The following worksheet is designed to help you think about your course’s “big picture.” First, you will identify course outcomes or goals—what do you want learners to be able to demonstrate by the end of your course? After you identify your outcomes, you will write 3-5 course objectives (these are often thought of as unit objectives). What behaviors will students perform in each unit of the course? Finally, you must consider how you will assess that behavior.

### Course Title and Course Description:

**Instructor:**

<table>
<thead>
<tr>
<th>Course Outcomes / Goals</th>
<th>Course Objectives</th>
<th>Final Assessment / Time Devoted in Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong> are statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course.</td>
<td><strong>Instructional Objectives</strong> describe in detail the behaviors that students will be able to perform at the conclusion of a unit of instruction such as a class, and the conditions and criteria, which determine the acceptable level of performance.</td>
<td><strong>Students will ultimately</strong>…</td>
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<tr>
<td><strong>Example:</strong> Students will be able to manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on time and within the constraints of the project.</td>
<td><strong>Example:</strong> Students will carefully read and analyze a health care space and at least one document found there, then produce an evaluation and recommendation report for the facility’s manager, using Helen Osborne’s Feng Shui and plain language checklists.</td>
<td><strong>Example:</strong> Health Literacy Paper (weeks 1-4)</td>
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</tbody>
</table>

**Assessments should align with course learning outcomes.**
When writing objectives, consider Bloom’s revised taxonomy of the cognitive domain. Try to ask students to demonstrate higher-level thinking skills (create and evaluate) for major assignments.

### Cognitive levels and corresponding types of assessments

<table>
<thead>
<tr>
<th>Level</th>
<th>Course learning outcomes</th>
<th>Assessment types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td></td>
<td>Critique, Debate, Blog, Peer Editing, Editorial, Judgments, Reporting, Summary, Hypothesize &amp; Test, Experiment, Problem-based challenge</td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
<td>Review, Survey, Mashups, Graphing, Charting, Rating, Spreadsheets, Compare/Contrast, Case studies</td>
</tr>
<tr>
<td>Apply</td>
<td></td>
<td>Demonstrate a skill or knowledge, Simulation, Journaling, Operate a tool, role play, portfolio, problem-solving, algorithms</td>
</tr>
<tr>
<td>Understand</td>
<td></td>
<td>short answer or multiple choice involving new examples, essay, story-telling, summary, presentation</td>
</tr>
<tr>
<td>Remember</td>
<td></td>
<td>multiple choice, matching, true-false, fill-in-the-blank, timelines, bookmarking</td>
</tr>
</tbody>
</table>