Catalog and schedule description: Starts with an active verb such as introduces, examines, or provides. These are the same now that we don’t print a schedule. Honors courses add a sentence something like “Additional reading, writing, and research techniques are required.”

Student Learning Outcomes: List 1-2 overarching goals. No more than 1 for a 1 unit class and 1 is fine for a 3 unit class. SLOs must be related to Catalog Description, Course Content, and Objectives. These SLOs have to be assessed on a regular basis. Give an example of how you would assess them in the examples of written assignments or other assignments sections. Use higher level critical thinking verbs from Bloom’s Taxonomy—there is a taxonomy link in CurricUNET.

Objectives: No more than about 12 for a 3 unit class, depending on the organization of the content. Be sure these are CLEARLY linked to the content. You may want to create the content first and then create the objectives to match. For example an objective could be broad and based on the topic of the major unit or could be narrower and based on one of the subareas of a unit. Several units can be combined into one objective, e.g., in introduction to sociology we have units on inequalities of sex and gender, inequalities of age, inequalities of race or ethnicity, etc. I could have one objective that says analyze inequalities based on a variety of characteristics.

Course Content: Provide a comprehensive, sequential outline of the course content, including all major subject matter and the specific body of knowledge covered within those major subject matter areas. Typically laid out in outline form. Do not just take a table of contents from a book that you like. Each major area should have at least two subareas.

A. Major Topic 1
   a. Subtopic 1
   b. Subtopic 2
   c. Etc.
B. Major Topic 2
   a. Subtopic 1
   b. Subtopic 2

Be sure every major topic area is clearly linked to the objectives. Remember that you can have two content areas that relate and one objective that covers both of them. Be sure you have enough content (but not too much) for the number of units. Think about what realistically can be covered in the number of hours for the course.

Try to list the Objectives in the same order as the Content so the Curriculum Committee can easily match them up. Use consistent language, i.e., don’t say cougar in the objective and mountain lion in the content.

Methods of Instruction: You can list a variety of things a professor might do in class. Do not list Activity if you do class activities, Activity is only for specific activity courses such as PE and Dance.
**Methods of Evaluation:** EVERY professor who teaches this class MUST do everything you list here in EVERY section. For regular Sociology courses, we only list “Written assignments” and “Exams.” Any professor can do more than what is listed.

**Assignments**

**Reading Assignments:** It is sufficient to just list textbook, journal articles, supplemental readings, handouts. Do not give number of pages or state things like they will read one chapter per week.

**Writing or Problem Solving:** (Submit at least 2 examples). Give details of at least two assignments. An assignment here or in the other section below needs to clearly reflect how you will assess the SLOs.

**Other** (Term projects, research papers, portfolios, etc.). Give details of a term project if you wish, not required except for an honors course. If honors, you must give details of a research assignment. Honors courses are identical to their sister course, except for the catalog and schedule descriptions, and the assignment here with an honors level research project.

**Required Materials**
Information on 2-3 typical textbooks no older than five years. These are suggested books typical for this course and no one is required to use them.