

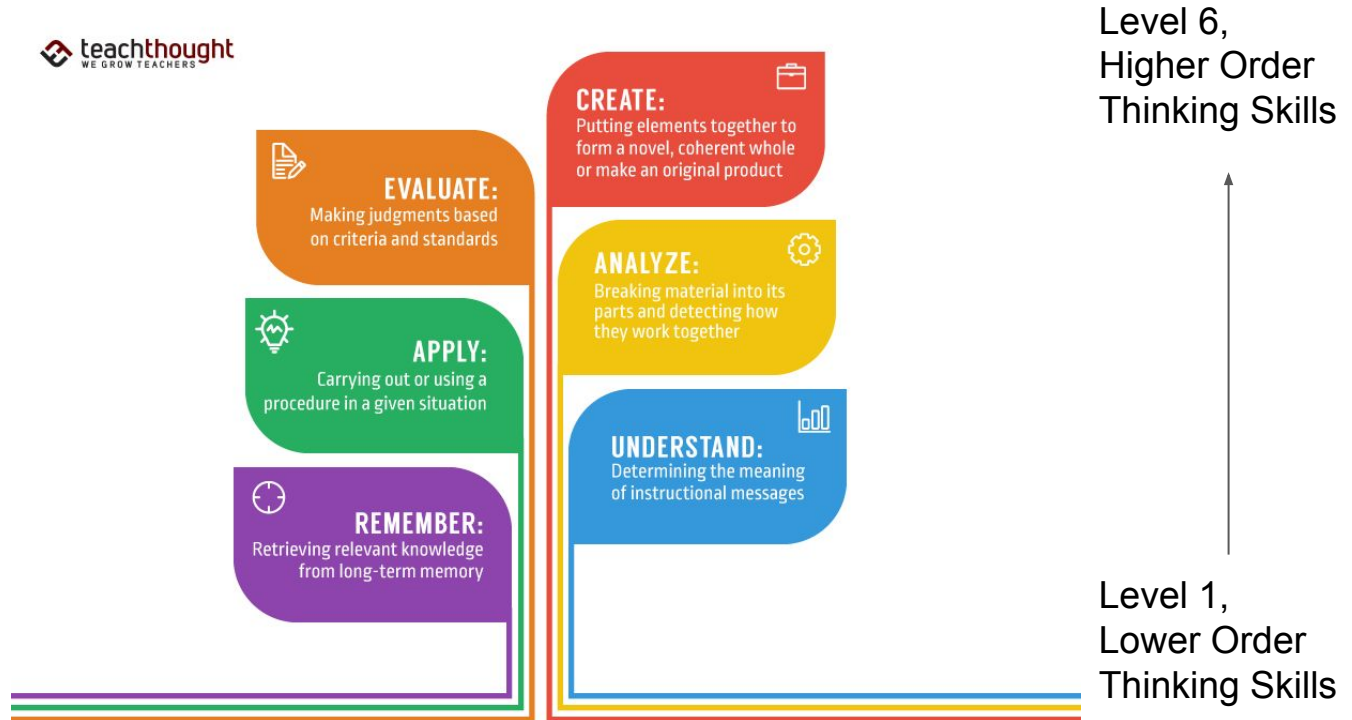
Syllabus

Deciphering Your Syllabus

What to Expect on Your Syllabus

- Course name and number (as it appears in the [University Calendar](#))
- Instructor's MUN [email address](#) and contact info.
- Instructor's [office location](#)
- Instructor's [office hours](#)
- Required materials, text books, and readings.
- Course Description
 - Course [themes/topics](#)
 - Learning outcomes
- [Required assignments and tests](#)
 - Grading matrixes and/or rubrics.
- Policies, procedures, & codes of conduct

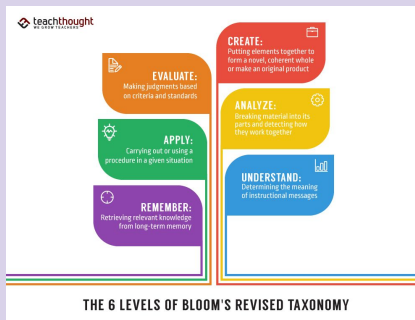
Breaking Down Learning Outcomes



THE 6 LEVELS OF BLOOM'S REVISED TAXONOMY

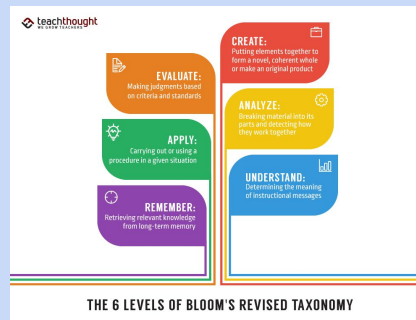
Remember: Retrieving relevant knowledge, facts, or concepts

Arrange, Choose, Cite, Copy, Define, Describe, Duplicate, Group, Identify, Label, List, Locate, Match, Memorize, Name, Omit, Order, Quote, Recall, Recite, Record, Repeat, Reproduce, Select, State, Underline.



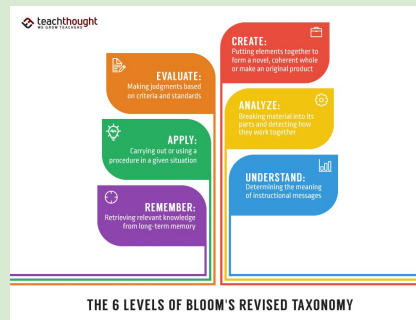
Understand: Demonstrate a comprehension of facts

Associate, Change, Clarify, Classify, Construct, Compare, Confirm, Contrast, Convert, Decode, Defend, Describe, Differentiate, Discriminate, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalise, Give Examples, Identify, Illustrate, Indicate, Infer, Interpret, Locate, Organize, Paraphrase, Predict, Recognise, Reorganize, Rephrase, Report, Restate, Retell, Rewrite, Review, Select, Solve, Transfer, Translate.



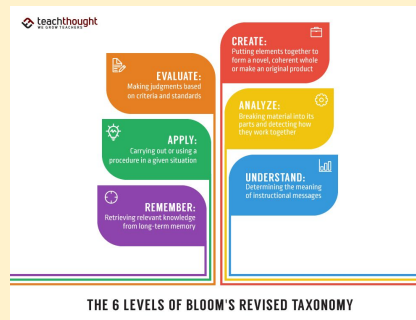
Apply: application of knowledge to a given situation

Adapt, Apply, Appraise, Assess, Build, Calculate, Carry Out, Change, Choose, Complete, Compute, Construct, Demonstrate, Develop, Diagnose, Discover, Dramatise, Employ, Estimate, Examine, Experiment, Express, Find, Illustrate, Implement, Interpret, Make, Manipulate, Modify, Operate, Organise, Plan, Practice, Predict, Prepare, Produce, Relate, Respond, Schedule, Screen, Select, Show, Sketch, Solve, Teach, Transfer, Use.



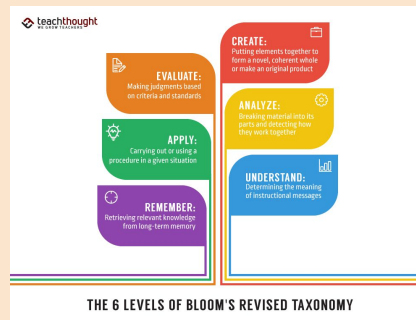
Analyze: deconstruct material into subparts and how they work together

Analyse, Appraise, Arrange, Audit, Break Down, Calculate, Categorise, Change, Classify, Compare, Conclude, Connect, Contrast, Criticise, Debate, Deduce, Determine, Differentiate, Discriminate, Dissect, Distinguish, Divide, Examine, Experiment, Figure, Find, Identify, Illustrate, Infer, Inspect, Interpret, Investigate, Order, Organize, Outline, Point Out, Question, Relate, Select, Separate, Simplify, Solve, Subdivide, Test.



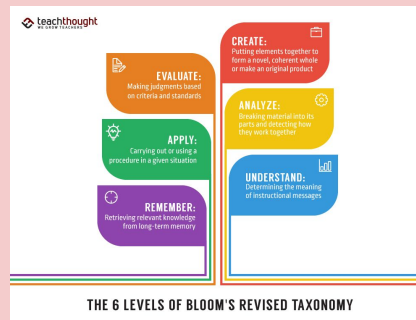
Evaluate: making judgements based upon understanding of a concept, standard, or criteria.

Advise, Appraise, Ascertain, Argue, Arrange, Assess, Attach, Choose, Communicate, Compare, Conclude, Contrast, Contribute, Convince, Counsel, Critique, Debate, Decide, Defend, Determine, Discriminate, Disprove, Establish, Estimate, Evaluate, Explain, Grade, Influence, Interpret, Judge, Justify, Measure, Predict, Prioritize, Prove, Qualify, Rate, Recommend, Relate, Resolve, Revise, Score, Summarise, Support, Tell Why, Validate, Value.

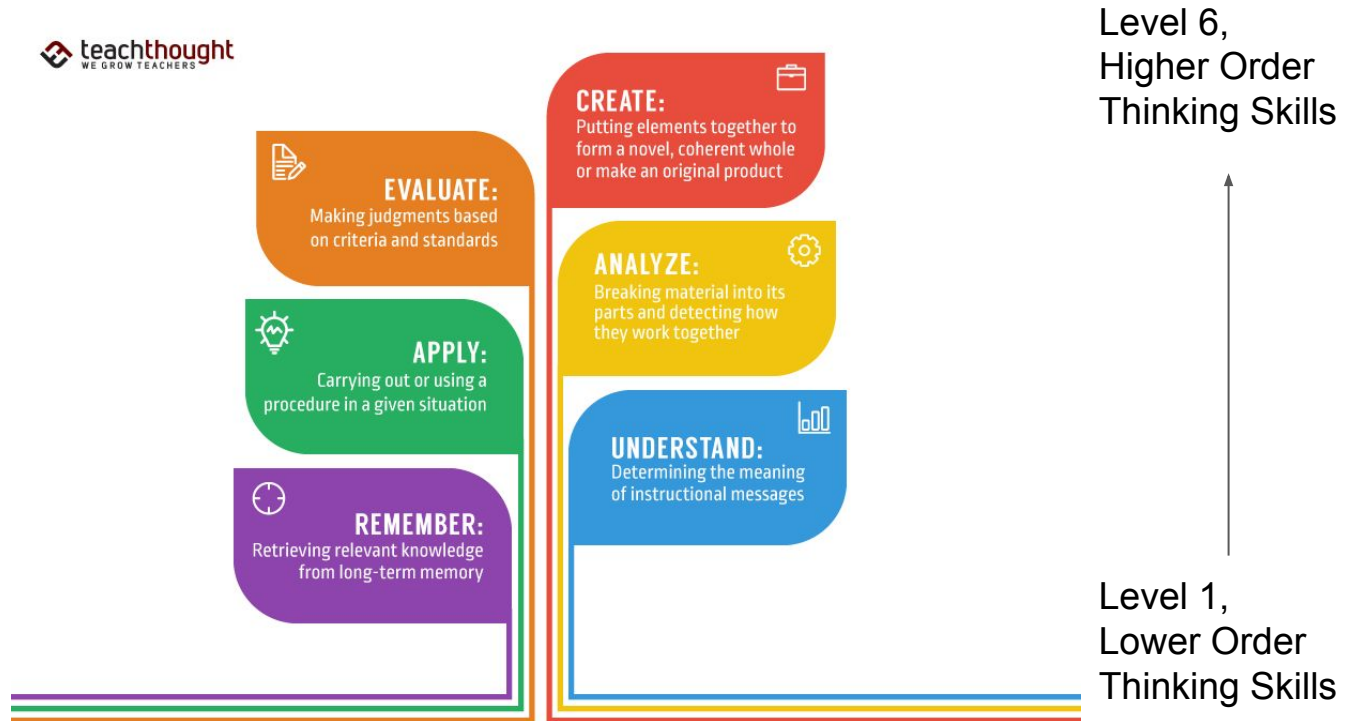


Create: produce innovative, original, or alternative patterns/structures/products

Argue, Arrange, Assemble, Build, Categorise, Collect, Combine, Compile, Compose, Concoct, Construct, Create, Design, Develop, Devise, Elaborate, Establish, Explain, Formulate, Generalise, Generate, Hypothesize, Imagine, Improve, Integrate, Invent, Make, Make Up, Manage, Modify, Organise, Originate, Plan, Predict, Prepare, Produce, Propose, Rearrange, Reconstruct, Relate, Reorganise, Revise, Rewrite, Set Up, Show How, Summarise, Synthesize, Verify, Write.



Breaking Down Learning Outcomes



THE 6 LEVELS OF BLOOM'S REVISED TAXONOMY

Sample Syllabus 1

Learning Outcomes

By the end of this course, students will be able to:

- 1) **Describe** theories and principles of motor development.
- 2) **Explain** changes in growth and maturation from birth to adulthood.
- 3) **Express** the progression of movement from birth to adulthood.
- 4) **Design** appropriate motor programs for children and adolescents.
- 5) **Demonstrate** an improvement in writing skills.

Syllabus Sample 2

Learning Outcomes

Upon successful completion of this course, you will be able to:

1. **Outline** the basic physical, chemical, geological and biological characteristics of the ocean;
2. **Compare** current methods used in ocean sciences and their *limitations*;
3. **Apply** scientific methods to problems involving the marine environment;
4. **Critically discuss** various issues related to the world ocean (climate, pollution, resources management, etc.); and
5. **Conclude that oceanography is global in nature and of special interest to** diverse societies, including the population of Atlantic Canada.

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