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Goals



- Focus on what you want students to be able to DO
- Aim toward your ideals for our students
- Be prepared to essentialize

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Focusing on what students will be able to DO:



LESS:
I want students to understand the importance of Victorian literature

THAN:
Students will be able to analyze the various strands of Victorian thought as they evidence themselves in a contemporary work

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What students will DO:

NOT I want students to think like a scientist

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BUT Students will be able to analyze a contemporary debate, distinguishing evidence from conclusions, and evaluating the validity of the latter

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Safe Goals: Literature


- Read critically and carefully
- Write in manner that synthesizes varying and competing arguments
- Understand the distinctions between varying eras and genres
- Research in informed and thoughtful ways

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Idealistic Goals: Literature

We seek to produce students who:

- Approach real problems in the world with a humanistic perspective, analyzing the world as a text.
- Can analyze the narratives in the world around them to uncover the larger implications of implicit aesthetic and/or power structures
- Are able to engage with social realities through literature and film, both in critiquing and analyzing these genres, and in creating and disseminating them into the world beyond campus



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Science: Safe

<p>1</p> <p>Identify & explain the basic principles, terminology, and theories used</p>	<p>2</p> <p>Apply quantitative and/or qualitative reasoning skills to solve problems</p>	<p>3</p> <p>Demonstrate proficiency in the collection, interpretation, &/or presentation of data</p>
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Science: FDRs

<p>01</p> <p>Identify & explain the basic principles, terminology, and theories used</p>	<p>02</p> <p>Apply quantitative and/or qualitative reasoning skills to solve problems</p>	<p>03</p> <p>Demonstrate proficiency in the collection, interpretation, &/or presentation of data</p>
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Water Resources

Science: Idealistic

Describe the complex intersection of human actions and water access

Gain awareness of the history of water conflicts and possible areas of conflict in the future

Identify impactful and actionable solutions to address water stress and/or water quality issues

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Essentializing Goals: Literature (Safe)

IN THE BEST OF TIMES:

- Read critically and carefully
- Write in manner that synthesizes varying and competing arguments
- Understand the distinctions between varying eras and genres
- Research in informed and thoughtful ways

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Essentializing Goals: Literature (Safe)

DURING A PANDEMIC

Read critically and carefully

- Write in manner that synthesizes varying and competing arguments
- Understand the distinctions between varying eras and genres
- Research in informed and thoughtful ways

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Essentializing Goals: Literature (Idealistic)

Approach real problems in the world with a humanistic perspective, analyzing the world as a text.

Can analyze the narratives in the world around them to uncover the larger implications of implicit aesthetic and/or power structures

Are able to engage with social realities through literature and film, both in critiquing and analyzing these genres, and in creating and disseminating them into the world beyond campus

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Essentializing Goals: Literature (Idealistic)

Pandemic Version:

Approach real problems in the world with a humanistic perspective, analyzing the world as a text.

Can analyze the narratives in the world around them to uncover the larger implications of implicit aesthetic and/or power structures

Are able to engage with social realities through literature and film, both in critiquing and analyzing these genres, and in creating and disseminating them into the world beyond campus

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Essentializing Goals: Science

Normally:

Identify & explain the basic principles, terminology, and theories used

Apply quantitative and/or qualitative reasoning skills to solve problems

Demonstrate proficiency in the collection, interpretation, &/or presentation of data

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Essentializing Goals: Science

Pandemic

Identify & explain the basic principles, terminology, and theories used

Apply quantitative and/or qualitative reasoning skills to solve problems

Demonstrate proficiency in the collection, interpretation, &/or presentation of data

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How do we decide what's "Essential"?

Often, it's the most cognitively challenging task, which is enabled by the other goals

Discuss with students, exploring not just which goal, but *why*.

Poll students for their personal goals for the course (aside from the stated course goals), then use that data to determine which of the state goals most connects

Think, finally, about what makes you *really proud* when a student in this course achieves it.



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Everyone's Essentialized Goal?

Students will be able to use what they've learned in this course to analyze a contemporary situation, distinguishing between data and conclusions, and evaluating the validity of the latter.



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