

**COURSE
COMPETENCY
GUIDELINES**

GUIDELINES FOR DEVELOPING COMPETENCIES

Format:

1. Begin with a present tense action verb.
(Example: Convert picas to points and inches.)
2. Each action verb requires an object.
(Example: Identify bacteria, fungi, and parasites.)
(Verb followed by object.)
3. Each competency is measurable and/or observable.
4. Each competency is based on performance.
(Example: Evaluate literacy genre from a historical perspective by comparing and contrasting the literary works in the 19th Century.)
5. Do not use evaluative or relative adjectives.
(Do not use words like good, effective, appropriate.)
6. Do not use evaluative or relative adverbs.
(Do not use words like quickly, slowly, immediately.)
7. Do Not use qualifying phrase
(Do not use a phrase such as "Write with greater confidence. ")
8. Say what you mean, using only necessary words.

Content:

1. Use all domains as appropriate: cognitive, psychomotor and affective.
2. Build the level of learning from the lowest level to the highest level in each domain, e.g., from knowledge to evaluation in the cognitive domain; from imitation to naturalization in the psychomotor domain; and from receiving to characterizing in the affective domain.
3. Organize similar knowledge, skills and abilities together into a competency, developing a smaller number of competencies rather than an extensive number of knowledge, skills and ability outcomes.

GUIDELINES FOR DEVELOPING COMPETENCIES

(Continued)

4. Introduce the knowledge, skills and abilities required for transfer to upper division programs, or performance in career.
5. Relate competencies to prerequisites and general education requirements.
6. Include systematic, critical, and creative processes.
7. Reinforce critical thinking and oral communication.

Evaluate the desired learning level:				
COGNITIVE DOMAIN				
KNOWLEDGE Recognition and recall of facts and specifics <u>EXAMPLES:</u> Define Describe List State	COMPREHENSION Interprets, translates, summarizes, or paraphrases given information <u>EXAMPLES:</u> Convert Infer Rewrite	APPLICATION Processes information in a situation different from original learning context <u>EXAMPLE:</u> Demonstrate Relate Produce	ANALYSIS Separates whole into parts; clarifies relationships among elements <u>EXAMPLE:</u> Diagram Outline Illustrate	SYNTHESIS Combines elements to form new entity from original one <u>EXAMPLE:</u> Compile Compose Design
PSYCHOMOTOR DOMAIN				
IMITATION Observes skills and attempts to report it	MANIPULATION Performs skills by instruction rather than observation	PRECISION Reproduces a skill with accuracy, proportion and exactness; usually performed independent of original sources	ARTICULATION Combines more than one skill in sequence with harmony and consistency	NATURALIZATION Completes one or more skills with with ease; requires limited physical or mental exertions
AFFECTIVE DOMAIN				
RECEIVING Listening passively; Attending to <u>EXAMPLES:</u> Ask Name	RESPONDING Complies to given expectation; shows interest <u>EXAMPLES:</u> Answer Recite	VALUE Display behavior consistent with single belief or attitude; unforced compliance <u>EXAMPLES:</u> Complete Explain Justify	ORGANIZING Committed to set of values as displayed by behavior <u>EXAMPLES:</u> Integrate Adhere	CHARACTERIZING Total behavior is consistent with values internalized <u>EXAMPLES:</u> Qualify Modify Perform
				EVALUATION Makes decisions, judges, or selects based on criteria and rationale <u>EXAMPLE:</u> Compare Contrast Justify Summarize

Revision based on Bloom, Taxonomy of Education Objectives, Handbook I; Dave, Developing and Writing Behavioral Objectives; and Krathwohl, Bloom, and Masia, Taxonomy of Educational Objectives, Handbook II.

VERB LIST
(Examples of Verbs Often Used to Write Learning Competencies)

AFFECTIVE DOMAIN
Levels of Learning

RECEIVING	RESPONDING	VALUING	ORGANIZATION	VALUE COMPLEX
ask	answer	complete	adhere	act
choose	assist	describe	alter	discriminate
describe	comply	differentiate	arrange	display
follow	conform	explain	combine	influence
give	discuss	form	compare	listen
hold	greet	initiate	complete	modify
identify	help	invite	defend	perform
locate	label	join	explain	propose
name	perform	justify	identify	qualify
point to	practice	propose	integrate	question
select	present	read	modify	revise
set erect	read	report	order	serve
reply	recite	select	organize	solve
use	report	share	synthesize	use
	select	study	verify	
	tell	work		
	write			

* The level of learning may vary depending upon use of verb. Verbs may be used in several domains.

VERB LIST
(Examples of Verbs Often Used to Write Learning Competencies)

COGNITIVE DOMAIN
Levels of Learning

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
define	acquire	apply	break down	categorize	appraise
describe	convert	change	correct	combine	compare
identify	defend	compute	diagram	compile	conclude
label	distinguish	create	differentiate	compose	contrast
list	estimate	demonstrate	discriminate	create	criticize
match	explain	develop	discuss	devise	diagnose
name	extend	discover	distinguish	design	discriminate
outline	generalize	manipulate	identify	explain	enhance
provide	give	modify	illustrate	generate	justify
reproduce	examine	operate	infer	modifier	interpret
select	infer	predict	outline	organize	relate
state	paraphrase	prepare	point out	plan	research
	predict	produce	program	process	summarize
	rewrite	relate	relate	rearrange	support
	summarize	show	review	reconstruct	
		solve	select	relate	
		use	separate	reorganize	
			study	revise	
			subdivide	rewrite	
				sequence	
				summarize	
				tell	
				write	

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VERB LIST
(Examples of Verbs Often Used to Write Learning Competencies)

PSYCHOMOTOR DOMAIN
Levels of Learning

IMITATION	MANIPULATION	PRECISION	ARTICULATION
adjust	arrange	administer	conduct
apply	code	book	document
assemble	control	clip	encircle
build	design	derive	graph
calibrate	dismantle	draw	pull
change	display	focus	push
clean	drill	handle	regulate
combine	encapsulate	identify	sculpt
compose	expand	introduce	set
compute	fasten	locate	sketch
connect	fix	manipulate	slide
construct	follow	mend	start
correct	frame	mix	stir
create	graph	modify	transfer
debug	grind	nail	use
display	hammer	paint	vend
insert	heat	preserve	vocalize
install	input	point	weigh
map	interface	sand	work
operate	loop	transport	
probe	maintain		
repair	organize		
shade	punch		
transform	support		
troubleshoot	switch		
	transmit		
	work		

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Miami- Dade Community College
LIT 2411- Literature and Culture

Catalog Description:

This course explores literature as a form of cultural expression. Students are engaged in the critical process of analysis by connecting literary texts to cultural issues. Through oral and written assignments, and practical investigation, students will study literature as a socio-cultural response by writers to the world in which they live. *This course fulfills the 4,000-word requirement of the Gordon Rule.*

3 Credits

Prerequisites: ENC 1101, ENC 1102, satisfaction of CLAST English language and easy requirements.

Course Competencies:

Competency 1: The student will demonstrate a knowledge of various literary genres by

- a. reading critically to identify specific literary elements.
- b. composing analytical and interpretive responses to assigned works.
- c. analyzing the relationship between form and content.

Competency 2: The student will analyze and interpret literary work from a variety of perspectives, including

- a. historical
- b. philosophical (ethical, spiritual, political)
- c. social (values and customs)
- d. aesthetic

Competency 3: The student will produce reasoned, critical responses to the universal concerns in literature by

- a. examining themes, conflicts, emotions, ideas and experiences which illustrate the continuity of human experience.
- b. confronting the complex issues of being an individual -as part of a group or outside the group.

Competency 4: The student will demonstrate proficiency in oral, non-verbal, and written communication by

- a. generating, developing, organizing, and presenting ideas effectively.
- b. shaping communication to purpose, audience, and occasion.
- c. analyzing similarities and differences between oral and written communication.
- d. analyzing the impact of variables such as gender, orientation, and ethnicity.
- e. practicing critical listening.
- f. observing the conventions of Standard American English.

Revised 8/3/99

The mission of Miami-Dade Community College is to provide accessible, affordable, high quality education by keeping the learner's needs at the center of decision making and working in partnership with its dynamic, multi-cultural community.