

Class Name: _____

<p>Marketable Skills Check all that apply that is content in SLO</p>	<p>Course Student Learning Outcomes ← Write your SLO →</p>	<p>What assessment(s) will you give the student?</p>	<p>How will the student learn it in the course?</p>
<p>Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Visual <p>Critical Thinking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation <input type="checkbox"/> Creativity <input type="checkbox"/> Problem-Solving <p>Empirical & Quantitative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scientific Method <input type="checkbox"/> Quantitative Analysis <input type="checkbox"/> Presentation <p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vision <input type="checkbox"/> Action <input type="checkbox"/> Service <input type="checkbox"/> Protocol <p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Artistic <input type="checkbox"/> Technical <input type="checkbox"/> Linguistic <input type="checkbox"/> Kinesthetic <p>Personal Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-Awareness <input type="checkbox"/> Ethics <input type="checkbox"/> Ethical Decision Making <p>Social Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical Perspective <input type="checkbox"/> Civic Responsibility <input type="checkbox"/> Global Engagement <input type="checkbox"/> Intercultural Competency <input type="checkbox"/> Environment <input type="checkbox"/> Social Justice <p>Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task Management <input type="checkbox"/> Individual Contribution <input type="checkbox"/> Cooperation 	<p style="text-align: center;">Type here</p>	<p style="text-align: center;">Type here</p>	<p style="text-align: center;">Type here</p>

Steps on Using Template

1. Select a course and identify that at the top of the sheet with Rubric, Course Number and Title of Course.
2. Fill in one of the course's SLOs in the 2nd column, "Course Student Learning Outcomes". (Important to focus on one SLO at a time)
3. Using the San Antonio College - Marketable Skills, mark all the skills being taught through the SLO in the 1st column "Marketable Skills". (At least one Marketable Skill should be selected, but there is no required number per SLO.)
4. Fill in the 3rd column, "What assessment(s) will you give the student?" with the assessments you will use to measure the student's learning. It can include graded items such as tests, quizzes, projects, etc. and can also include non-graded items such as observation of work or student presentation.
5. Fill in the 4th column, "How will the student learn it in the course?" with the deliverable methods in the classroom. It can include both traditional and non-traditional methods of learning. It can also reflect the additional resources you give to students to reinforce the objectives.

San Antonio College - Marketable Skills

Communication Skills

- **Written:** Students will individually or collaboratively develop coherent, evidence-based, organized, grammatically correct writing using standard American English (or other language as appropriate), to include credible and relevant sources that appropriately borrow and reference information according to documentation style guidelines where applicable.
- **Oral:** Students will individually or collaboratively demonstrate appropriate speaking techniques based upon delivery of verbal and nonverbal elements, to include pitch, volume, variety, fluency, rate, pronunciation, articulation, vocal pauses, eye contact, gestures, movement, vitality, facial expression, or visual aids.
- **Visual:** Students will individually or collaboratively demonstrate visual communication through formal, conceptual, linguistic, or technical processes to include major movements, periods, artists, stylistic characteristics, works of art, or completion of creative works.

Critical Thinking

- **Analysis:** Students will identify, classify or challenge components of an argument/problem.
- **Synthesis:** Students will combine and organize evidence to demonstrate a greater depth of understanding of an argument/problem.
- **Evaluation:** Students will judge components of an argument/problem according to applicable criteria.
- **Creativity:** Students will develop original work through reflection and inquiry.
- **Problem-Solving:** Students will analyze appropriate evidence within an argument/problem, design and implement logical solutions, or measure the effectiveness of the solutions.

Empirical and Quantitative Skills

- **Scientific Method:** Students will apply the Scientific Method to validate or refute an hypothesis.
- **Quantitative Analysis:** Students will complete quantitative analyses through the utilization of appropriate arithmetic, algebraic, geometric, trigonometric, probabilistic, or other relevant mathematical operations.
- **Presentation:** Students will present empirical and quantitative results and conclusions in a variety of formats, such as tables, charts, graphs, maps, or equations.

Performance

- **Artistic:** Students will demonstrate creativity through observation, exploration, or production.
- **Technical:** Students will show progress through specialized training, by seeking advice from experts, by observing others, or through production.
- **Linguistic:** Students will demonstrate fluency in language by communicating with others through reading, writing, and speaking.
- **Kinesthetic:** Students will show their progress in skill development through formal or informal demonstrations.

San Antonio College - Marketable Skills

Personal Responsibility

- Self-Awareness: Students will articulate their own core beliefs and describe their source.
- Ethics: Students will examine and assess various codes of ethics in light of their personal choices.
- Ethical Decision Making: Students will examine ethical dilemmas in the past or present in order to appraise choices, actions, and consequences.

Social Responsibility

- Historical Perspective: Students will analyze events, processes, and other factors that have shaped present society.
- Civic Responsibility: Students will identify the foundations of the American political system and the roles and influences of individuals and groups in shaping American democracy.
- Global Engagement: Students will determine the factors that contribute to patterns of interaction among societies in the past and present and evaluate the impact of that interaction.
- Intercultural competency: Students will recognize the interaction of multiple cultural perspectives that exist in diverse communities.
- Social Justice: Students will examine how societies deal or have dealt with issues of impartiality, equity, and ethics
- Environment: Students will identify the deep interrelationships between human activity and the environment and the need to practice proper stewardship of the environment and the resources it provides

Teamwork

- Task Management: Students will manage a group task, such as identifying individual and collective responsibilities, developing a task schedule, periodically evaluating progress, rebalancing workloads and individual contributions as needed, or assessing the final outcomes.
- Individual Contribution: Students will contribute individually to a team task, to include outlining the project scope, developing a project schedule, periodically evaluating progress, or rebalancing workloads.
- Cooperation: Students will collaborate with others by integrating individual contributions into a team task to achieve a successful outcome.

Leadership

- Vision: Students will craft a vision for their group or organization and develop a strategic plan to achieve that vision
- Action: Students will identify goals toward the development of shared knowledge among faculty or peers to accomplish a variety of tasks or objectives.
- Service: Students will seek input from diverse viewpoints, critically evaluate all opinions, or clearly explain the rationale behind group/task decision making.
- Protocol: Students will recognize the value of following proper protocols.

Class Name: SLNG 2336 – Interpreting IV

Marketable Skills Check all that apply that is content in SLO	Course Student Learning Outcomes ← Write your SLO →	What assessment(s) will you give the student?	How will the student learn it in the course?
Communication <input type="checkbox"/> Written <input checked="" type="checkbox"/> Oral <input checked="" type="checkbox"/> Visual Critical Thinking <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input checked="" type="checkbox"/> Evaluation <input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Problem-Solving	Interpret effectively from ASL to English and English to ASL in settings where complex vocabulary and dense source material are used.	SIGHT TRANSLATIONS (Written English to ASL) <ul style="list-style-type: none"> • Transportation Security Administration • Parent Notification Letter • How to Cope with a Social Security Overpayment • How to Keep Gums and Teeth Healthy 	<ul style="list-style-type: none"> • Baseline recording of work • Individual work on practice grid • Partner work on practice grid • Group discussion • Feedback from teacher • Feedback from peers • Performance recording of work • Evaluation of work
Empirical & Quantitative <input type="checkbox"/> Scientific Method <input type="checkbox"/> Quantitative Analysis <input type="checkbox"/> Presentation Leadership <input type="checkbox"/> Vision <input type="checkbox"/> Action <input type="checkbox"/> Service <input type="checkbox"/> Protocol		Green Buildings ASL TO ENGLISH <ul style="list-style-type: none"> • Jane and the Dragon • Code of Professional Conduct • IDEA – Knowing Your Rights • Americans with Disabilities Act • Baby’s New Born Hearing Screening at the Hospital 	<ul style="list-style-type: none"> • Baseline recording of work • Individual work on practice grid • Partner work on practice grid • Group discussion • Feedback from teacher • Feedback from peers • Performance recording of work • Evaluation of work
Performance <input checked="" type="checkbox"/> Artistic <input checked="" type="checkbox"/> Technical <input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Kinesthetic Personal Responsibility <input type="checkbox"/> Self-Awareness <input type="checkbox"/> Ethics <input type="checkbox"/> Ethical Decision Making		ENGLISH TO ASL (Spoken English to ASL) <ul style="list-style-type: none"> • Assistive Listening Devices • How to Overcome Stage Fright • Steve Job’s Stanford Univ. Commencement Speech • Stages of Learning - Birth to Three • Bacteria 	<ul style="list-style-type: none"> • Baseline recording of work • Individual work on practice grid • Partner work on practice grid • Group discussion • Feedback from teacher • Feedback from peers • Performance recording of work • Evaluation of work
Social Responsibility <input type="checkbox"/> Historical Perspective <input type="checkbox"/> Civic Responsibility <input type="checkbox"/> Global Engagement <input type="checkbox"/> Intercultural Competency <input type="checkbox"/> Environment <input type="checkbox"/> Social Justice Teamwork <input type="checkbox"/> Task Management <input type="checkbox"/> Individual Contribution <input type="checkbox"/> Cooperation		BESs <ul style="list-style-type: none"> • BES 1 (Midterm) • BES 2 (Final) 	<ul style="list-style-type: none"> • Baseline recording of work • Individual work on practice grid • Partner work on practice grid • Group discussion • Feedback from teacher • Feedback from peers • Performance recording of work • Evaluation of work