

Examples of Course Outcomes Linked to Student Learning Outcomes

Select those objectives that relate directly to your course. You are not expected to address all nine outcomes. In a brief three- to four-sentence paragraph, explain how your course relates to the objectives you have chosen. Some examples:

BIOL 370 Genetics

Relation to College Outcomes

The following college-wide outcomes are central to the course goals in Genetics (BIOL370) and will be emphasized strongly: Information Literacy and Quantitative Literacy. You will demonstrate information literacy by determining the extent of information needed, accessing, evaluating and using the information ethically and legally. In addition, you will improve upon your problem-solving skills by using mathematical and statistical methods.

FYI 101

Relation to College Outcomes

Augustana has nine college-wide learning outcomes that students develop throughout their four years on campus. FYI 101 introduces you to three of them: Wonder, Analyze and Communicate. In this class, you will consider what it means to be a liberally educated individual, and how the liberal arts contribute to *lifelong engagement* or *wonder*. You will practice *analyzing* readings in order to *raise vital questions*. And you will practice *communicating* your ideas through *written means* and thoughtful classroom *discussion*.

COMM 321 Communication Theory II

Course Goals

- To discuss various contemporary theories of communication that explain questions such as: What factors impact the formation and development of our relationships? How do we influence others? How do cultural and gender differences influence communication?
- To explore the relationship between theory and research in communication.
- To critique basic communication assumptions and research methodologies.
- To present a communication research prospectus.

Relation to College Outcomes

Building upon prior coursework, COMM 321 is designed to provide you with a more thorough *understanding* of the social scientific theories and research that inform the discipline. You will be expected to *analyze* theories and research as well as formulate your own research question and gather evidence to explain that question. You will *communicate* your understanding and analysis through writing and speaking. Overall, the course is intended to support your *lifelong engagement* in the field of communication studies.

MATH 221 Calculus III

Course content: Like your other calculus courses, an overarching goal of Calculus III is to understand how things in our world change. In Calculus III (a.k.a. Multivariable Calculus), we

break out of the one-dimensional thinking of Calculus I and II and consider functions of two or more variables.

These functions model phenomena in which we are interested. Our goal is to understand these models algebraically (symbols), geometrically (graphs) and numerically (tables) and interpret what they represent verbally (in plain English). You should be used to this approach if you've had Calculus or Differential Equations here at Augustana. As in previous classes, we will use differentiation (instantaneous rate of change) and integration (accumulated change) to study how these functions (models) change. Breaking out of one-dimensional thinking, however, will allow you to see the power of these tools in a new light and open up vistas unimaginable in Calculus I and II.

Our goals for the course are to understand:

- functions of several variables algebraically, geometrically and numerically; interpret them verbally; and use them to model phenomena that change
- descriptions of n -space as points (locations) and vectors (having direction and magnitude but not location), using a variety of coordinate systems (rectangular, polar, etc.)
- partial and directional derivatives and gradients and use them to describe and optimize changing phenomena
- iterated integrals in rectangular, polar, cylindrical and spherical coordinates
- parameterized curves and surfaces, using them to compute and interpret line and flux integrals
- vector fields, using them to compute and interpret divergence and curl.

If you are familiar with the college-wide outcomes, you will recognize that throughout the course we will be addressing the following skills:

- Quantitative Literacy—Interpret, represent and summarize information in a variety of modes presented in mathematical models; use mathematical methods to solve problems and recognize the limitations of these methods.
- Critical Thinking—Formulate well-defined problems, recognize underlying assumptions, gather evidence and tools, evaluate their integrity and utility; use these resources in an efficient manner and determine reasonable conclusions based on the evidence and tools.
- Communication—Read and listen carefully, express your ideas through written or spoken means in a manner most appropriate and effective to the audience and context.
- Intellectual Curiosity—Cultivate a lifelong engagement in your intellectual growth; take responsibility for your learning and exhibit intellectual honesty.