

**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					SYNTHESIS Combines elements to form new entity from original one <u>EXAMPLE:</u> Compile Compose Design	EVALUATION Makes decisions, judges, or selects based on criteria and rationale <u>EXAMPLE:</u> Compare Contrast Justify Summarize
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			
PSYCHOMOTOR DOMAIN					NATURALIZATION Completes one or more skills with with ease; requires limited physical or mental exertions	
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			
AFFECTIVE DOMAIN					CHARACTERIZING Total behavior is consistent with values internalized <u>EXAMPLES:</u> Qualify Modify Perform	
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			

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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ANT2000 Introduction to Anthropology

ANT2000 Introduction to Anthropology

Course Description: This course covers the theoretical and conceptual fundamentals for understanding the human species through an integrated study of the cultural, biological, evolutionary and linguistic aspects of our kind. Students will learn about human origins as well as human cultural diversity from antiquity to the present. (3 hr. lecture)

Course Competency	Learning Outcomes
Competency 1: The student will demonstrate an understanding of the scope of anthropological science, its foci, techniques and methodologies by:	5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Defining anthropology. 2. Explaining the focus and scope of each of the anthropological subfields: 1)physical/biological, 2) linguistics, 3) archaeology, and 4) socio-cultural. 3. Explaining the relationship between each of the sub-fields and to other behavioral and social sciences. 4. Explaining the methods of anthropological research. 5. Identifying the ethics involved in anthropological research. 	
Competency 2: The student will demonstrate an understanding of humankind as an evolving biological species by:	
<ol style="list-style-type: none"> 1. Outlining the history of evolutionary thought and its major theoretical and conceptual contributors. 2. Explaining the major historical and current debates and arguments that both constrain and oppose evolutionary theory. 3. Distinguishing between the various mechanisms of macro and micro evolutionary change. 4. Describing the selective pressures affecting adaptation. 5. Tracing evolutionary adaptation from Australopithecines to Homo sapiens, including human variation. 	
Competency 3: The student will demonstrate an understanding of non-human primates by:	5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Outlining the taxonomic order of non-human primates. 2. Identifying the differences between Old and New World monkeys. 3. Comparing and contrasting the morphological and behavioral characteristics among non-human primates. 4. Explaining the global and local forces that threaten the extinction of non-human primate populations. 	
Competency 4: The student will demonstrate and understanding of the concept of culture by:	5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Defining culture. 2. Explaining the major characteristics of culture as an integrated system. 3. Explaining the major mechanisms of culture change: 1) diffusion, 2) acculturation, 	

4)migration 5) social movements,6) discovery and innovation, and 7) ideology/paradigmatic shifts.	
Competency 5: The student will demonstrate an understanding anthropological linguistics by:	5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Discussing the different foci and scope of descriptive/structural linguistics, historical linguistics and socio-cultural linguistics. 2. Explaining the role and use of symbols in human communication. 3. Explaining the relationship between language and culture. 4. Describing how grammatical structures and lexicons influence the perception of reality. 	
Competency 6: The student will demonstrate an understanding of various subsistence strategies and economic patterns of adaptation by:	5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Describing food foraging societies of hunters, fishers, and gatherers. 2. Describing food producing societies of pastoralists, horticulturalists, agriculturalists, industrialists and globalization. 3. Explaining the impact of agro-industry on world populations and environmental sustainability. 4. Explaining the production, distribution /exchange and consumption patterns associated with each of the subsistence strategies. 5. Contrasting and comparing features of minimalist versus consumer societies. 	
Competency 7: The student will demonstrate an understanding of political and social organization by:	5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Defining the concept of power and its application to society. 2. Listing various levels of socio-political organization of bands, tribes, chiefdoms and states. 3. Analyzing various systems of social stratification and patterns of social inequality. 4. Identifying the various status/role relationships reflected in gender and other aspects of human society. 	
Competency 8: The student will Identifying the various status/role relationships reflected in gender and other aspects of human society by:	5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Describing patterns of marriage and post-marital residence. 2. Identifying cross-cultural examples of reckoning kin and determining descent. 3. Diagramming different systems of kinship. 4. Distinguishing between sex and gender. 5. Discussing the forces of change impacting systems of marriage, kinship, gender, and sexuality under globalization. 	
Competency 9: The student will demonstrate an understanding of the anthropology of the supernatural by:	5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Defining religion. 2. Identifying the common features of most all religions. 3. Describing the functions of religion and their relationship to social organization. 4. Describing several varieties of religious experience as they relate to the cultural contexts of which they are a part. 5. Describing the role of rituals and practitioners in the major world religions. 	
Competency 10: The student will understand the global historical forces leading to the emergence	5. Cultural / Global Perspective

of the developed and developing world by:

1. Explaining development and underdevelopment as a dialectic process from conquest and colonialism through imperialism and globalization.
2. Describing world systems theory.
3. Discussing the mechanisms of dependent development.
4. Explaining the role of structural adjustment programs as to how they exacerbate global poverty.
5. Discussing examples of how applied anthropologists work to ameliorate the impact of under development at micro and macro levels.