

List of 2.1 Worksheets

[**2.1a: Course Outcomes**](#a) - Use this form to group items into topics (potential outcomes) and sub - topics (potential objectives) and draft the sequence

[**2.1b: Measurable Objectives**](#b) - To ensure your objectives are SMART (specific, measurable, achievable, realistic, and time - based), complete this form for each

[**2.1c: Summary of Outcomes & Objectives**](#c) - Use if you want to summarize your outcomes and objectives

[**2.1d: SKA Identification**](#d) - If you are having trouble identifying the objectives for an outcome, use this form for each outcome, identify the skills, knowledge and attitudes required to demonstrate the outcome and the needed competency level. You may want to list these or create a mind - map

[**2.1e: Syllabus Checklist**](#e) - Use this form to check your syllabus for completeness

## A black background with icons  Description automatically generated with medium confidenceCourse title & Number/Section/Term

You may want to mind-map or brainstorm everything you want students to be able to accomplish at the end of the course. From this, group the items into topics (potential outcomes) and sub-topics (potential objectives) and draft the sequence.

[What does (B2) mean?](https://designgrp.online/help/#Navigation)

## Based on Worksheet 1.1b, what are the 5-6 major topics you need to include? (**B2**)

## Based on your student demographics (Worksheet 1.2), list additional topics needed to support all learners. (**A2, A3, A4, B1**, *A6, C2*)

## Based on what you know about your students (Worksheet 1.2) and the time available, are these outcomes realistic and complete?

## Group the topics and write learning outcomes based on the guidelines in C2.

## What challenges, potential problem areas, or advantages, etc. may arise?

If students can demonstrate their ability to complete each of these outcomes, will they have met all the course requirements (from Worksheet 1.1b)?

*Suggestion*:

* Share your learning outcomes with the faculty from pre- and post-requisite courses. Their insights can help validate your learning outcomes.

Some people like to format their learning outcomes based on Bloom’s taxonomies (A6) and Fowler’s characteristics (C2). If you are interested in this, answer the following as well for each topic:

* Reviewing Bloom’s taxonomies, which taxonomy is appropriate and, within that, what level? (A6)
* If this is in the Cognitive taxonomy, which knowledge level is appropriate?
* Write an outcome statement that includes descriptive, integrated, holistic and enduring characteristics (C2)

For each learning outcome listed on 2.1a, develop a series of learning objectives. For each outcome, identify all possible objectives.

Use the following format for each objective

If you have trouble identifying objectives, consider completing Worksheet 2.1d to identify all the required skills, knowledge, and attitudes (SKAs) first.

## Course title & Number/Section/Term

[What does (B2) mean?](https://designgrp.online/help/#Navigation)

## Write your learning outcome (from Worksheet 2.1a) here

## Outcome # / Objective #

* At the end of this… (course, unit, session, etc.)
* we will be able to (use action verb):
* under the following conditions:
* with the following equipment:
* to an accuracy of (competency level):
* within the following timeframe(s) (include confidence level):

## Pre-requisite skills for this objective (Include when/how student will learn these):

## What level of Bloom’s Taxonomies does this meet? For cognitive objectives, what knowledge level?

## Is this objective SMART?

* Specific
* Measurable
* Attainable
* Relevant
* Timely

## Ideas on how you will measure this objective

(Repeat this form to develop a complete set of objectives for each outcome)

## A black background with icons  Description automatically generated with medium confidenceCourse title & Number/Section/Term

Use this if you want a single document with all outcomes and objectives.

## Outcome 1

### Objectives:

1.1

1.2

1.3

1.4

If students can demonstrate each of these objectives, will they have demonstrated the full outcome?

Yes ☐ No\* ☐

## Outcome 2

### Objectives:

2.1

2.2

2.3

2.4

If students can demonstrate each of these objectives, will they have demonstrated the full outcome?

Yes ☐ No\* ☐

## Outcome 3

### Objectives:

3.1

3.2

3.3

3.4

If students can demonstrate each of these objectives, will they have demonstrated the full outcome?

Yes ☐ No\* ☐

Can all of this be completed during the term / time allowed?

Yes ☐ No\* ☐

\* If you answered No to any of these questions, what needs to be changed?



## Course title & Number/Section/Term

If you are having trouble identifying the objectives for an outcome, for each outcome, identify the skills, knowledge and attitudes required to demonstrate the outcome and the needed competency level. You may want to list these or create a mind-map.

Course description:

What skills, knowledge, and/or attitudes do students need to be able to demonstrate at the end of this course? Use the course description as a first guide.

Do any of these SKAs have pre-requisite abilities (Perhaps SKAs they should have learned before this course, or SKAs that they will need to learn here to be able to accomplish the SKAs)?

Review Bloom’s Taxonomies to check if you are targeting the appropriate level of SKA.

**Other SKAs**

Do you have any threshold, metacognition, cognitive load, inclusivity, and other concepts for this course? Anything from the Teaching Goals Inventory (Angelo & Cross, 1993)?

From the above list of SKAs, group them under the appropriate outcomes. Modify your outcomes if needed.

Do all SKAs still fit? Are all needed?

Are you doing too much / too little? Adjust your outcomes and SKAs as needed and make a semi-final list.

Course title / number

Review C3 for required/recommended sections & statements.

|  |  |
| --- | --- |
| **Check point** | **Met?** |
| Does your institution have a syllabus template? If yes, where can you access it? (Not sure? Check with your teaching and learning center and/or faculty senate) |  |
| Did you include the course title / number and meeting information? |  |
| Did you use standard Word formatting, including headers, bullets, and column headers to support accessibility? |  |
| Did you include your preferred name and pronouns? (What do you want your students to call you?) |  |
| Did you provide details on how to contact you and when students can expect a reply? Try to provide multiple means of contact (email, office meetings, chats/messages, phone, etc.). |  |
| Did you include the course learning outcomes & objectives? |  |
| Do you have information about any materials (including texts) the students will need with info on how to access them? |  |
| Do you include information about equipment requirements (including cameras, microphones, software, etc.) |  |
| Do you have information about a class discussion group for students to post questions so you can provide answers to everyone? |  |
| Do you have a statement about your PC and smart phone policies? Consider that, unless used for class, these can increase cognitive load for all students, not just those using them (Ormrod et al., 2019, p.202). |  |
| Can you graphically represent your course outcomes links to the assessments? |  |
| Do you have ‘class rules for interaction’? |  |
| Do you have information about your learning model? How will this impact your expectations, the type of work they will be doing, etc.? |  |
| Do you have all statements your organization has asked that you include in your syllabus? These may include mandatory statements about inclusivity, academic honesty, etc. The institute’s teaching and learning center and the faculty senate may be able to help identify these. |  |
| Does the syllabus calendar include all assessment, assignment, and reading dates? Does it include last-drop date, final assignment date, and other dates important to students? |  |
| Do you have any additional statements you want to include? For example, you may want statements about inclusivity, expectations around respect and consideration for others, academic dishonesty, etc. |  |

If you have questions on syllabus accessibility and Word, consult with your accessibility/disability department and/or see the example at the University of Cincinnati <https://www.uc.edu/content/dam/refresh/accessibility-62/syllabus/AccessibleSyllabusExample.pdf>.