## **Module Learning Objectives – A Criminal Justice Example**

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| What are the learning **objectives** for this unit? | How will I **gather evidence** of the students’ progress? What will students need to do to show me the objectives have been met? | What opportunities for **practice** and **feedback** will I provide students to support meeting the objectives? |
| Students will: 1) Describe and compare the theoretical concepts of:* Social Disorganization
* Differential Association
* Strain & Anomie
* Social Bonds
* Social Learning & Neutralization Techniques
* Self-Control

2) Describe how various social factors may increase or decrease the likelihood for individuals to engage in criminal activity3) Argue that a particular social theory best explains criminal behavior in general or certain types of criminal behavior4) Utilize tools for finding supplementary information related to the social theory applied in their argument5) Develop an interest in why we have crime in society6) Analyze why people resort to crime given a certain set of conditions in the environment | Students will write a paper in which they analyze a complex, contemporary crime through a theoretical lense: 1. Explain how/why it happened by using one of the theoretical concepts from the unit and by describing how conditions in the environment contributed.
2. Support an argument that this particular social theory best explains the criminal behavior.

Students will need to use research tools for finding the evidence to support their claims.Students will practice explaining criminal behavior in online discussion posts, where I hope to see evidence of an increased interest in the subject.  |  |
| Explain how this evidence aligns with the learning objectives for the unit. |
| In order to make a successful argument, students will need to understand theoretical concepts well enough to select an appropriate one to best explain the crime. Each aspect of the paper aligns with a learning objectives: 1, 2, 3, 4, and 6. I hope to see evidence of #5 both in discussion board posts and in class discussions. I will write the prompts to elicit demonstrations of interest. |

## **Unit Learning Objectives – A Literature & Film Example**

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| What are the learning **objectives** for this unit? | How will I **gather evidence** of the students’ progress? What will students need to do to show me the objectives have been met? | What opportunities for **practice** and **feedback** will I provide students to support meeting the objectives? |
| In this unit, students will: 1. Explore and discuss the history and complexity of cinematic representations of queerness
2. Apply four ways of thinking about queer cinema: auteur, genre, characters, and message
3. Recognize and describe the difference between sexual orientation and gender identity
4. Recognize and describe differences among homophobia, hetersexism, heterocentrism
5. Reflect on their own thinking about cinema, particularly that we all interpret cultural texts through a number of facets of our own identities and circumstances
6. Reflect on the impact cinema has had on the development of their identities
7. Grow more comfortable with questioning the status quo
 | -Students will write a reflective essay in which they will describe some experiences watching queer cinema, how aspects of their identity shaped their reading of a particular film, and how that film impacted the development of their identity. -In groups, students will pick a queer film and create a presentation that:-Situates the film within the history of queer cinema-Summarizes the storyline-Interprets the message and supports this interpretation-Analyzes some of the characters, including their sexual orientations and gender identities-Identifies and describes the socio-cultural issues that are represented in the film (homophobia, heterosexism, heterocentrism)-In small groups & as a class, students will discuss issues portrayed in queer cinema in ways that challenge the status quo. | ← *continued from*the hardest one to measure, but I think I can actually observe it through the discussions and also through written reflections. I will need to continue to observe students progress on this one throughout the course.  |
| Explain how this evidence aligns with the learning objectives for the unit. |
| The reflective essay should provide evidence of progress toward objectives 5 & 6; the presentations should provide evidence of progress toward objectives 1-4; and small-group and whole-class discussions should provide some evidence of progress toward objective 7. This is  |

## **Unit Learning Objectives – A Biology Example**

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| What are the learning **objectives** for this unit? | How will I **gather evidence** of the students’ progress? What will students need to do to show me the objectives have been met? | What opportunities for **practice** and **feedback** will I provide students to support meeting the objectives? |
| At the end of this unit, students will be able to: * Describe the structure of cellular membranes and explain why cell membranes are modeled as a Fluid Mosaic
* Explain the composition of a phospholipid and relate it to its function
* Explain and compare the processes of osmosis, simple diffusion, facilitated diffusion, and active transport
* Apply the concept of diffusion to predict the movement of molecules
* Define what is osmotic concentration and osmotic pressure
* Apply the concepts of osmotic pressure to predict the direction of water movement
* List the mechanisms organisms use to maintain osmotic balance
* Create a schedule that will help you complete the coursework on time and prepare for exams
 | -Students will take a multiple choice exam with questions describing a cell under various osmotic conditions and they have to select the expected outcome. Some questions will describe the osmotic environment and organism lives in and students have to choose the set of adaptations that would be useful for that organism. Other questions will ask them to choose the effect that a specific composition of phospholipids would have on cell membrane function. -I will observe students‘ progress toward the last objective when they create their schedules in class and when they come to class prepared throughout the unit. |  |
| Explain how this evidence aligns with the learning objectives for the unit. |
| When making the exam, I place the learning objectives on the document and write questions for each of the learning objectives. The choices for the answers are developed from answers I’ve heard students provide during class discussions and include common wrong answers that students give. This will help me see if students still believe their misconceptions or whether their views have changed.  |