# WRITING STUDENT LEARNING OUTCOMES – examples & practice

**Examples:**

<u>Economics Course</u>

SLO: Students will use economic theory and modeling to explain government policies and their effects.

      Objectives:
- Students will learn current economic events and explain their relevance in terms of economic principle and theory.
- Students will learn how to develop and run a statistical model analyzing the current rate of inflation in relation to the Consumer Price Index.

<u>English 1A</u>

Upon completion of this course, students will be able to:
1. SLO: Write essays that deliberately connect audience and purpose in a variety of genres.
2. SLO: Support a complex thesis statement with sophisticated evidence.
3. SLO: Demonstrate proficiency in evaluating, integrating, and documenting sources.
   Objectives:  Students will learn how to:
   - Read, discuss, and write about texts and the essays of peers in a thoughtful manner.
   - Identify, analyze, and use various examples, evidence, appeals, etc.
   - Find, evaluate, and incorporate textual evidence and research material into essays.
   - Apply the stages of the writing process (P-W-R: prepare, write, and revise).
   - Understand and avoid plagiarism by using MLA format for papers and references.
   - Identify and correct grammatical or stylistic weaknesses in your writing.
   - Reflect thoughtfully on your progress as a writer and a student.

**Practice**

<u>Physical and Biological Sciences</u>

Upon completion of this course, students will be able to:
1. SLO: Apply critical thinking and analytical skills to interpret scientific data sets.
2. SLO: Demonstrate written, visual, and/or oral presentation skills to communicate scientific knowledge.
3. SLO: Acquire and synthesize scientific information from a variety of sources.
4. SLO: Apply techniques and instrumentation to solve problems
   Objectives:  Students will learn how to:
   - _____
   - _____
   - _____
   - _____
   - _____
   - _____
   - _____
   - _____
   - _____

SLO: Identify the key theoretical positions in a topic area, discuss them critically, and apply them to particular issues

        Objectives:

- Learn theories and their proponents
- Learn to critique the theories and discuss their applications
- Apply them to a specific problem or topic

SLO: Compare and contrast different approaches to theatrical costume design

        Objectives:

- Identify key issues in costume design
- Identify different types of approaches to costume design

Class_____

Upon completion of this course, Students will be able to:

SLO:_____

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SLO:_____

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SLO:_____

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        Objectives:  Students will learn how to:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

**WRITING SLO WORKSHEET:**

1A. In the space provided, list the major elements that you want your students TO KNOW (facts, theories, concepts, models, etc.) at the end of the course.

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1B. In the following space, list the major things you want your students TO BE ABLE TO DO (skills, abilities, procedures, etc.) after taking the course

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Checkpoint! Please make sure your outcomes do not refer simply to the course content (the facts the students will know). Be sure to include learning outcomes that describe what the student can do. Brainstorm as many outcomes as you like in this section. Later on, you will have the opportunity to narrow down and prioritize these outcomes.

Rewrite the expected learning outcomes you listed under Steps 1A and 1B. In this section, be sure that these learning outcomes follow the guidelines discussed in Section III of the handbook.

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*While all the outcomes you brainstormed are likely to be important, it is recommended that you select no more than 3-5 student learning outcomes to be on your Course outline of record (COR) as the overall course-level expected learning outcomes. This helps to keep the course (and your assessment plan) focused and manageable. You will find that the other learning outcomes you listed will still have a place in your course. Most likely, you will address those learning objectives at a more basic level (e.g., as an outcome for a particular chapter, unit, assignment, etc.).*

(Texas Tech University, unk.)