## Part 1: Instructions

In the graphic organizer in part 2:

1. **In column 1, fill in each course learning outcome.**
2. **In column 3, describe the specific factual, conceptual, procedural, and/or self knowledge students need to have in order to meet that outcome.**

Note that some rows may be empty. For example, a given CLO may involve factual and conceptual knowledge, but not procedural knowledge, or vice versa.

Delete rows that you don’t need.

1. **In column 4, write the criteria you will use to evaluate if students are demonstrating the specific knowledge described in column 3.**
2. **In column 5, write how students will learn what they need in order to successfully meet the criteria in column 4.**

The more specific you are in each of these, the better your students will understand what you want them to do, and the easier your job of evaluating their work will be.

## Part 2: Graphic Organizer

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| To meet this CLO... | Students need... | Specifically... | How students will demonstrate it (formal writing) | How students will develop it (exercises, informal writing, etc.) |
| Fill in CLO 1 | Factual knowledge | Describe the factual knowledge students need in order to meet this CLO | Fill in evaluation criteria for each aspect of the CLO that you expect students to demonstrate in their formal paper/project | For each criterion, identify the class lessons, informal exercises, & assignment that will help students develop the knowledge or ability being evaluated |
| Conceptual knowledge | Describe the conceptual knowledge students need in order to meet this CLO |  |  |
| Procedural knowledge | Describe the procedural knowledge students need in order to meet this CLO |  |  |
| Self knowledge | Describe the self knowledge students need in order to meet this CLO |  |  |
| Fill in CLO 2 | Factual knowledge |  |  |  |
| Conceptual knowledge |  |  |  |
| Procedural knowledge |  |  |  |
| Self knowledge |  |  |  |
| Etc.  | Factual knowledge |  |  |  |
| Conceptual knowledge |  |  |  |
| Procedural knowledge |  |  |  |
| Self knowledge |  |  |  |
|  | Factual knowledge |  |  |  |
| Conceptual knowledge |  |  |  |
| Procedural knowledge |  |  |  |
| Self knowledge |  |  |  |
|  | Factual knowledge |  |  |  |
| Conceptual knowledge |  |  |  |
| Procedural knowledge |  |  |  |
| Self knowledge |  |  |  |
|  | Factual knowledge |  |  |  |
| Conceptual knowledge |  |  |  |
| Procedural knowledge |  |  |  |
| Self knowledge |  |  |  |