

KIN 3xxx CAP: Sample Form
LEARNING OUTCOMES FORM (continued)
Communication 2 (COM2) Courses

In the following table, please provide a brief description (50 words or less) and attach appropriate documents (if necessary) that demonstrate how each *Student Learning Outcome* will be achieved in this course and how each outcome will be assessed in this course.

COM2 Student Learning Outcomes (Copied from Page 5)	How will this outcome <i>be achieved</i> ¹ in this course? (Provide specific examples of assignments and activities)	How will this outcome <i>be assessed</i> ² in this course?
Develop and communicate written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.	<p>Formal assignments: lesson plans (~16), self-reflection papers, weekly oral presentations (~8), Teacher Development Project report, Teacher Development Project oral presentation.</p> <p>Informal assignments including peer review of drafts of Teacher Development Project, discussion of effective oral and PowerPoint presentations, peer feedback of teaching and group reflection.</p> <p>Digital activities will include: discussion of resources for effective teaching of physical education, instruction in using Power Point and Microsoft Word to facilitate lesson planning and presentation, as well as developing graphical representations of data related to teaching behavior.</p>	<p>Rubrics used to assess lesson plans, self-reflection papers, and Teacher Development Project report and presentation.</p> <p>Rubrics to assess effective communication within lessons delivered to children with respect to instructions, feedback to learners, and teaching cues.</p> <p>Formal assessment: Grading of lesson plans and self-reflection papers with respect to concise language and the ability to use discipline specific language in articulating teaching behaviors, goals, objectives, and student learning. Teacher Development Project graded using rubrics for oral presentation as well as written report.</p>
Find, analyze, evaluate, and document information appropriately using a variety of sources.	<p>Instruction: how to find relevant research and resources related to quality physical education and developing lesson plans, teaching behavior, and lesson planning. How to cite properly using APA formatting.</p> <p>Activities/Assignments: collect data on own teaching behavior, analyze, evaluate, and synthesize. Next, synthesize assigned readings with respect to effective teaching behavior and finally, discuss findings of data on own teaching behavior in relationship to assigned literature regarding effective teaching (Teacher Development Project). Present this written and oral form at the end of the semester.</p>	<p>Ongoing assessment and feedback regarding use of sources to enhance lesson planning and teaching.</p> <p>Assessment of integration and analysis of primary data in Teacher Development Project.</p> <p>Assessment of integration and citation of secondary sources (assigned reading) in Teacher Development Project.</p>

<p>Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.</p>	<p>Instruction and discussion about audience analysis, purposes for different types of scholarly articles and resources, and document and presentation format and structure. Formal assignments: presentations, lesson plans, self-reflection papers.</p>	<p>All formal assignments will be assessed for purpose, structure, organization, attention to audience, and the ability to use discipline specific language and tone.</p>
<p>COM2 Student Learning Outcomes <i>(Copied from Page 5)</i></p>	<p>How will this outcome <i>be achieved</i>¹ in this course? <i>(Provide specific examples of assignments and activities)</i></p>	<p>How will this outcome <i>be assessed</i>² in this course?</p>
<p>Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.</p>	<p>Activities: collaborative development of lessons in unit 1, peer review, self-reflection, weekly oral presentations, annotated lesson planning and the re-writing of lessons to be re-taught. Instruction and discussion of organization and drafts for the Teacher Development Project. Peer review of Teacher Development Project progress drafts. Overall class design is collaborative in nature and designed to foster relationship building, cooperative learning, and developing a community of practice between pre-service teachers.</p>	<p>Direct assessment of peer review feedback Assessment of different sections/steps of progressive work on the Teacher Development Project (as indicator of writing process). Observation of student improvement over course of semester (in response to previous feedback).</p>

<p>Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.</p>	<p>Instruction and discussion about readability, structure, grammar, grammar/usage, format, and delivery.</p>	<p>Direct assessment of formal and informal writing and oral communication assignments, for grammar/mechanics, citation, and structure.</p>
<p>Deliver prepared presentations in a natural, confident, and conversational manner, and display nonverbal communication that is consistent with and supportive of the oral message.</p>	<p>Instruction and discussion about presentations; lecture on essentials of formal speaking Watch and discuss TED talk on body language and speaking Assignments: weekly oral presentations, lessons teaching school aged children. Instruction and discussion of effective lesson delivery with children, including transitions, instructions, feedback, and behavior management. Formal assignments: lesson plans (12-16), weekly oral presentations (approx. 8), self-reflection papers, Teacher Development Project (10 minute oral presentation, 12-15 page written report)</p>	<p>Direct individual assessment of weekly oral presentations. Direct individual assessment on lesson delivery, word choice, clarity, and presentation of instructions and feedback in a discipline-specific context. Student self-assessment of teaching behavior, analysis of peer feedback about lesson delivery, and informal feedback on oral communication skills within a disciplinary context.</p>
<p>COM2 Student Learning Outcomes <i>(Copied from Page 5)</i></p>	<p>How will this outcome <i>be achieved</i>¹ in this course? <i>(Provide specific examples of assignments and activities)</i></p>	<p>How will this outcome <i>be assessed</i>² in this course?</p>
<p>Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.</p>	<p>Instruction and discussion about audience analysis and tone. Discussion of effective approaches to listening to and interacting with audiences. Informal assignments: peer debriefing following lesson delivery, formal and informal class discussion and group work Formal assignments: lesson teaching students,</p>	<p>Peer evaluation (and synthesis of class feedback) on Teacher Development Project; Direct assessment of efforts to engage audience and to match purpose to audience needs in a discipline specific context both with school aged children and pre-service teaching colleagues; assessment of student effectiveness in class discussion settings.</p>

	debate, weekly oral presentations.	
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¹ ***Achievement*** of a Student Learning Outcome will involve various educational strategies that may vary by both course and outcome. Some of these strategies will be employed ‘in class’ (e.g. lectures, student presentations, discussions, laboratory exercises, writing assignments, sample problems, pair-shares), while others will be realized out-of-class (e.g. readings, homework problems, literature searches, writing assignments). In other words, educational strategies include any and all activities employed in a course that help students to achieve the outcome.

² ***Assessment*** is one or more processes that identify, collect, and prepare data to evaluate the attainment of student learning outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Different assessment methods may be used for different outcomes: appropriate sample methods may also be used. Assessment methods that might be employed include direct assessment of student work, standardized examinations/exam questions, locally developed examinations/exam questions, simulations, exit interviews, written surveys or questionnaires, focus groups, performance appraisals, external examiners, oral exams, behavioral observations, and portfolios.