

CATALOG INFORMATION

Dept and Nbr: ADLTED 604 Title: DESIGN ASSIGNMENTS
Full Title: Designing Assignments to Meet Learning Objectives
Last Reviewed: 1/22/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	2	Lecture Scheduled	0
Minimum	0	Lab Scheduled	4.00	1	Lab Scheduled	8.00
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	8.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 8.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
This course is designed to introduce potential or new teachers to designing lessons to meet learning objectives as they relate to Adult Education in a higher education setting.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to introduce potential or new teachers to designing lessons to meet learning objectives as they relate to Adult Education in a higher education setting. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended:
Limits on Enrollment:
Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Explain the importance of learning objectives in the context of Adult Education and Career Education in a higher education setting.

Objectives:

At the conclusion of this course, the student should be able to:

1. Define and explain the importance of learning objectives

Topics and Scope:

- I. Analyzing Learning Objectives in the Course Outline of Record (COR)
- II. Lesson Plan vs. Assignments
- III. What Are You Teaching?
 - A. Competencies
 - B. Content vs. Competencies
- IV. What Do You Want the Students to Achieve?
 - A. Crafting clear instructions for each assignment
 - B. Delineating Goals and Outcomes for students
 - C. Using Tasks in Assignments to Achieve Student Learning Outcomes
 - D. Determining Appropriateness of the Assignment and Instructional Materials

Assignment:

1. Discussion/personal reflection on effective and ineffective assignments
2. Group evaluation of an assignment draft
3. Group creation and presentation of an assignment
4. Group critique of assignments
5. Self-evaluation

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Self-evaluation

Writing
10 - 10%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Group discussion and evaluation of draft assignment

Problem solving
20 - 30%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Group creation and presentation of an assignment

Skill Demonstrations
40 - 50%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Group discussion and critique of sample assignments

Other Category
10 - 20%

Representative Textbooks and Materials:

Instructor prepared materials