COURSE SYLLABUS OUTLINE TO FOCUS ON PERFORMANCE ASSESSMENT

COURSE DEMOGRAPHICS
Name and Number of Course
Department
Web site
Credits
Instructor
E-mail address
Office hours
Location
Telephone/fax
Resources for course (texts, etc.)
Grading criteria
College requirements on e-Folio; University requirements regarding plagiarism, students with disabilities, code of conduct etc.

THE COLLEGE’S CONCEPTUAL FRAMEWORK
(Vision/theme, Mission, Unit Outcomes)

PURPOSE OF COURSE
Linked to unit’s conceptual framework (vision/theme, philosophy, aim)
Learning objectives (linked to conceptual framework candidate proficiencies)

COURSE DESIGN
Performance task/artifact
Requisite knowledge, skills, habits of mind needed to complete task
Scoring rubric for artifact which should include indicators from the unit outcomes, and Institutional, State (including where appropriate, ESOL, Reading, etc. competencies), and Professional/Specialized Professional Association Standards to be met

LEARNING EXPERIENCES
Activities and assignments in which students will engage during the unit of study that will evoke and develop the desired understandings/results, promote interest, and make excellent performance more likely

OTHER ASSESSMENTS IN COURSE

ADDITIONAL READINGS IN COURSE

COURSE SCHEDULE, TOPICS, READINGS

Developed by Erskine S. Dottin 2005