From:	colt-core-bounces@lists.uoregon.edu on behalf of kcalhoon
To:	colt-core@lists.uoregon.edu; colt-g@lists.uoregon.edu
Subject:	colt-core: Important Info concerning syllabi for COLT courses
Date:	Monday, March 17, 2014 11:30:02 AM
Attachments:	Learning Outcomes.docx Untitled attachment 00311.txt

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Greetings!

This is for **all** faculty and GTFs teaching COLT courses this coming term. The Department of Comparative Literature has recently developed a document identifying desired "Learning Outcomes." I am attaching the document here.

All departments and programs were required to develop such documents as part of a larger "assessment" mandate. For several years now, the Northwest Commission on Colleges and Universities (NWCCU)—the agency responsible for our university's accreditation—has been pressing the UO to develop a systematic assessment strategy, which entails identifying (somewhat specifically) what we expect students to learn in our courses as well as developing ways of measuring whether or not we are succeeding. If you are wondering whether teaching and testing isn't sufficient, the answer is apparently "no." We will need to come up with ways of evaluating—beyond the structure of the individual course—whether our students are learning in accordance with what we consider the key dimensions of Comparative Literature. The attached document is meant to outline those dimensions.

These "learning outcomes" apply to our undergraduate major. We will soon need to develop similar guidelines for the minor as well as the graduate program. For now, we are being asked to include "course-level learning outcomes" in our syllabi beginning spring term 2014. These outcomes will not be the same for every course; rather, this collection of outcomes should be treated as a reserve from which certain criteria for an individual course should be drawn.

The instructions I have received from the associate dean for undergraduate education suggest that syllabi should spell out desired learning outcomes in the form of bullet points. I like bullet points about as much as I like bullets, and I would suggest instead a paragraph with the heading "course goals," in which certain of the main categories we have come up with are addressed. These categories are: *Critical and Interpretive Reading*, *Theoretical Preparation*, *Analytical Writing*, *Interdisciplinarity*, and *Diversity*. Again, not all of these categories will apply to an individual course. The idea would be to be to choose three or four and to elaborate the course in these terms.

For example (and I've just banged this out):

Course Goals: Beyond reading for plot or information, students in COLT 102 will be pushed to read with an eye to the complexities and ambiguities of literary and cinematic works. An understanding of *genre* will be essential to this effort. They will also develop a rudimentary sense of selected theoretical approaches as they pertain to the materials covered. Finally, students will be asked to submit written analyses that demonstrate, in addition to effective writing skills, both the ability to read probingly and a facility with the central concepts—literary and theoretical—of the course.

Welcome to the newest national trend in higher education!

Ken

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