

SLO Workshop at Harris Ranch
November 16, 2007

Examples of Course SLOs at Fresno City College

Administration of Justice 200: Interview and Interrogation Techniques

Expected Outcomes/Objectives: Upon successful completion of the course, the student will be able to:

1. Given a fictitious crime with a known suspect, apply the procedures of setting up a photo line-up which conforms to U. S. Constitutional guaranties.
2. Given a particular behavior of a fictitious suspect, determine if a Miranda Admonishment should be given and if so, properly administer a Miranda Admonishment to the suspect (role player) using an approved Miranda card.
3. After viewing a film of witness statements regarding a given crime, prepare for an interrogation by applying procedures of behavioral analysis including skills of observation citing crucial factors pertaining to the crime and suspect including a written sequence of questions that will be asked of the suspect.
4. Given a trial setting, discuss verbally in class, using the proper terminology, the Constitutional Rights problems that arise from the improper questioning of suspects including questioning prior to and after the time of arrest and obtaining the Miranda Waiver.
5. Given a field setting, discuss verbally in class, the importance and critical nature of the initial contact with the suspects by patrol officers describing statements made by the officer that would indicate a consensual encounter, detention and arrest.

History 11: History of the United States to 1877

Given relevant reading assignments and lectures, students should be able to demonstrate, through multiple-choice exams and the writing of well-organized essays that use information critically and support strong thesis statements, and through homework, map exercises, and/or discussion exercises, an understanding of and the ability to analyze

1. problems of historical and national interest,
2. development of American institutions and public policy in the U.S.,
3. problematic public policies in the United States,
4. roles and experiences of women, immigrants, African Americans and other groups in American life,
5. economic and social changes in the U.S. from its inception through Reconstruction,
6. causes, course, and results of military conflict including Native American wars, French and Indian War, Revolution, War of 1812, Mexican War, and Civil War,
7. the role of the U.S. in the larger world,
8. emergence and significance of new ideas in American intellectual history,
9. emergence and significance of new trends in American religious history,
10. emergence and significance of new technology in American economic and social history,
11. westward expansion of the U.S.,
12. Reconstruction Era and its consequences.

Counseling 38: Student Success Skills Enhancement

Through the use of video taped lectures and textbook exerts, students will:

1. Demonstrate a greater academic independence through one or more reading and lecture note-taking techniques.
2. Utilize analytical skills to paraphrase and compose summaries that accurately reflect and/or evaluate textbook material and lecture notes.
3. Use new academic vocabulary in its proper context.
4. Demonstrate strategies for increasing vocabulary through word decoding skills.
5. Demonstrate knowledge of various lecture signals and the ability to apply their usage to various teaching styles and in diverse classroom settings.
6. Demonstrate the ability to apply reading techniques related to academic language as well as identify the appropriate style to this material.
7. Understand the nature and purpose of a variety of assignments across the disciplines found in an academic college setting including but limited to Spanish, Business, Educational Psychology, English, etc. through the analysis of the language used in the classroom environment.

History 18: History of Ancient Greece

In well-written essays and accurate objective answers,

1. When presented with material on the Bronze Age Mycenaean and Minoan cultures, students will be able to: a) explain how palaces provided the political and economic centers of gravity for these cultures; b) explain influences on these cultures from Bronze Age Mesopotamia and Egypt, in areas such as the visual arts and mythology; c) describe the characteristics of the redistributive economy, and d) explain the uses of writing systems such as Linear A and B.
2. When presented with material on the Dark Age, students will be able to: a) describe the various theories for Bronze Age collapse; b) explain how the term “basileus” continued to be used in the Dark Age; and c) explain the oral-formulaic theory of composition and how the Homeric poems may preserve information on Dark Age society.
3. When presented with material on the Archaic period, students will be able to: a) explain theories on the growth of population during this period; b) describe the phenomenon of Greek colonization; c) describe the evolution of the polis system; d) explain the nature of archaic Greek tyranny; e) describe the nature of lyric poetry and Archaic visual art; and f) describe the origins of Greek philosophy in Ionia.
4. When presented with material on Athens and Sparta, students will be able to: a) explain the “Lycurgan” system of education in Sparta; b) explain the reforms of Solon and Cleisthenes in Athens; c) describe the important aspects of the Peisistratid tyranny in Athens.
5. When presented with material on the Persian Wars, students will be able to: a) explain the important characteristics of the Persian Empire; b) explain the significance of battles such as Marathon and Salamis; and c) explain the impact that victory over the Persians had on the self-image and philosophical outlook of many Greeks.
6. When presented with material on the “Golden Age” of Athens, students will be able to: a) explain the origin of the Delian League; b) describe the political reforms of Pericles; c) describe advances made in Athens in philosophy, architecture, sculpture, and drama.
7. When presented with material on the Peloponnesian War, students will be able to: a) explain the importance of Thucydides’ work for understanding this war; b) describe the major battles and events of the war; and c) describe the major effects and consequences of the war, particularly for Athens and Sparta.
8. When presented with material on the early fourth century BCE, students will be able to: a) explain how no Greek polis achieved lasting hegemony during these years; b) explain the growth of the idea of a Panhellenic “crusade” against Persia; c) explain changes in Athenian democracy during these years.
9. When presented with material on the rise of Macedon, students will be able to: a) explain how Philip II turned the Macedonian kingdom into a major military power; b) describe his tactics for infiltrating the affairs of the poleis of the Greek mainland; and c) explain the characteristics of the League of Corinth.
10. When presented with material on the career of Alexander the Great, students will be able to: a) explain the problems of source material relating to the life of Alexander; and b) describe the major battle and events of his conquest of the Persian Empire.
11. When presented with material on the Hellenistic period, students will be able to: a) explain the Wars of the Successors and the establishment of the Hellenistic kingdoms; b) describe advances in visual art, mathematics, and technology during the Hellenistic era; c) explain the various philosophical movements of the Hellenistic period; and d) explain the nature of religious syncretism and religious conflict in the Hellenistic world.
12. When presented with material on the Roman conquest of the Mediterranean, students will be able to: a) explain how Rome became involved in conflicts among the Hellenistic kingdoms; b) describe the process of Roman conquest; and c) explain how Roman culture absorbed the legacy of ancient Greek culture.

Journalism 3: Newswriting

Based on classroom instruction, assigned research and assigned readings, the student will be able to:

1. Demonstrate the ability to write news stories for publication in a newspaper.
2. Demonstrate the ability to copyread and edit news stories.
3. Critically analyze the news value in a set of facts.
4. Demonstrate an understanding of news values through the writing of news stories.
5. Articulate a personal set of legal and ethical newswriting guidelines.
6. Identify and understand the standards of professional newswriters.

Students will demonstrate their competence in these objectives in written assignments.

Speech 2: Interpersonal Communications

Based on classroom instruction and assigned readings, students will be able to:

1. Demonstrate an understanding of the theories and principles of interpersonal communication.
2. Employ accurate and supportive listening skills.
3. Apply and identify interpersonal problem solving and conflict management strategies.
4. Evaluate interpersonal processes and behaviors.
5. Identify gender differences in interpersonal communication strategies.
6. Demonstrate an awareness of nonverbal communication.

Students will demonstrate their competence in these objectives through classroom presentations and activities, written assignments, quizzes and exams.

Electrical Systems Technology 50: Introduction to Electronics

In an applied setting, given instructions and/or demonstrations the student will be able to;

1. Solve problems expressed in scientific notation.
2. Demonstrate an understanding of and apply Ohm's Law to electrical problems by solving electrical circuits.
3. Solve basic series circuit problems.
4. Solve basic parallel circuit problems.
5. Solve series parallel combination circuit problems.
6. Demonstrate an understanding of basic terminology used in the electronic career field

to industry standards as determined by the instructor.

Math 101: Elementary Algebra

(Student success will be measured by a series of tests and quizzes, in which each student will demonstrate proficiency in the following topics.)

Students will be able to:

1. Solve multiple step linear equations in one variable by a step-by-step process.
2. Simplify terms by applying the five basic rules of integer exponents.
3. Perform the four basic operations of addition, subtraction, multiplication and division on polynomials.
4. Factor polynomials that contain GCF, factor polynomials by grouping, factor trinomials, factor difference of two squares, and factor difference/sum of two cubic.
5. Solve rational equations that result in linear or quadratic equations.
6. Solve literal equations.
7. Simplify complex fractions with monomials including variables.
8. Graph linear equations of the form $y = mx + b$.
9. Translate applications into algebraic equations and solve.
10. Calculate slope and identify the rate of change as it applies to applications.
11. Solve systems of equations in two variables.
12. Solve quadratic equations.
13. Solve equations involving radicals.