
enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

Instructors are strongly encouraged to contact a faculty librarian for assistance in determining which resources the library offers and in helping their students use library resources most effectively. Please indicate the types of library resources that will support the course and explain how those resources will be used to encourage information literacy. Please also include any other concerns or considerations regarding library resources and information literacy.

26. Course Description

For course revisions, please copy the formatted and copy-edited course description provided in the most recent catalog of courses. Revise the language as necessary.

For new course proposals, please list course number, title, student units, any prerequisites, corequisites, advisories or other limitations on enrollment, lecture and lab hours, the times course may be taken for credit if more than one, or if course is offered in a distance learning format. Below this information, describe the primary focus of the class, the major topics, expected student outcomes, and any other information you believe students should have about the course. Limit descriptions to four sentences. (See catalog for required format for descriptions).

27. Course Content (Lecture and Lab Topics)

The catalog description and course content delineate the information to be covered by all instructors teaching a course. Differences in sequence, emphasis, and approach constitute a legitimate exercise of academic freedom. Instructors teaching the same course multiple times are not required to place the same emphasis on the course each time.

The course content section should include a complete listing of the topics taught in all sections of the course. Topics should be arranged by major headings with subtopics. Best practices suggest an outline of about one page in length or roughly 15-30 topics/subtopics.⁽²⁾ A representative sequence from the beginning of the course to the end is preferred. Please use an outline format with numbers or with hyphens to indicate bullet points.

Course content should be applicable to multiple textbooks. Do not copy the contents from the textbook because that will often limit the course to a specific edition of a specific textbook.

If your course includes a lab component, topics covered in lab assignments must be delineated separately from the lecture topics. Again, please use an outline format with numbers or with hyphens to indicate bullet points.

28. Student Learning Outcomes (SLOs) for from first time for credit

State what students will learn upon successfully completing the course, not what will be taught. State expected outcomes in terms of broader, “big picture” observable or measurable knowledge and/or skills to be attained. Best practices suggest three to five

broad and assessable SLOs for a course. Please use outline format with hyphens as bullet points.

Outcomes should use active verbs for observable behaviors and establish that critical thinking is an integral part of the course. For example, rather than stating that students will be able to "understand the works of three modern artists," a instructor might state students will be able to "compare and contrast the works of other artists as well as their own in historical, social, and cultural contexts with particular attention paid to the expression of ideas in the artistic medium." See Appendix E: Bloom's Taxonomy for more examples.

If the course is properly designated as repeatable, please include at least one additional SLO for each time a student takes the course again for credit after having successfully completed it. What additional skills or competencies will they acquire? Again, state expected outcomes in terms of observable/measurable knowledge and/or skills to be attained. Outcomes should use active verbs for observable behaviors and establish that critical thinking is an integral part of the course.

For more information on student learning outcomes, please see:

http://www.marin.edu/faculty/handbook/FH_SLOsSyllabi.htm

<http://www.marin.edu/WORD-PPT/BloomsTaxonomy.pdf>

<http://com-academic-senate-slos.wikispaces.com/>

29. Course Objectives

Enter more discrete course objectives that list specific skills students will learn. Objectives may overlap with student learning outcomes, but they can also be more specific and do not necessarily need to be observable/measurable like SLOs. Whereas SLOs may be three to five broader, "big picture" outcomes students will obtain upon successfully completing the course, objectives may be the more specific skills and knowledge students will need in order to obtain those broader outcomes. By putting more specific objectives here, you can keep the SLOs broader and more inclusive. Best practices suggest about five to ten detailed course objectives.⁽²⁾

30. Critical Thinking

Identify the way the course will promote and foster independence of thought. Give several examples using active verbs of how critical thinking processes or activities occur in this course in a bulleted or numbered format. These examples may be broad or specific, and they can be developed from other aspects of the course outline, such as the student learning outcomes, course objectives, example assignments, course content, and so on. Best practices suggest three to five examples of critical thinking.

See Appendix E: Bloom's Taxonomy, for examples of active verbs that promote critical thinking.

31. Primary Method of Instruction

The method of instruction that you chose under for Item #9: Primary Method of Instruction will automatically appear here. Provide a detailed explanation as to how this method will be used to teach this course, along with any other methods of