- Identify any special semester projects.
- If there are additional outside assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a., distance education, please list types and examples here.

### E. APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

- Assignments should not have one right answer. They should be thought provoking, requiring the student to perform some independent analysis, comparison, inference, application, creation, design, formulation, evaluation, etc.
- Show a minimum of three examples of how students will do independent higher order thinking. (Refer to Bloom's taxonomy.)
- If there are additional critical thinking assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a., distance education, please list types and examples here.

## 2. METHODS OF EVALUATION

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- List and define specific methods that reflect objectives and content.
- Give the basis for grading and relate it to the skills and objectives. Show that critical thinking is required.
- Be sure that knowledge of required content constitutes a significant portion of the grade as reflected in the evaluation methods.

### 3. METHODS OF INSTRUCTION

- Specifically list and describe the types of methods and tasks that will give ample opportunities for students to achieve the objectives. The following is a list of suggested ideas: lecture, lecture/discussion, seminar, lab, lab/lecture, teaming and collaborative learning, job shadowing, audio-visual, portfolios, video taped analysis of performances or presentations, field trips, etc.)
- Use methods appropriate to the objectives.
- If this course or sections of this course are offered through Technologically Mediated Instruction, indicate this as a separate method. Be sure to attach the appropriate curriculum form, Section V, to the integrated course outline.

### 4. REQUIRED TEXTS

- For vocational courses, accrediting agency documents and legal codes may be used as texts.
- A minimum of two texts or other college level publications are required, except vocational courses where accrediting agencies require only one.
- Text citations must be complete.
- Author's last name, first name, middle initial. Title of Book. Location of publication, Publisher, most current date.
- **Example:** Hilton, Sam. Seashore Life in Southern California. Berkeley, CA., University of California Press, 1999.

### 5. REQUIRED SUPPLIES

- Supplies should list required course equipment that goes beyond "normal" learning supplies. Supplies listed here must meet the definitions in the California Code of Regulations sub-section 59401:
  1. "Instructional and other materials which are owned and primarily controlled by an individual student."
  2. "Instructional and other materials which are required in order to achieve the stated learning objectives."
  3. "Instructional and other materials which are obtainable by means other than the college bookstore."
  4. "Instructional and other materials which are of continuing value outside of the classroom setting."

Originating Faculty:

Date: