Creating Course Goals

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Goals are general statements of teaching intentions written from the teacher’s point of view to indicate the general content. (Kennedy, Hyland, & Ryan, 2006)

Goals help you:

- develop a **broad view** of what you want students to learn by keeping in mind the “**enduring concepts**” for your course

- provide a **framework** for determining more specific learning outcomes

(Soulsby, 2009)
Goals should be...

- expressed in general terms.
- consistent with program/faculty goals and the institutional mission.

Our Academic Plan encourages active engagement, critical thinking, inquiry, and connection with research.
Example goal statements

- Geology: For students to become acquainted with topographic maps and their usage.
- English: To introduce students to modes of satiric writing in the eighteenth century.
- Physics: Students will develop a ‘scientifically literate’ level of understanding of Special Relativity and its application to 21st century science and engineering.
Example goal statements

- **Biology:** Students will gain fundamental knowledge of how animals sense and respond to their environment.

- **Engineering:** For students to understand the ethical, professional, and citizenship responsibilities of engineering practice.

- **History:** Students will develop an understanding of the role of diversity and difference in shaping human experience.
Goal statement prompts

- To demonstrate _________________ to students
- To introduce students to ______________
- For students to understand ______________
- For students to become acquainted with ______________
- Students will gain fundamental knowledge of ______________
- Students will develop ____________ skills
- Students will gain experience with ______________
Activity: Goals for your course

- Think about the broad learning you want students to experience/achieve in your course.
- Decide on three goals and draft a statement for each.
- Use the goal statement prompts to assist you.