



CENTER FOR EXCELLENCE IN TEACHING



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Establishing a Foundation for Your Course

Whether teaching online, onground, or via a blended environment, defining course learning objectives, is the foundation of the course design process.

Writing specific and measurable learning objectives can be one of the most difficult parts of course design. CET has developed the following resources to assist you.

[Common Questions about Learning Objectives](#)

[Writing Learning Objectives](#)

[Bloom's Taxonomy for your Objectives](#)

Stay Informed with the Latest Pedagogical Practices in your Field

To facilitate schools' efforts toward promoting teaching excellence, the USC libraries have created a research guide with selective lists of journals focused on instructional strategies within specific academic disciplines.

[Discipline-Specific Journals on Teaching and Learning Research at USC](#)

S.M.A.R.T. Ideas to Reach All Students

When considering students with disabilities, here are a few considerations to help make your learning objectives accessible:

Specific

Be transparent in your syllabi. Include a statement on USC Disabilities Services

in your syllabus. The [Statement on Academic Conduct and Support Systems document](#) includes language you can include in your course materials.

Measurable

How are you assessing the objectives? Students need to understand not only what they need to know, but how they, and you, will know if they met the objective. Create your course and materials with equity in mind. CET's [Diversity and Inclusion Checklist](#) can help you get started.

Achievable

What materials will students absolutely need to accomplish the course objectives? [USC Disability Services](#) offers accommodations to students with documented disabilities to assist with making your course as accessible as possible.

Realistic

Learning objectives should be neither easy nor impossible to obtain. Can students access the required resources in multiple formats (i.e. audio, video, written, oral)? Are there multiple ways of learning the content should they have difficulty with the chosen method of delivery (i.e. video, articles, examples, pod casts)? CET has a general resource to assist you with [creating accessible documents](#).

Time Sensitive

What learning process are the students required to illustrate and when? [Assignment Deadline Modifications](#) guidance is available on the DSP website to assist faculty who may have students with an approved accommodation.

The Diversity and Inclusion Through Testimony (DITT) Initiative

USC's Shoah Foundation is dedicated to making audio-visual interviews with survivors and witnesses of the Holocaust and other genocides a compelling voice for education and action. [Read how Paula Cizmar's playwriting class](#) drew inspiration from the archive materials.

As part of the Diversity and Inclusion Through Testimony (DITT) grant, Paula worked with CET to develop her syllabus and integrate the Shoah materials into her assignments.

Blackboard Upgrade Notice

USC will also be upgrading the Blackboard system starting at 12:01 AM December 22 through 11:59 PM December 24. During this time, Blackboard will be completely unavailable. This upgrade is necessary to add security measures and new functionality to the system. Please plan accordingly.

We're Here to Help

CET Instructional Designers offer complimentary, confidential consultations for all

USC faculty, departments, and schools for best practices in course design and teaching.

[Contact CET](#)

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