

SENCER Course Development Template

Table of Outcomes

Student learning objectives	Teaching/learning activities	Student assessment methods	OUTCOME
Understand key terms and concepts in urban, medical and environmental sociology Ability to synthesize material	Readings, discussions, Lectures, videos and Speakers	Participation in class discussions, two take home exams and final paper	Student Assessment of Learning Goal (SALG) scores and essays show success.
Experience an urban area from the perspective of how space is used. See relation to issues in urban planning.	Reading on William Whyte Video on Whyte's work Handout on their own work Team observation and video	Class showing of team video Observation. Individual student paper on Their experience of observing	Positive outcome with all teams having useable videos and well written student papers.
Define a community (Weber's Ideal Type model Observe a community living in a super fund site.	Field trips to Alameda	Create Cognitive Map of their home community. Basis for class discussion and personal reflections.	Field trips were productive with many contacts. Students also went to AP on their own and gave a well received poster session. [Added later]
Improve critical thinking and develop communication skills as a team and individual	Discussion group participation Teams will lead class discussions of readings. One team member will be the facilitator once a term	Team facilitator will turn in a paper on the readings for that date with their individual summary of key points, questions, and interpretations.	Modified due to class size to individual activity not team. Students were not as drawn in to discussions as had been planned for. This was not a strong enough part of the course.
Basic knowledge of research and ethical concerns. Methods in sociology: analysis	Confidentiality and anonymity for sources Students as team members and as individuals will	A final paper that will be based in part on data collected	All students as teams and through individual papers did successful field work in Alameda. The plans for more

of secondary data, life history and focus groups	do Field research in Alameda.		sophisticated research like life histories and focus groups did not happen.
In depth knowledge of a social issue in Alameda such as finances, poverty, transportation, race relations	Students incorporate Readings, class material and their field work	A final paper that will unify data collected with course material	Their final papers did achieve the desired outcomes. SALG scores reflect this.
Urban growth patterns, sprawl and infilling, isolation of the poor	Computer mapping and census Data examination	Shared inquiry in class based on work	Students became very informed on these topics through their own mapping and examination of census material. SALG scores reflect this
Social and economic costs of Brownfields and superfund sites	Class observation and discussion	Final meeting to pull together opinions	Students had a heightened awareness of social justice issues and thought they would carry them into the future. . SALG scores reflect this
Basic concepts of 1) environmental risk assessment 2) reaction chemistry	1) Reading, writing and discussion 2) Observations in labs	1) Discussion and posters 2) Lab notebook observations	1) Students were more informed on minimizing exposure to risk 2) Students aware of typical observables.
Quantifying analytes using spectroscopic method	Three labs utilized spectroscopy.	Prepared conclusions on labs.	Students recognize need for instrumental standards.
Investigate trends in data	Two field sampling experiments	Letters communicating data to community	Students are more aware of the limitations due to sampling and possible field effects (seasonal changes, etc.).
Synthesize information and recognize potential bias.	Listening to different speakers and reviewing data from various sources	Poster presentations	Students were aware of multiple perspectives at poster sessions.
Communication skills (in general and with respect to science issues)	Critique EPA videos, Evaluate their video footage and poster presentation plus wrote	Quality of analysis on videos; poster has clear outline and clarity of	Video materials compiled. Posters presented to community.

	letters on Soil Survey	content. Logical construction of information in letter.	Letters completed.
Increased sense of civic responsibility	Community experiment and respectfully videotaping in the community.	Students self assessment of civic responsibility	Students have participated in additional outreach projects.