



## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

2019-2020

### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **Anthropology 200 Course Student Learning Outcomes & Assessment Plan 2019-2020**

**This course is taught only on the Shelby-Hoover Campus.**

### Department Level Student Learning Outcomes

1. Students will acquire content knowledge in the arts, humanities and social sciences.
2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.

- Students will demonstrate analytical skills by researching and evaluating materials to support ideas.

Course Student Learning Outcomes

- The student will demonstrate knowledge of anthropology and the anthropological perspective
- The student will be able to apply basic anthropological terms, concepts, principles, and theories.
- The student will employ a multicultural perspective through the use of online discussion topics.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
1. Demonstrate knowledge of anthropology and the anthropological perspective.	<a href="#">Final exam embedded questions.</a>	70% of students will be able to give the definition of anthropology and demonstrate knowledge and application of anthropological concepts	<b>AY 2019-20</b> 1 online section 61/61= 100% This course is taught online only.	<b>Observations/Changes:</b> In 2019-2020 96.5% were successful with this outcome. The instructor relied on the <a href="#">smart text</a> and updated content for timeliness and effectiveness. Students were able to summarize and explain these concepts through <a href="#">discussions</a> .  The instructor will implement additional discussions to further reinforce the SLO.
2. Apply basic anthropological terms, concepts, principles, and theories.	Final exam embedded questions.	70% of students will be able to identify anthropological terms and general theoretical perspectives	<b>AY 2019-20</b> 1 online section 57/61= 93% This course is taught online only.	<b>Observations/Changes:</b> The instructor used supplemental materials like <a href="#">films</a> to engage students in better extrapolating data and applying it to situations

				<p>in an anthropological context.</p> <p>The instructor will utilize topics of current interest including <a href="#">applying forensic anthropology</a>.</p>
3. Develop a multicultural perspective	Final exam embedded questions.	70% of students will demonstrate knowledge of cultural diversity in the world.	<p><b>AY 2019-20</b></p> <p>1 online section</p> <p>59/61= 97%</p> <p>This course is taught online only.</p>	<p><b>Observations/Changes</b></p> <p>The instructor used supplemental materials like built-in <a href="#">resources</a> within the program that accompanies the text.</p> <p>Even though students continue to do well on this measurement, a multicultural perspective is vital for a myriad of reasons in today's world. The instructor stays vigilant and receptive to new material to incorporate in the class.</p>
<b>Plan submission date:</b>			<b>Submitted by:</b> Liberal Arts Department	

## SLO 1 Example embedded final exam questions

39.

In Japan, burakumin

- are perceived as "pure" Japanese even though they are the offspring of interracial marriages.
- suffer from discrimination as members of a stigmatized minority group.
- enjoy the highest status of all racial groups.
- no longer face any discrimination.
- constitute a numerical majority.

40.

An examination of racial classifications from around the world indicates that

- all cultures classify races similarly.
- the classification of racial types is an arbitrary, culturally specific process.
- the best racial classifications are based solely on phenotypical traits.
- the best racial classifications are based solely on genotype.
- the best racial classifications are based on both genotype and phenotype.

## Evidence for SLO 1- Screenshot of Smart Text.



## Evidence for SLO 1- Example discussion prompts

### Discussion #2: Are We Still Evolving?

Discuss at least two examples of natural selection that are discussed in the film. This is an objective discussion of factual evidence. Even though this topic is divisive to some groups, we are here to learn about the biological basis of human beings. Personal feelings and opinions will not be counted toward the word count.

<https://www.infobase.com/OnDemandEmbed.aspx?token=3d43944%26wID%3d4556%26plt%3dFOD%26loid%3d0%26w%3d640%26h%3d480%26fWidth%3d660%26fHeight%3d530>

Initial responses must be at least 250 words. You also must respond to at least two other student's posts. Responses to other posts must be at least 100 words each. Discussions are worth five points each (3 points for the initial post and 1 point per response).

## Evidence for SLO 1- Additional discussion prompts

### Discussion #12: The Dark Side of Chocolate

How would you address the problems brought up in the film?

<https://www.infobase.com/OnDemandEmbed.aspx?token=3d42125%26wID%3d4556%26plt%3dFOD%26loid%3d0%26w%3d640%26h%3d480%26fWidth%3d660%26fHeight%3d530v>

Initial responses must be at least 250 words. You also must respond to at least two other student's posts. Responses to other posts must be at least 100 words each. Discussions are worth five points each (3 points for the initial post and 1 point per response).

Properties of various discussions

## Evidence for SLO 2- Example film used in class

What Makes Us Human? Full Video (54:12)



## Evidence for SLO 2- Discussion of forensic anthropology

### Discussion #10: Woman in the Iron Coffin

In this example of forensic anthropology, give at least 3 examples from the film where forensic anthropology overlaps other fields/disciplines.

<https%3a%2f%2ffod.infobase.com%2fOnDemandEmbed.aspx%3ftoken%3d169130%26wID%3d4556%26pt%3dFOD%26loid%3d0%26w%3d640%26h%3d480%26fWdt%3d660%26fHeight%3d530>

Initial responses must be at least 250 words. You also must respond to at least two other student's posts. Responses to other posts must be at least 100 words each. Discussions are worth five points each (3 points for the initial post and 1 point per response).

## Evidence for SLO 3- Additional textbook resources

**Sign in to Connect**

Sign in with the Connect account that was used to pair this Blackboard course

Email address:

Password:

[I forgot my password](#)

**SIGN IN**



## Assessment Record

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## Anthropology 220 Course Student Learning Outcomes & Assessment Plan 2019-2020

### Department Level Student Learning Outcomes

1. Students will acquire content knowledge in the arts, humanities and social sciences.
2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.
4. Students will demonstrate analytical skills by researching and evaluating materials to support ideas.

### Course Student Learning Outcomes

1. The student will be able to recognize key concepts in cultural anthropology.
2. The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world.
3. The student will analyze what it means to be human in a multi-cultural world through online discussion.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
1. Recognize key concepts in cultural anthropology.	<a href="#">Final exam embedded questions.</a>	70% of students will be able to give the definition of cultural anthropology and demonstrate knowledge and application of key concepts	<b>AY 2019-20</b> 1 online section 12/13= 92% This course is taught online only.	<b>Observations/Changes:</b> Student performed better on tests after questions were rearranged. Some of the supplemental materials matched the chapter material more closely. Students were able to comprehend and distinguish key concepts more clearly.
2. Apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world	Final exam embedded questions	70% of students will be able to identify anthropological terms and general theoretical perspectives and apply them to different cultures.	<b>AY 2019-20</b> 1 online section 12/13= 92% This course is taught online only.	<b>Observations/Changes:</b> students answered this question correctly so students performed better the next year on this measurement.
3. Gain better understanding of what it means to be human in a diverse world.	Final exam embedded questions.	70% of students will demonstrate knowledge of cultural diversity in the world.	<b>AY 2019-20</b> 1 online section 11/13= 85% This course is taught online only.	<b>Observations/Changes:</b> Instructor plans to replace one of the films in the old syllabus with one that explains this concept further. Students will be asked to extrapolate key concepts from the film and text and interpret them



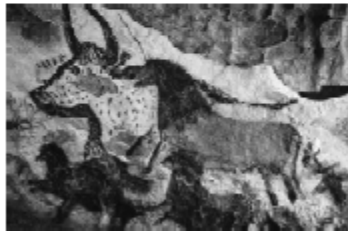
				within an anthropological context.
Plan submission date:			Submitted by: Liberal Arts Department	

### SLO 1- Example embedded questions

Name: \_\_\_\_\_

ID: A

- \_\_\_ 48. Anthropologist Shirley Lindenbaum conducted fieldwork in Papua New Guinea and uncovered the true cause of a fatal disease, *kuru*. What did Lindenbaum conclude was the cause of this disease?
- poor hygiene practices that gave rise to a unique type of food poisoning
  - the reappearance of a rare genetic anomaly that was first brought to the area by Europeans
  - the funeral rituals used by the population she studied
  - the rejection of Western medicine by the local chiefs of the population
- \_\_\_ 49. Anthropologists see art as all the ideas, forms, techniques, and strategies that humans use to do what?
- use objectively valuable materials in a beautiful way
  - communicate their cultural values to other societies
  - teach cultural norms to children in an entertaining way
  - communicate their creativity and inspiration
- \_\_\_ 50. What do anthropologists emphasize in definitions of art?
- It is solely the domain of elites.
  - It is created only by professional artists.
  - It is a product of individual rather than community production.
  - It is shaped by the viewer's perception as well as the artistic intent.
- \_\_\_ 51. What unique evidence of artistic endeavor did archaeologists discover in South Africa's Blombos Cave?
- paintbrushes
  - carved bison bones
  - cave paintings of giraffes
  - red and yellow ochre
- \_\_\_ 52. What does the analysis of European Paleolithic cave art indicate?



- These designs were painted by one individual.
  - There were no burials associated with the paintings.
  - The paintings depicted an equal number of humans and animals.
  - The paintings were modified over a 20,000-year period.
- \_\_\_ 53. What is the predominant export destination of West African art?
- art museums
  - a French art gallery
  - a New York warehouse
  - the Internet



## Assessment Record

Program: History- HIS 101

Assessment period: 2019-20

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## **Course Student Learning Outcomes & Assessment Plan**

### **Course Student Learning Outcomes**

1. Show mastery of relevant context using information from primary and/or secondary sources.
2. Construct/Organize a satisfactory thesis using clear, organizational structure and coherent language.
3. Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p><b>SLO 1:</b> Show mastery of relevant context using information from primary and/or secondary sources.</p>	<p>Students completed a research essay in each HIS 101 section. These respective assignments were selected by individual course instructors. These assignments all fit diverse parts of the historical course objectives for Early Western Civilization.</p> <p><a href="#">Example Grading</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>Fall 2019</b>  Total Sections: 15  391/526 Students 74%</p> <p><b>Online Classes:</b> 4  Students: 106  Online: 90/106 85%</p> <p><b>Jefferson Campus:</b>  Sections: 2  51/85 60%</p> <p><b>Shelby Campus:</b>  Sections: 6  171/239 73%</p> <p><b>Pell City Campus:</b>  Sections: 1  31/38 82%</p> <p><b>Clanton Campus:</b>  Sections: 2  48/58 83%</p> <p><b>Spring 2020</b>  Total Sections: 8  Students: 134/175 77%</p> <p><b>Jefferson Campus:</b>  Sections: 1  22/32 69%</p> <p><b>Shelby Campus:</b>  Sections: 6  98/125 79%</p> <p><b>Pell City Campus:</b>  Sections: 1  14/18 82%</p>	<p><b>Observations/Changes:</b> Although the department met the threshold for success, there was an unfortunate decline in success by 5%. Unlike the previous year, the department reported data from all four campuses and online courses. The inclusion of data from the Jefferson campus, which did not meet the outcome may, in part, explain this reversion. That, however, is not the complete story. Not a single campus showed growth in this outcome. As the department looks to the next school year, instructors will diversify the way they present information. Homework assignments will include various modalities beyond textbook readings, including instructor-created lecture <a href="#">videos</a> or short informational <a href="#">videos</a> by professionals. When assessing student work, the department will include more low-stakes assignments, like <a href="#">InQuizitive</a>, to help students practice comprehension rather than assessing their immediate understanding of material.</p>

<p><b>SLO 2:</b> Construct/Organize a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p>Students completed a research essay in each HIS 101 course section. These respective assignments were selected by individual course instructors. These assignments all fit diverse parts of the historical course objectives for Early Western Civilization.</p> <p><a href="#">Example Grading Rubric</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>Fall 2019</b> Total Sections: 15 Students: 402/526 77%</p> <p><b>Online Classes:</b> 4 Students: 106 Online: 89/106 84%</p> <p><b>Jefferson Campus:</b> Sections: 2 66/85 78%</p> <p><b>Shelby Campus:</b> Sections: 6 172/239 73%</p> <p><b>Pell City Campus:</b> Sections: 1 30/38 81%</p> <p><b>Clanton Campus:</b> Sections: 2 45/58 78%</p> <p><b>Spring 2020</b> Total Sections: 8 Students: 137/174 79%</p> <p><b>Jefferson Campus:</b> Sections: 1 25/32 71%</p> <p><b>Shelby Campus:</b> Sections: 6 98/125 79%</p> <p><b>Pell City Campus:</b> Sections: 1 14/17 76%</p>	<p><b>Observations/Changes:</b> To continue towards improved student engagement and implementation of thesis creation, history faculty will implement several approaches such as having shared instructional strategies for best practices on assignment thesis construction. This will be done via a formal shared set of steps. Instructors will provide numerous opportunities throughout the semester, and with a <a href="#">variety of topics</a>, to practice writing thesis sentences and workshop them with their classmates.</p>
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<p><b>SLO 3:</b> Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.</p>	<p>Students completed a research essay in each HIS 101 course section. These respective assignments were selected by individual course instructors. These assignments all fit diverse parts of the historical course objectives for Early Western Civilization.</p> <p><a href="#">Example Grading Rubric</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>Fall 2019</b>  Total Sections: 15  Students: 373/526 71%</p> <p><b>Online classes: 4</b>  Students: 106  Online: 88/106 83%</p> <p><b>Jefferson Campus:</b>  Sections: 2  28/85 33%</p> <p><b>Shelby Campus:</b>  Sections: 6  178/239 74%</p> <p><b>Pell City Campus:</b>  Sections: 1  31/38 82%</p> <p><b>Clanton Campus:</b>  Sections: 2  48/58 83%</p> <p><b>Spring 2020</b>  Total Sections: 8  Students: 128/174 74%</p> <p><b>Jefferson Campus:</b>  Sections: 1  22/32 69%</p> <p><b>Shelby Campus:</b>  Sections: 6  93/125 72%</p> <p><b>Pell City Campus:</b>  Sections: 1  13/17 76%</p>	<p><b>Observations/Changes:</b> To continue towards gaining positive student outcomes for combining the creation of a thesis statement and supporting it with historical evidence, the history faculty will seek to discuss and implement successful strategies. While individual instructors can vary in their approaches, the workshopping of diverse plans can lead to a good set of common success approaches. Going into the next academic year, instructors will provide students with <a href="#">graphic organizers</a> that help students understand the multiple steps needed to successfully complete this SLO. Instructors will also design <a href="#">exercises</a> to help students uncover source bias/perspective.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b></p>	

# SLO 1: Grading Rubric

## Example Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_

History DBQ Grading Rubric

	Exceptional	Above Average	Average	Below Average	Non-Existent
Document Usage (SLO 3)	The student correctly identifies the content of the required number of documents, provides a nuanced analysis of the language in at least a few documents, and places them in their proper context.	The student correctly identifies the content of the required number of documents, properly utilizes specific examples from each, and places them in their proper context.	The student correctly identifies the content of documents and properly utilizes specific examples from each.	The student fails to correctly identify the required number of documents or to engage with them in a meaningful manner.	There was no engagement with the documents (failure to do so will result in an automatic failure of the essay).
Thesis (SLO 2)	The student has a clear, nuanced thesis at the beginning of the essay that addresses the question & briefly outlines it.	The student has a clear thesis at the beginning of the essay that directly addresses the question.	The student has a clear thesis that attempts to answer the question.	The student's thesis does not directly address the question.	The student does not have a thesis statement.
Argumentation	The student makes a nuanced argument supported by textual and contextual evidence that also speaks to the large significance of the question or theme.	The student maintains a consistent argument throughout the essay and provides substantial evidence (textual & contextual) to support it.	The student maintains a consistent argument throughout the essay and provides proper evidence from the documents to support it.	There are flaws or inconsistencies with the student's attempt to maintain an argument.	There was no argument, only summary.
Thoroughness & Accuracy of Content (SLO 1)	The student manages to provide accurate and relevant content that enhances the argument & understanding of the documents throughout the entire essay.	The student manages to provide accurate and relevant content consistently throughout the entire essay.	The student manages to provide accurate & relevant content at various times throughout the essay.	The student's attempt at providing content was, at best, scattered, inaccurate and/or insufficient.	There was no real attempt to provide content or outside information.
Clarity of Writing & Information	The language is direct, specific, and clear.	The language is direct, specific, and/or clear.	The language is, for the most part, clear. There may be some issues with word choice or structure but the meaning is not lost.	The student's argument may be diminished somewhat due to poor or vague word choice, poor structure, or small grammatical errors.	This is unreadable (which means I can't give it a passing grade).

Documents Used: 1 2 3 4 5 6 7 8 9 10

Additional Comments

How much feedback do you want?  
 Just a grade, please (I waive my right to challenge the grade)  
 The rubric & the grade will suffice  
 Comments, rubric, & grade, please

# SLO 1: Lecture Videos

## 1.6 Instructor-Made Videos

168.je@personata.edu/ufra/courses/\_37148\_1/outline

**Bronze Age Mesopotamia**

Let's begin in the cradle of civilization: Mesopotamia. The following video offers a brief tutorial of Bronze-Age Mesopotamia.

**BRONZE AGE MESOPOTAMIA**  
 SUMERIANS, AKKADIANS, & BABYLONIANS

2900 - 2350 BCE  
 Sargon the Great's Empire

2350 - 2150 BCE  
 Akkadian Empire

1750 - 1500 BCE  
 Old Babylonian Empire  
 Hammurabi's Code, Epic of Gilgamesh written

Watch on

168.je@personata.edu/ufra/courses/\_37148\_1/outline

**The Medieval West**

As the Western Roman Empire slowly fell, civil authority fell to Germanic chieftains while religious authority remained in the hands of the Christian (Catholic) Church. The following video explore this new, medieval world in Western Europe.

**Medieval Europe from Clovis through the Viking Invasions**

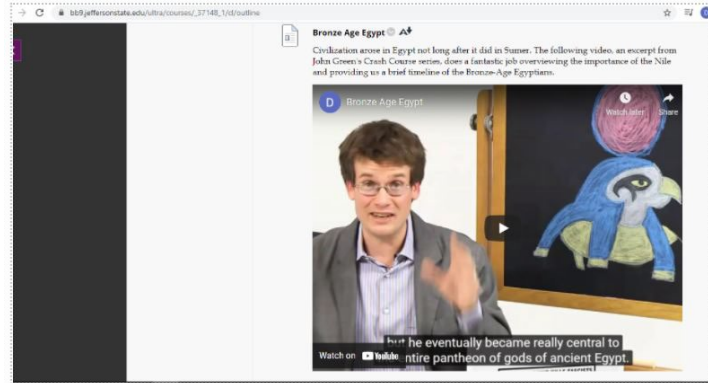
emagne  
14 CE

watch later

St. Boniface

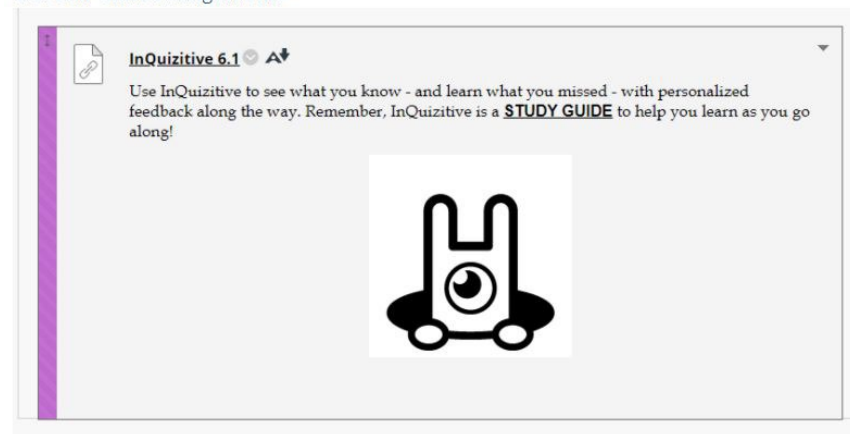
## SLO 1: Informational Videos

### 1.7: Professional Videos



## SLO 1: InQuizitive

### 1.8: Low-Stakes Assignments



# SLO 2: Grading Rubric

## Example Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_

History DBQ Grading Rubric

	Exceptional	Above Average	Average	Below Average	Non-Existent
Document Usage (SLO 3)	The student correctly identifies the content of the required number of documents, provides a nuanced analysis of the language in at least a few documents, and places them in their proper context.	The student correctly identifies the content of the required number of documents, properly utilizes specific examples from each, and places them in their proper context.	The student correctly identifies the content of the documents and properly utilizes specific examples from each.	The student fails to correctly identify the required number of documents or to engage with them in a meaningful manner.	There was no engagement with the documents (fails to do so will result in an automatic failure of the essay)
Thesis (SLO 2)	The student has a clear, nuanced thesis at the beginning of the essay that addresses the question & briefly outlines it.	The student has a clear thesis at the beginning of the essay that directly addresses the question.	The student has a clear thesis that attempts to answer the question.	The student's thesis does not directly address the question.	The student does not have a thesis statement.
Argumentation	The student crafts a nuanced argument supported by textual and contextual evidence that also speaks to the large significance of the question or theme.	The student maintains a consistent argument throughout the essay and provides substantial evidence (textual & contextual) to support it.	The student maintains a consistent argument throughout the essay and provides proper evidence from the documents to support it.	There are flaws or inconsistencies with the student's attempt to maintain an argument.	There was no argument, only summary.
Thoroughness & Accuracy of Content (SLO 1)	The student manages to provide accurate and relevant content that enhances the argument & understanding of the documents throughout the entire essay.	The student manages to provide accurate and relevant content consistently throughout the entire essay.	The student manages to provide accurate & relevant content at various times throughout the essay.	The student's attempt at providing content was, at best, inconsistent, inaccurate and/or insufficient.	There was no real attempt to provide content or outside information.
Clarity of Writing & Information	The language is direct, specific, and clear.	The language is direct, specific, and/or clear.	The language is, for the most part, clear. There may be some issues with word choice or structure but the meaning is not lost.	The student's argument may be diminished somewhat due to poor or vague word choice, poor structure, or small grammatical errors.	This is unreadable (which means I can't give it a passing grade)

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\_\_\_\_\_ The rubric & the grade will suffice

\_\_\_\_\_ Comments, rubric, & grade, please

# SLO 2: Practice Thesis Statements

## 2.4: Potential Thesis Practice Questions

### Potential Practice Questions for Thesis Writing:

1. How did climate shape the construction of religion during the Bronze Age?
2. How were the stories of the Torah shaped by cultures that preceded it?
3. Which Greek philosophers most significantly shaped the way we view the world today? How so?
4. Was Augustus Caesar a good leader? Why or why not?
5. Why was Christianity popular among Rome's lower classes before the 4<sup>th</sup> century?
6. How does chivalry in the 12<sup>th</sup> century differ from our modern definitions of chivalry?
7. How does Michelangelo's art reflect the changing epistemology of his day?



# SLO 3: Grading Rubric

## Example Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_

History DBQ Grading Rubric

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# SLO 3: Graphic Organizers

## 3.4: Graphic Organizers

### Primary Source Graphic Organizer

Fill out this chart for each primary source

SKILL	OBJECTIVE	RESPONSE
Identify	<ul style="list-style-type: none"> <li>• Author</li> <li>• Date</li> <li>• Context</li> <li>• Type of source</li> </ul>	
Observe	<ul style="list-style-type: none"> <li>• Quotations</li> <li>• (or) Imagery</li> </ul> That stands out to you	
Analyze	<ul style="list-style-type: none"> <li>• Why is this document important?</li> <li>• Does this corroborate/enhance other documents?</li> </ul>	
Apply	<ul style="list-style-type: none"> <li>• How does this document shape and/or support your working thesis? Does it undermine it?</li> </ul>	

## SLO 3: Exercises

HIS 101

Augustus Activity

Round 3:

Document	Based ONLY on this source, what kind of leader was Augustus?	How did this source lead you to this conclusion?	How reliable is this source?
E: Cassius <u>Dio</u>			
F: <u>Seutonius</u>			

Journal Assignment:

Once you have completed Round 3 with your partner(s), discuss with what kind of leader Augustus was. Look at which sources you trusted vs. those your partners trusted. Were there any differences? If so, did that shape your response to the question differently?

After you've discussed it with your partners, recap the discussion in your journal. Be sure to reiterate the similarities and differences between each person. Then, reflect on how historians can come to different conclusions based on how they approach different sources.



## Assessment Record

**Program:** History- HIS 102

**Assessment period:** 2019-20

### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **Course Student Learning Outcomes & Assessment Plan**

### **Course Student Learning Outcomes**

1. Demonstrate mastery of relevant context using information from primary and/or secondary sources from Western Civilization the Renaissance/Reformation era to the modern era.

2. Construct/organize a satisfactory thesis using clear, organizational structure and coherent language in essay on primary/secondary source from Western Civilization from the Renaissance/Reformation era to the modern era.
3. Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis in essay on primary/secondary source from Western Civilization from the Renaissance/Reformation era to the modern era.

Outcome	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Demonstrate mastery of relevant context using information from primary and/or secondary sources from Western Civilization the Renaissance/Reformation era to the modern era.</p>	<p>Students wrote an essay, supported by primary sources, in response to a historical question.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>Full Academic Year Totals:</b> 12 Total Sections  Complete Student Outcome Statistics: 228/268=85%</p> <p><b>Fall 2019</b> Total Sections: 7 Students:109/128 85 %</p> <p><b>Online classes</b> Sections: 3 Students: 65 Online: 53/65 82%</p> <p><b>Jefferson Campus:</b> Sections: 1 15/18 83%</p> <p><b>Shelby Campus:</b> Sections: 1 15/16 94%</p> <p><b>Pell City Campus:</b> Sections: 1 8/10 80%</p> <p><b>Clanton Campus:</b> Sections: 1 18/19 95%</p>	<p><b>Observations/Changes based on Current Year data:</b> Instructors utilize a wide selection of historical documents to assist students in the process of learning about parameters of understanding historical context. For example, over the next academic year one <a href="#">instructor plans to utilize multiple historical images mixed with other connected research options</a> to create a learning activity geared towards positive student educational outcomes in this specific area.</p>

			<p><b>Spring 2020</b>  Total Sections: 5  Students:119/140 85%  <b>Online Classes:</b>  Sections: 2  56/66 84%  <b>Jefferson Campus:</b>  Sections: none offered  <b>Shelby Campus:</b>  Sections: none offered  <b>Pell City Campus:</b>  Sections: 1  23/26 85%  <b>Clanton Campus:</b>  Sections: 2  40/48 83%</p>	
<p>SLO 2: Construct/organize a satisfactory thesis using clear, organizational structure and coherent language in essay on primary/secondary source from Western Civilization from the Renaissance/Reformation era to the modern era.</p>	<p>Students wrote an essay, supported by primary sources, in response to a historical question.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>Full Academic Year Totals:</b>12 Total Sections  Complete Student Outcome Statistics: 225/268=84%</p> <p><b>Fall 2019</b>  Total Sections: 7  Students:109 /128 85%  <b>Online classes</b>  Sections 3  Students: 65  Online: 53/65 82%  <b>Jefferson Campus:</b>  Sections: 1  15/18 83%  <b>Shelby Campus:</b></p>	<p><b>Observations/Changes based on Current Year data:</b>  In the task of proper thesis creation, examining historically significant documents can be a great asset. Along with utilizing a core historical research resource of primary documents, this instructional method shows students real life examples of historically significant thesis focus points. To appropriately demonstrate this instructional idea, one of our faculty members plans to</p>

			<p>Sections: 1 15/16 94%</p> <p><b>Pell City Campus:</b> Sections: 1 8/10 80%</p> <p><b>Clanton Campus:</b> Sections: 1 18/19 95%</p> <p><b>Spring 2020</b> Total Sections: 5 Students:116 /140 84%</p> <p><b>Online Classes:</b> Sections: 2 56/66 84%</p> <p><b>Jefferson Campus:</b> Sections: none offered</p> <p><b>Shelby Campus:</b> Sections: none offered</p> <p><b>Pell City Campus:</b> Sections: 1 23/26 85%</p> <p><b>Clanton Campus:</b> Sections: 2 37/48 77%</p>	<p>implement <a href="#">a primary document essay review assignment that emphasizes analyzing historically significant documents.</a></p>
<p>SLO 3: Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis in essay on primary/secondary source from Western Civilization from the Renaissance/Reformation era to the modern era.</p>	<p>Students wrote an essay, supported by primary sources, in response to a historical question.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>Full Academic Year Totals:</b> 12 Total Sections</p> <p>Complete Student Outcome Statistics: 208/268=78%</p> <p><b>Fall 2019</b> Total Sections: 7</p>	<p><b>Observations/Changes</b> The utilization of video-based learning exercises can help students develop a better comprehension of connecting the proper use of research and the creation of thesis focus points. More specifically, short topic-based</p>

			<p>Students:98 /128 77%</p> <p><b>Online classes</b>  Sections: 3  Students: 65  Online: 53/65 82%</p> <p><b>Jefferson Campus:</b>  Sections: 1  15/18 83%</p> <p><b>Shelby Campus:</b>  Sections: 1  15/16 94%</p> <p><b>Pell City Campus:</b>  Sections: 1  8/10 80%</p> <p><b>Clanton Campus:</b>  Sections: 1  7/19 37%</p> <p><b>Spring 2020</b>  Total Sections: 5  Students:110 /140 79%</p> <p><b>Online Classes:</b>  Sections: 2  54/66 82%</p> <p><b>Jefferson Campus:</b>  Sections: none offered</p> <p><b>Shelby Campus:</b>  Sections: none offered</p> <p>Sections: 1  20/26 81%</p> <p><b>Clanton Campus:</b>  Sections: 2  36/48 75%</p>	<p>video documentaries can provide both useful instructional supplementation and content for an engaging assignment geared towards improving student outcomes in this area. Over the next academic year, one History faculty member plans to utilize <a href="#">this type of documentary</a> in their upcoming course sections. These half hour or so long videos provide multiple instructional options for developing best practices on mentoring students about the vital pairing of research and thesis points.</p>
<b>Submission Date:</b>			<b>Submitted by:</b>	

## SLO 1: Historical Images Research Option

### **HIS 102 FIRST HISTORICAL IMAGE REVIEW ESSAY INSTRUCTION SHEET.**

1. REFER TO THIS HANDOUT FOR ALL SPECIFIC INSTRUCTIONS ON HOW TO COMPLETE THE FIRST HISTORICAL IMAGE ASSIGNMENT.

2. Your goal will be to create a good 300 to 500-word essay review of one of these below historical images and their accompanying research options.

3. Here are the historical image and accompanying research options you are responsible for choosing ONE from to create your review essay on for this activity:

Image Topic Option 1: THE GUILLOTINE.



ASSIGNED RESEARCH FOR THIS TOPIC:

<http://www.sparknotes.com/history/european/frenchrev/>

<http://www.history.com/topics/french-revolution>

<http://chnm.gmu.edu/revolution/>



## SLO 2: Essay Review Assignment

### **HIS 102 1ST HISTORICAL DOCUMENT REVIEW ESSAY ASSIGNMENT HANDOUT**

1. REFER TO THIS HANDOUT FOR ALL SPECIFIC INSTRUCTIONS ON HOW TO COMPLETE THE FIRST HISTORICAL DOCUMENT REVIEW ESSAY ASSIGNMENT.
2. The assigned documents you can choose to write on, **YOU ONLY SHOULD CHOOSE ONE OF THESE DOCUMENTS**, are found later in this handout!
3. On this assignment, you must review in essay form 1 of the 2 historical document options found later in this handout. To properly complete the assignment, you must create a well thought out 400 to 600-word essay on the document and the assigned background research. The essay needs to be a good mix of pertinent details and solid analysis. This means to accomplish a correct approach for an essay:
  - a. You will offer your analysis of the key details of each historical document.
  - b. You will use an informed reading of the assigned background research materials to place the historical document in a proper historical context.
4. You need to review the assigned research sources listed below each assigned historical document topic option. As stated above, this will allow you to place the historical document in a proper historical context. In using this research there are a few rules you must follow:
  - a. Do not use quotes. I want to see how you review and learn points of emphasis from these research outlets. Put information into your own words and utilize your own voice on these reviews.
  - b. Do not plagiarize this assignment. If you do this either by accident or on purpose you will fail the assignment with a grade of zero.
  - c. **YOU MAY NOT USE ANY OTHER RESEARCH OUTLETS.** \*You are only allowed to use the research options listed below each historical document. \*
5. Here are the 2 documents you need to select 1 from for your essay:

#### **DOCUMENT CHOICE NUMBER 1**

Title: The English Bill of Rights, 1689

#### **ALLOWED BACKGROUND RESEARCH:**

<http://www.sparknotes.com/history/european/enlightenment/section2.rhtml>

<http://oyc.yale.edu/history/hist-251/lecture-22>

<http://oyc.yale.edu/history/hist-251/lecture-24>

#### **DOCUMENT CHOICE NUMBER 2**

Title: Declaration of the Rights of Man -1789

#### **ALLOWED BACKGROUND RESEARCH:**

<https://www.sparknotes.com/history/european/frenchrev/>

<https://www.history.com/topics/france/french-revolution>

<https://revolution.chnm.org/>

## SLO 3: Documentary Assignment

### **HIS 102 Documentary Review Essay Assignment**

Documentary Series: [A Biography of America](#)

Documentary Video: [22. World War II](#)

#### **Abstract:**

America is enveloped in total war, from mobilization on the home front to a scorching air war in Europe. Professor Miller's view of World War II is a personal essay on the morality of total war, and its effects on those who fought, died, and survived it, including members of his own family.

Documentary Video Link:

<https://www.learner.org/series/a-biography-of-america/world-war-ii/>

#### **Your World War Two Documentary Review Essay Approach:**

For this assignment, you should create a good 400 to 600 long word essay of what you observed about the documentary. Also, you should shape your documentary review essay around addressing and explaining in a strong analytical manner these questions:

I. What topics are most prominent and well covered in the documentary? Please give examples and explain your analysis.

II. What are the best parts of the documentary in your view? Please give examples and explain your analysis.

III. What areas of the documentary led you to think about other related learning opportunities connected to the main focused upon topics? Please give examples and explain your analysis.

IV. Were there topic areas that seemed confusing or complex in the documentary? Please give examples and explain your analysis.

V. Were there certain areas of the documentary that could have been improved upon? Please give examples and explain your analysis.

VI. Were their topics covered in the documentary that surprised you as a student of history? Please give examples and explain your analysis.



# Assessment Record

Program: Liberal Arts

Assessment  
period:

2019-2020

## HIS 121 Course Student Learning Outcomes & Assessment Plan 2019-2020

### Department Level Student Learning Outcomes

1. Students will acquire content knowledge in the arts, humanities, and social sciences.
2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.
3. Students will develop analytical skills by researching and evaluating materials to support ideas.

### Course Student Learning Outcomes

At the end of the course the student will:

- Demonstrate mastery of the relevant context using information from primary and/or secondary sources.
- Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.
- Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis

<p>1. Demonstrate mastery of the relevant context using information from primary</p>	<p>Students complete a written assignment based on a primary/secondary source.</p>	<p>70% of students should meet intended</p>	<p>FALL 2019 <b>Shelby Campus:</b> 3 sections; students - 87</p>	<p>Familiarity with historical context is important for understanding any historical situation. It</p>
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<p>and/or secondary sources</p>		<p>outcomes</p>	<p>75/87 students met or exceeded standard -- 86%</p> <p>SPRING 2020</p> <p><b>Shelby Campus:</b></p> <p>HIS 121 not taught in spring</p>	<p>refers to the social, religious, economic, and political conditions that existed at a particular time and place. Practically speaking, knowledge of context allows the student of history to judge people using the standards of the day. In the assignment, Personification of Objects, I ask the students to respond to various questions regarding how people in the ancient world viewed the secular in relation to the spiritual. Understanding context raises the level of empathy and understanding of a people's who views are quite different from our own.</p>
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<p>2. Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p>Students complete a written assignment based on a primary/secondary source.</p>	<p>70% of students should meet intended outcomes</p>	<p>FALL 2019  <b>Shelby Campus:</b>  3 sections Students: 87  75/87 students met or exceeded set standards.  86%</p> <hr/> <p>SPRING 2020  <b>Shelby Campus:</b>  121 not offered</p>	<p>Using the same assignment as with the first learning objective, students are asked to compose a thesis that ties all four documents together. The data shows that most students understood how different civilizations shared similar views on the roles religion played in everyday life.</p>
<p>3. Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis</p>	<p>Students complete a written assignment based on a primary/secondary source.</p>	<p>70% of students should meet intended outcomes</p>	<p>FALL 2019  <b>Shelby Campus:</b>  3 sections Students: 87  75/87 students met or exceeded set standards.  86%</p> <hr/> <p>SPRING 2020  <b>Shelby Campus:</b>  121 not taught</p>	<p>Overall, students used the primary/secondary materials in a coherent and thoughtful manner to support their theses. The instructor plans to provide more examples to help those who failed to achieve a satisfactory evaluation.</p>

**Plan submission date:** September 18, 2020

**Submitted by:** Liberal Arts Department



## Assessment Record

Program: Liberal Arts

Assessment  
period:

2019-2020

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### **HIS 122 Course Student Learning Outcomes & Assessment Plan 2019-2020**

#### General Education Objective

Prepare students to continue their education at four-year institutions or to enter the workforce.

#### Department Level Student Learning Outcomes

1. Students will acquire content knowledge in the arts, humanities, and social sciences.
2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.
3. Students will develop analytical skills by researching and evaluating materials to support ideas.

#### Course Student Learning Outcomes

At the end of the course the student will:

- Demonstrate mastery of the relevant context using information from primary and/or secondary sources.
- Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.
- Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>1. Demonstrate mastery of the relevant context using information from primary and/or secondary sources</p>	<p>Students complete a written assignment based on a primary/secondary source.</p>	<p>70% of students should meet intended outcomes</p>	<p>FALL 2019</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>Students: 25</p> <p>18/25 72%</p> <hr/> <p>SPRING 2020</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>25/30 83%</p>	<p>The majority of students met the criteria for this intended outcome. Based on the 2018-2019 data, the success rate has stayed consistent. Different forms of assessments have been used to meet this SLO. In one example, <a href="#">Communism assignment</a>, students read from a primary source on growing up under communist rule in Yugoslavia and write a responsive paper based on several prompts. Another example, <a href="#">Industrial Revolution assignment</a>, is an assessment of a primary source research</p>



				<p>project based on the Industrial Revolution in Europe. In each of these cases, students must master the relevant context to complete the assignment. Moving forward, the Communism assignment will be kept but more explanation and interaction on the content will be provided for students.</p>
<p>2. Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p>Students complete a written assignment based on a primary/secondary source.</p>	<p>70% of students should meet intended outcomes</p>	<p>FALL 2019</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>Students: 25</p> <p>18/25 72%</p> <hr/> <p>SPRING 2020</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>25/30 83%</p>	<p>Majority of the students organized their theses in a satisfactory manner using the prompt provided through the assignment. Their theses were coherent and relevant. The data shows consistency from the 2018-2019 SLO assessment period, with a 79% rate in 2018-2019.</p>

				<p>Moving forward, instructors may need to help students with organizing their papers to increase SLO outcome percentages. This can be done by directing students to the Writing Center or by scaffolding with students in the creation of a thesis on an example assignment.</p>
<p>3. Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis</p>	<p>Students complete a written assignment based on a primary/secondary source.</p>	<p>70% of students should meet intended outcomes</p>	<p>FALL 2019  <b>Shelby Campus:</b>  1 section  Students: 25  18/25 72%</p> <hr/> <p>SPRING 2020  <b>Shelby Campus:</b>  1 section  25/30 83%</p>	<p>Overall, students used the primary/secondary materials in a coherent and thoughtful manner to support their theses. Students used pertinent information from the primary sources. Those students that did not support their theses with primary/secondary material did not interact thoughtfully with the</p>

				<p>primary/secondary source material and synthesize the information to complete the assignment. Moving forward, the instructor will provide students with more information on how to read primary/secondary sources and the importance of writing a good thesis based on the assignment prompt.</p>
<p><b>Plan submission date:</b> September 18, 2020</p>			<p><b>Submitted by:</b> Liberal Arts Department</p>	



## Assessment Record

Program: History- HIS 201

Assessment period: 2019-20

### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **Course Student Learning Outcomes & Assessment Plan**

### **Course Student Learning Outcomes**

1. Demonstrate mastery of relevant context using information from primary and/or secondary sources.
2. Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.
3. Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p><b>SLO 1:</b> Demonstrate mastery of relevant context using information from primary and/or secondary sources.</p>	<p>Students wrote an essay response to a primary and/or secondary source.</p> <p><a href="#">Example Grading Rubric</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2019-2020</b> 15 Sections 384/493 = <b>78%</b></p> <p><b>Fall 2019</b> <b>Jefferson</b> 2 sections 65/87 = 75%</p> <p><b>Shelby</b> 4 sections 92/119 = 77%</p> <p><b>Pell City</b> 2 sections 44/52 = 81%</p> <p><b>Clanton</b> 1 section 12/17 = 71%</p> <p><b>Spring 2020</b> <b>Online</b> 1 section 29/31 = 94%</p> <p><b>Shelby</b> 3 sections 92/119 = 78%</p> <p><b>Summer 2020</b> <b>Online</b> 2 sections 52/68 = 76%</p>	<p><b>Observations/Changes:</b> Although the department met the threshold for success, there was no significant improvement by any campus in this outcome. As the department looks to the next school year, instructors will diversify the way they present information. Homework assignments will include various modalities beyond textbook readings, including instructor-created lecture <a href="#">videos</a> or short informational <a href="#">videos</a> by professionals. When assessing student work, the department will include more low-stakes assignments, like <a href="#">InQuizitive</a>, to help students practice comprehension rather than assessing their immediate understanding of material.</p>

<p><b>SLO 2:</b> Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p>Students wrote a paper based on a non-fiction book and a prompt relating to the book.</p>	<p>70% of students should meet intended outcome.</p> <p><a href="#">Example Grading Rubric</a></p>	<p><b>AY 2019-2020</b> 15 Sections 384/493 = 78%</p> <p><b>Fall 2019</b> <b>Jefferson</b> 2 sections 65/87 = 75%</p> <p><b>Shelby</b> 4 sections 92/119 = 77%</p> <p><b>Pell City</b> 2 sections 44/52 = 81%</p> <p><b>Clanton</b> 1 section 12/17 = 71%</p> <p><b>Spring 2020</b> <b>Online</b> 1 section 29/31 = 94%</p> <p><b>Shelby</b> 3 sections 92/119 = 78%</p> <p><b>Summer 2020</b> <b>Online</b> 2 sections 52/68 = 76%</p>	<p><b>Observations/Changes:</b> Although the department met the threshold for success, there was no significant improvement by any campus in this outcome. For the next school year, instructors will provide more opportunities for students to practice thesis writing. Instructors will provide numerous opportunities throughout the semester, and with a <a href="#">variety of topics</a>, to practice writing thesis sentences and workshop them with their classmates.</p>
<p><b>SLO 3:</b> Use primary and/or secondary materials in a coherent</p>	<p>Students wrote a paper based on a non-fiction</p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2019-2020</b> 15 Sections 359/492 = 73%</p>	<p><b>Observations/Changes:</b> Although the department met the threshold for success, there was</p>

<p>and thoughtful manner in support of his/her thesis.</p>	<p>book and a prompt relating to the book.</p>	<p><a href="#">Example Grading Rubric</a></p>	<p><b>Fall 2019</b>  <b>Jefferson</b>  2 sections  35/87 = 40%</p> <p><b>Shelby</b>  4 Sections  92/119 = 88%</p> <p><b>Pell City</b>  2 sections  43/52 = 83%</p> <p><b>Clanton</b>  1 section  15/17 = 88%</p> <p><b>Spring 2020</b>  <b>Online</b>  1 section  29/31 = 94%</p> <p><b>Shelby</b>  3 sections  92/119 = 78%</p> <p><b>Summer 2020</b>  <b>Online</b>  2 sections  52/68 = 76%</p>	<p>no significant improvement by any campus in this outcome. The use of a grading rubric (see column 2) this year revealed that this is a complex SLO that requires numerous skills: identification, analysis, and application. Going into the next academic year, instructors will provide students with <a href="#">graphic organizers</a> that help students understand the multiple steps needed to successfully complete this SLO.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b></p>	

# SLO 1: Grading Rubric

## Example Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_

History DBQ Grading Rubric

	Exceptional	Above Average	Average	Below Average	Non-Existent
Document Usage (SLO 3)	The student correctly identifies the content of the required number of documents, provides a nuanced analysis of the language in at least a few documents, and places them in their proper context.	The student correctly identifies the content of the required number of documents, properly unites specific examples from each, and places them in their proper context.	The student correctly identifies the content of the required number of documents and properly unites specific examples from each.	The student fails to correctly identify the required number of documents or to engage with them in a meaningful manner.	There was no engagement with the documents. (Fails to do so will result in an automatic failure of the essay)
Thesis (SLO 2)	The student has a clear & nuanced thesis at the beginning of the essay that addresses the question & briefly outlines it.	The student has a clear thesis at the beginning of the essay that directly addresses the question.	The student has a clear thesis that attempts to answer the question.	The student's thesis does not directly address the question.	The student does not have a thesis statement.
Argumentation	The student crafts a nuanced argument supported by textual and contextual evidence that also speaks to the larger significance of the question or theme.	The student maintains a consistent argument throughout the essay and provides substantial evidence (textual & contextual) to support it.	The student maintains a consistent argument throughout the essay and provides proper evidence from the documents to support it.	There are errors or inconsistencies with the student's attempt to maintain an argument.	There was no argument, only summary.
Thoroughness & Accuracy of Content (SLO 1)	The student manages to provide accurate and relevant context that enhances the argument & understanding of the documents throughout the entire essay.	The student manages to provide accurate and relevant context consistently throughout the entire essay.	The student manages to provide accurate & relevant context at various times throughout the essay.	The student's attempt at providing context was, at times, uncertain, inaccurate and/or insufficient.	There was no real attempt to provide context or outside information.
Clarity of Writing & Information	The language is direct, specific, and clear.	The language is direct, specific, and/or clear.	The language is, for the most part, clear. There may be some issues with word choice or phrasing but the meaning is not lost.	The student's argument may be diminished somewhat due to poor or vague word choices, poor structure, or small grammatical errors.	This is unreadable (which means I can't give it a passing grade)

Documents Used: 1 2 3 4 5 6 7 8 9 10

**Additional Comments**

How much feedback do you want?  
 Just a grade, please. I value my right to challenge the grade.  
 The rubric & the grade will suffice.  
 Comments, rubric, & grade, please.

# SLO 1: Lecture Videos

## 1.6 Instructor Videos

The Making of the Atlantic World

Let's dive in, shall we?

Creating an Atlantic World

African Diversity

commonality = voluntary immigration

Enslaved

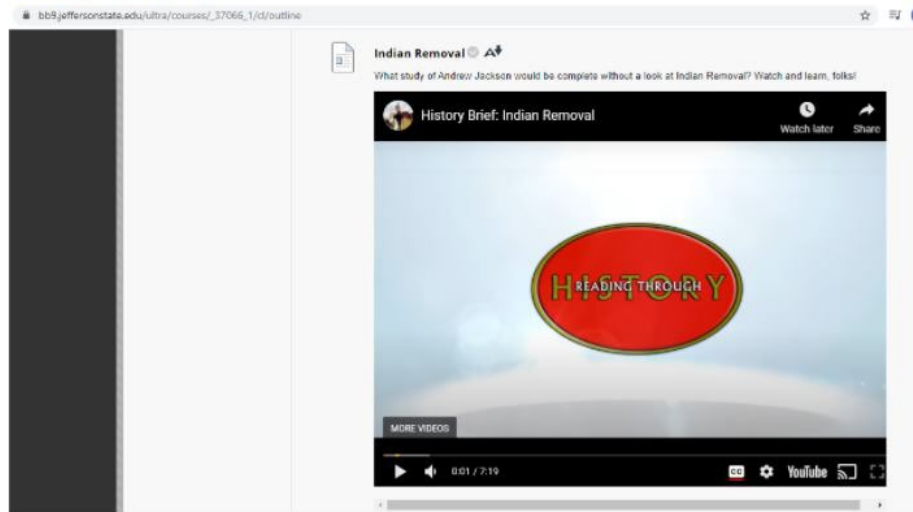
they came from:  
 densely-inhabited city-states  
 small farming villages  
 nomadic tribes

Watch on YouTube



## SLO 1: Informational Videos

### 1.7 Professional Videos



## SLO 1: InQuizitive

### 1.8: InQuizitive



# SLO 2: Grading Rubric

## Example Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_

History DBQ Grading Rubric

	Exceptional	Above Average	Average	Below Average	Non-Existent
Document Usage (SLO 3)	The student correctly identifies the content of the required number of documents, provides a nuanced analysis of the language in at least a few documents, and places them in their proper context.	The student correctly identifies the content of the required number of documents, properly utilizes specific examples from each, and places them in their proper context.	The student correctly identifies the content of the required number of documents and properly utilizes specific examples from each.	The student fails to correctly identify the required number of documents or to engage with them in a meaningful manner.	There was no engagement with the documents (fails to do so will result in an automatic failure of the essay)
Thesis (SLO 2)	The student crafts a nuanced thesis at the beginning of the essay that addresses the question & briefly outlines it.	The student has a clear thesis at the beginning of the essay that directly addresses the question.	The student has a clear thesis that attempts to answer the question.	The student's thesis does not directly address the question.	The student does not have a thesis statement.
Argumentation	The student crafts a nuanced argument supported by textual and contextual evidence that also speaks to the larger significance of the question or theme.	The student maintains a consistent argument throughout the essay and provides substantial evidence (textual & contextual) to support it.	The student maintains a consistent argument throughout the essay and provides proper evidence from the documents to support it.	There are flaws or inconsistencies with the student's attempt to maintain an argument.	There was no argument, only summary.
Thoroughness & Accuracy of Content (SLO 1)	The student manages to provide accurate and relevant context that enhances the argument & understanding of the documents throughout the entire essay.	The student manages to provide accurate and relevant context consistently throughout the entire essay.	The student manages to provide accurate & relevant context at various times throughout the essay.	The student's attempt at providing context was, at best, underbated, inaccurate and/or insufficient.	There was no real attempt to provide context or outside information.
Clarity of Writing & Information	The language is direct, specific, and clear.	The language is direct, specific, and/or clear.	The language is, for the most part, clear. There may be some issues with word choice or structure but the meaning is not lost.	The student's argument may be diminished somewhat due to poor or vague word choices, poor structure, or small grammatical errors.	This is unreadable (which means I can't give it a passing grade)

Documents Used: 1 2 3 4 5 6 7 8 9 10

Additional Comments

How much feedback do you want?

\_\_\_\_ Just a grade, please (I waive my right to challenge the grade)

\_\_\_\_ The rubric & the grade will suffice

\_\_\_\_ Comments, rubric, & grade, please

# SLO 2: Practice Thesis Statements

## 2.5 Practice Questions

### Practice Thesis Questions for HIS 201

1. Should the U.S. government abolish Columbus Day?
2. Could the Salem witch trials have happened in Virginia?
3. Was the American Revolution actually revolutionary?
4. Which of the U.S.'s early political parties – Federalists or Democratic Republicans – aligns most with your values?
5. Was the Second Great Awakening a continuation of the first or was it something completely different?
6. Was Andrew Jackson a champion of the people?
7. What was the cause of the Civil War?

# SLO 3: Grading Rubric

## Example Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_

History DBQ Grading Rubric

	Exceptional	Above Average	Average	Below Average	Non-Existent
Document Usage (SLO 3)	The student correctly identifies the content of the required number of documents, provides a nuanced analysis of the language in at least a few documents, and places them in their proper context.	The student correctly identifies the content of the required number of documents, properly utilizes specific examples from each, and places them in their proper context.	The student correctly identifies the content of the required number of documents and properly utilizes specific examples from each.	The student fails to correctly identify the required number of documents or to engage with them in a meaningful manner.	There was no engagement with the documents (fails to do so will result in an automatic failure of the essay)
Thesis (SLO 2)	The student has a clear & nuanced thesis at the beginning of the essay that addresses the question & briefly outlines it.	The student has a clear thesis at the beginning of the essay that directly addresses the question.	The student has a clear thesis that attempts to answer the question.	The student's thesis does not directly address the question.	The student does not have a thesis statement.
Argumentation	The student crafts a nuanced argument supported by textual and contextual evidence that also speaks to the larger significance of the question or theme.	The student maintains a consistent argument throughout the essay and provides substantial evidence (textual & contextual) to support it.	The student maintains a consistent argument throughout the essay and provides proper evidence from the documents to support it.	There are flaws or inconsistencies with the student's attempt to maintain an argument.	There was no argument, only summary.
Thoroughness & Accuracy of Content (SLO 1)	The student manages to provide accurate and relevant context that enhances the argument & understanding of the documents throughout the entire essay.	The student manages to provide accurate and relevant context consistently throughout the entire essay.	The student manages to provide accurate & relevant context at various times throughout the essay.	The student's attempt at providing context was, at best, underbated, inaccurate and/or insufficient.	There was no real attempt to provide context or outside information.
Clarity of Writing & Information	The language is direct, specific, and clear.	The language is direct, specific, and/or clear.	The language is, for the most part, clear. There may be some issues with word choice or structure but the meaning is not lost.	The student's argument may be diminished somewhat due to poor or vague word choice, poor structure, or small grammatical errors.	This is unreadable (which means I can't give it a passing grade)

Documents Used: 1 2 3 4 5 6 7 8 9 10

Additional Comments

How much feedback do you want?  
 \_\_\_\_\_ Just a grade, please (I waive my right to challenge the grade)  
 \_\_\_\_\_ The rubric & the grade will suffice  
 \_\_\_\_\_ Comments, rubric, & grade, please

# SLO 3: Graphic Organizers

## Primary Source Graphic Organizer

Fill out this chart for each primary source

SKILL	OBJECTIVE	RESPONSE
Identify	<ul style="list-style-type: none"> <li>• Author</li> <li>• Date</li> <li>• Context</li> <li>• Type of source</li> </ul>	
Observe	<ul style="list-style-type: none"> <li>• Quotations</li> <li>• (or) Imagery</li> </ul> That stands out to you	
Analyze	<ul style="list-style-type: none"> <li>• Why is this document important?</li> <li>• Does this corroborate/enhance other documents?</li> </ul>	
Apply	<ul style="list-style-type: none"> <li>• How does this document shape and/or support your working thesis? Does it undermine it?</li> </ul>	



## Assessment Record

**Program:** History- HIS 202

**Assessment  
period:**

2019-2020

### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **Course Student Learning Outcomes & Assessment Plan HIS 202**

### Department Level Student Learning Outcomes

1. Students will acquire content knowledge in the arts, humanities, and social sciences.
2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.
3. Students will develop analytical skills by researching and evaluating materials to support ideas.

### Course Student Learning Outcomes

At the end of the course the student will:

<ul style="list-style-type: none"> <li>• Demonstrate mastery of the relevant context using information from primary and/or secondary sources.</li> <li>• Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</li> <li>• Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis</li> </ul>				
Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p><b>SLO 1:</b> The student shows mastery of relevant context using information from primary and/or secondary sources.</p>	<p>Essay Assessment based on a non-fiction book and a prompt relating to the book.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2020-2021</b>  14 Sections  353/434  81%</p> <p><b>Fall 2020</b>  Total Sections: 6  Students: 139/179 76%</p> <p><b>Online classes</b>  Sections: 2  51/65 78%</p> <p><b>Jefferson Campus:</b>  Sections: 1  16/22 73%</p> <p><b>Shelby Campus:</b>  Sections: 2  54/74 83%</p> <p><b>Pell City Campus:</b>  Sections: 1  14/18 72%</p> <p><b>Clanton Campus:</b>  Sections: none offered</p> <p><b>Spring 2021</b></p>	<p>Observations/Changes: Although the department met the threshold for success, there was no significant growth or decline between academic years. The lack of growth tells the department that while our traditional methods work with a significant amount of our population, there are students who still regularly fall behind. To achieve more growth and reach a wider variety of students, the department hopes to diversify its teaching practices. While <a href="#">textbooks</a> provide students with a single narrative and the expertise of scholars, students are often intimidated by reading long passages and retaining high levels of information on their own. Therefore, instructors will introduce <a href="#">instructor-created lecture videos</a> and/or short informational videos by</p>

			<p>Total Sections: 8 Students: 214/255 84%</p> <p><b>Online Classes:</b> Sections: none offered</p> <p><b>Jefferson Campus:</b> Sections: 1 19/28 68%</p> <p><b>Shelby Campus:</b> Sections: 4 153/180 85%</p> <p><b>Pell City Campus:</b> Sections: 2 33/37 89%</p> <p><b>Clanton Campus:</b> Sections: 1 9/10 90%</p>	<p>professionals to better engage with students. While assessing student work, the department will continue to utilize <a href="#">traditional quizzes</a> but also include more low-stakes assignments like student-created memes, homework journals, or completion-based assignments like <a href="#">InQuizitive</a>.</p>
<p><b>SLO 2:</b> Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p>Essay Assessment based on a non-fiction book and a prompt relating to the book.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2020-2021</b> 14 Sections 353/434 81%</p> <p><b>Fall 2020</b> Total Sections: 6 Students: 134/179 75%</p> <p><b>Online classes</b> 2 sections: 51/65 78%</p> <p><b>Jefferson Campus:</b> Sections: 1 16/22 73%</p> <p><b>Shelby Campus:</b> Sections: 2</p>	<p>Observations/Changes: Each campus not only met the threshold for success, but they maintained the same quality across the board. However, the lack of significant growth indicated to instructors that some students populations may still be falling behind. As a result, instructors will provide <a href="#">writing workshops</a> in-class to help students practice thesis writing. In addition, instructors will provide <a href="#">detailed outlines</a> for students to work on in class or as homework to see why a strong thesis</p>

			<p>53/74 82%  <b>Pell City Campus:</b>  Sections: 1  14/18 72%  <b>Clanton Campus:</b>  Sections: none offered</p> <p><b>Spring 2021</b>  Total Sections: 8  Students: 219/255 86%</p> <p><b>Online Classes:</b>  Sections: none offered  <b>Jefferson Campus:</b>  Sections: 1  24/28 86%  <b>Shelby Campus:</b>  Sections: 4  153/180 85%  <b>Pell City Campus:</b>  Sections: 2  33/37 89%  <b>Clanton Campus:</b>  Sections: 1  9/10 90%</p>	<p>sentence is integral to good essay writing.</p>
<p>Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.</p>	<p>Essay Assessment based on a non-fiction book and a prompt relating to the book.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2020-2021</b>  14 Sections  349/434  80%</p> <p><b>Fall 2020</b>  Total Sections: 6  Students: 135/179 75%</p>	<p>Observations/Changes: Each campus met the threshold for success, but again showed no significant growth in the category. The use of a grading rubric revealed this is a complex SLO that requires numerous skills: identification, analysis, and application. To help,</p>

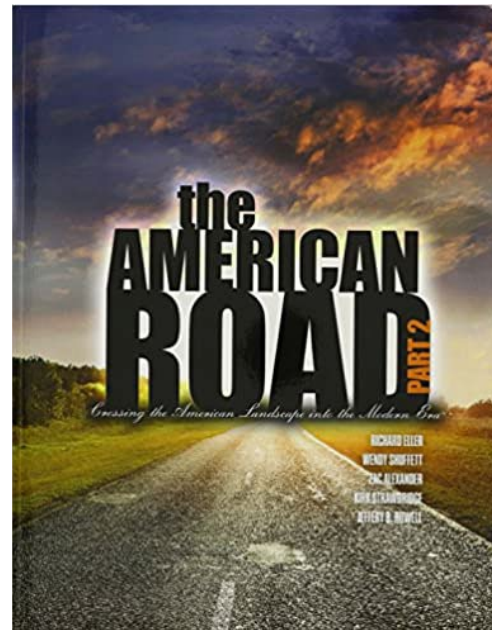
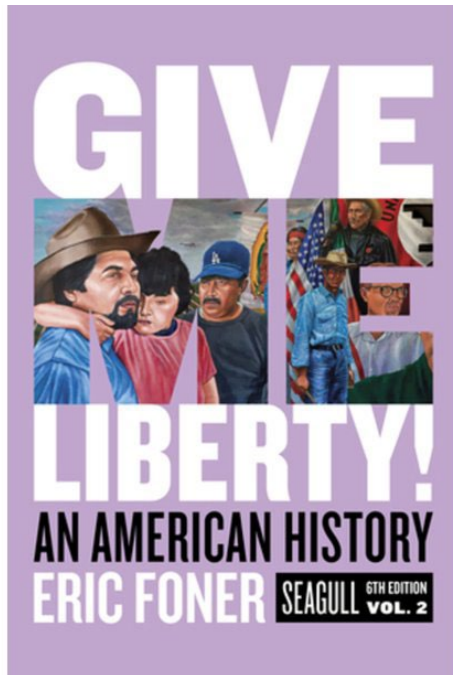
			<p><b>Online classes</b>  Sections: 2  51/65 78%</p> <p><b>Jefferson</b>  <b>Campus:</b>  Sections: 1  16/22 73%</p> <p><b>Shelby</b>  <b>Campus:</b>  Sections: 2  54/74 83%</p> <p><b>Pell City</b>  <b>Campus:</b>  Sections: 1  14/18 72%</p> <p><b>Clanton</b>  <b>Campus:</b>  Sections: none  offered</p> <p><b>Spring 2021</b>  Total Sections:  8  Students:  214/255 84%</p> <p><b>Online Classes:</b>  Sections: none  offered</p> <p><b>Jefferson</b>  <b>Campus:</b>  Sections: 1  19/28 68%</p> <p><b>Shelby</b>  <b>Campus:</b>  Sections: 4  153/180 85%</p> <p><b>Pell City</b>  <b>Campus:</b>  Sections: 2  33/37 89%</p> <p><b>Clanton</b>  <b>Campus:</b>  Sections: 1  9/10 90%</p>	<p>instructors will <a href="#">scaffold</a> close readings of primary sources in-class and allow students time to work in groups with <a href="#">graphic organizers</a> that will provide them the practice they need to successfully complete this SLO. Students will also complete <a href="#">individual analysis</a> sheets to reinforce scaffolding and group work.</p>
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Plan submission date:

Submitted by:

Evidence for SLO 1- Textbooks used in the course



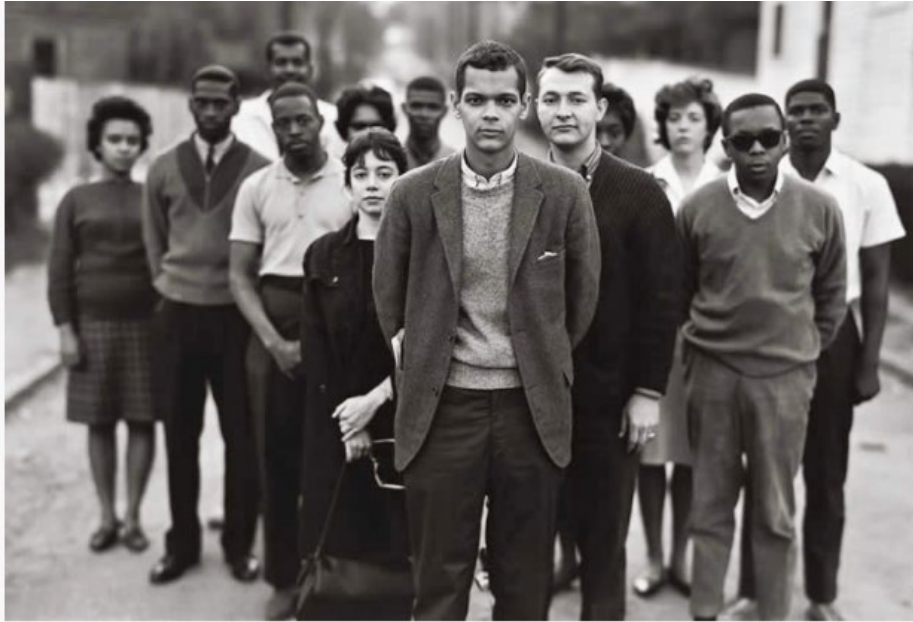
Evidence for SLO 1- Example of instructor created videos



Search

The image is a screenshot of a YouTube video player. On the left side, there is a musical score for the hymn 'I KNOW THAT MY REDEEMER LIVES'. The score includes a title card with a small circular image of a man in a suit. The lyrics are displayed below the musical notation. On the right side, there is a title card that reads 'The Redeemers &amp; the New South'. The video player interface includes a play button, a progress bar showing 0:01 / 9:11, and various control icons like volume, settings, and full screen.

## Evidence for SLO 1- Quizzes embedded in LMS



### **Module 5 Test**

This test has 14 questions. Students have 25 minutes and two attempts to achieve the highest score possible.

## Evidence for SLO 1- Screenshot of Inquizitive quizzes



dmcrae@jeffersonstate.edu

### Chapter 20: From Business Culture to Great Depression, The Twenties, 1920–1932

Page 791 20.2. In what ways did the government promote business interests in the 1920s?

William Howard Taft was appointed chief justice of the Supreme Court in 1921. Identify the statements that describe the Supreme Court under Taft.

Correct Answer(s)

The Court struck down a federal law that barred goods produced by child labor from interstate commerce.

The Court became radically liberal.

In *Adkins v. Children's Hospital* the Taft Court overturned a minimum wage law.

The Progressive ideals of a socially active national state were realized.

Incorrect Answer(s)

Question Confidence

I think I know it

You can gain or lose up to 80 points on this question.

Activity Score

[\(View Activity Report\)](#)

0

Current Grade

0%

You must answer at least 20 questions to receive a grade.

[Question Help/Challenge](#)

## Evidence for SLO 2- Writing workshops used in HIS 202

The slide is titled "Evaluating the New Deal" and features two political cartoons. The first cartoon shows a man in a suit (likely FDR) surrounded by children, with one child holding a sign that says "WPA". The second cartoon shows a man in a suit (likely FDR) sitting at a table with a woman, with a speech bubble that says "IF YOU'D GET THE NEW DEAL, YOU'D GET KIDNAPED".

These cartoons present two contrasting ideas about the New Deal.

Was the New Deal effective at recovering the economy?

Step 1: Write a thesis sentence for this question  
Step 2: Share & critique with your partner. Does it effectively communicate an answer & roadmap?

The slide is part of a presentation with a sidebar on the left showing a list of slides numbered 4 through 8. Slide 4 is titled "Examining the Document", slide 5 is "Identifying the Document", slide 6 is "Identifying the Document", slide 7 is "Identifying the Document", and slide 8 is "Evaluating the New Deal".

**Evidence for SLO 2- Sample of detailed outline presented in class**

**HIS 202 Practice Outline  
The Effectiveness of the New Deal**

**QUESTION:** Was the New Deal effective at recovering the economy?

**A. Intro Paragraph + Thesis (last sentence)**

The New Deal (was / was not) effective because it (a) \_\_\_\_\_, (b) \_\_\_\_\_, and (c) \_\_\_\_\_.

**B. Body Paragraph 1**

**TOPIC SENTENCE:**

The New Deal (was / was not) effective because it (a) \_\_\_\_\_.

**EVIDENCE:**

- a.
- b.
- c.

**C. Body Paragraph 2**

**TOPIC SENTENCE:**

The New Deal (was / was not) effective because it (b) \_\_\_\_\_.

**EVIDENCE:**

- a.
- b.
- c.

**D. Body Paragraph 3**

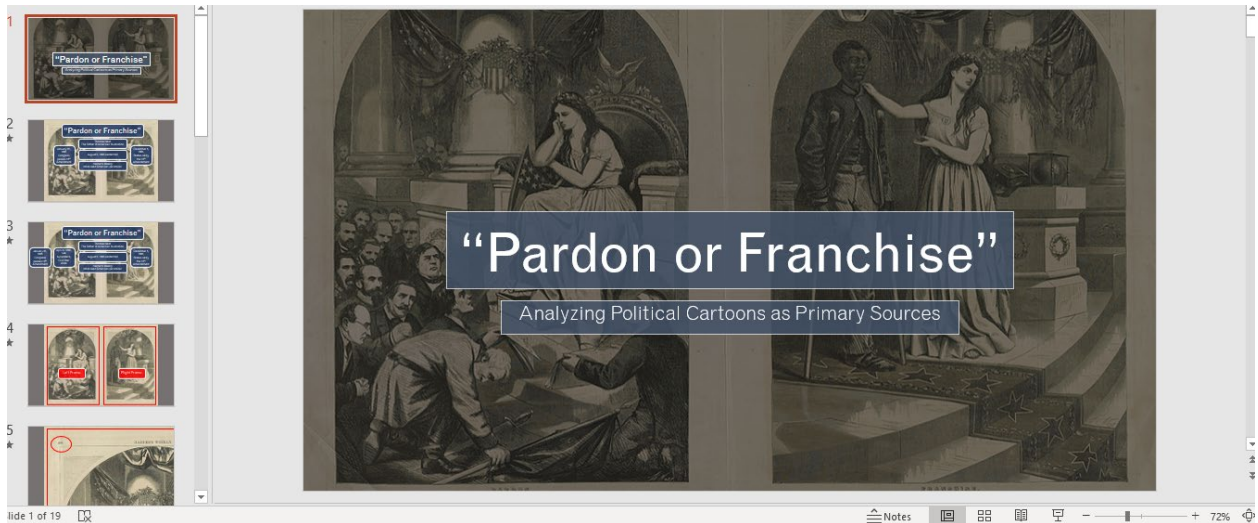
**TOPIC SENTENCE:**

The New Deal (was / was not) effective because it (c) \_\_\_\_\_.

**EVIDENCE:**

- a.
- b.
- c.

## Evidence for SLO 3- Example of scaffolding



## Evidence for SLO 3- Graphic organizers for primary sources

### Primary Source Graphic Organizer

Fill out this chart for each primary source

SKILL	OBJECTIVE	RESPONSE
Identify	<ul style="list-style-type: none"> <li>• Author</li> <li>• Date</li> <li>• Context</li> <li>• Type of source</li> </ul>	
Observe	<ul style="list-style-type: none"> <li>• Quotations</li> <li>• (or) Imagery</li> </ul> <p>That stands out to you</p>	
Analyze	<ul style="list-style-type: none"> <li>• Why is this document important?</li> <li>• Does this corroborate/enhance other documents?</li> </ul>	
Apply	<ul style="list-style-type: none"> <li>• How does this document shape and/or support your working thesis? Does it undermine it?</li> </ul>	

**Evidence for SLO 3- Example of individual analysis**

**Source #1**

A. What is the message of this source?

B. List & explain evidence that led you to this conclusion.

**Source #2**

A. What is the message of this source?

B. List & explain evidence that led you to this conclusion.

**Source #3**

A. What is the message of this source?

B. List & explain evidence that led you to this conclusion.



## Assessment Record

**Program:** Psychology – PSY 200

**Assessment period:** 2019-20

### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **Course Student Learning Outcomes & Assessment Plan**

### **Course Student Learning Outcomes**

The student will

1. Identify the goals of psychology.
2. Explore various methods of psychological research.
3. Distinguish the major schools/perspectives of psychology.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
1. Identify the goals of psychology.	Midterm and/or final exam embedded questions, or a separate survey.	70% of students should meet intended outcome.	<p><b>Academic Year</b> 33 sections 611/837 = 73%</p> <p><b>Fall Semester</b> 19 sections 414/551 = 75% Online: 5 sections 138/186 = 74% Jefferson: 5 sections 86/106 = 81% Shelby: 4 sections: 79/104 = 76% Pell City: 3 sections 58/99 = 59% Clanton: 2 sections 53/56 = 95%</p> <p><b>Spring Semester</b> 9 Sections 138/207 = 67% Online: 4 sections 59/87 = 68% Jefferson: 1 section 9/12 = 75% Shelby: 3 sections 62/90 = 69% Clanton: 1 section 8/18 = 44%</p> <p><b>Summer Semester</b> Online: 5 sections 59/79 = 75%</p>	<p><b>Summary:</b> The outcome was successful as 73% of students successfully identified the goals of psychology.</p> <p><b>Current Year Observations:</b> The student success rate increased by nearly 24%. In addition to the general approach used in the previous year, new strategies used by one or more faculty to improve this outcome included:</p> <ul style="list-style-type: none"> <li>• Utilizing supplemental materials (e.g., <a href="#">handouts</a> or <a href="#">links</a>) for additional learning opportunities on this topic.</li> <li>• Adding clear <a href="#">chapter objectives</a> to the lecture outlines.</li> <li>• Providing in depth discussion for each goal.</li> <li>• Recording or using lecture <a href="#">videos</a> and making them available (primarily for move to online)</li> </ul> <p><b>Next Steps:</b> In addition to the general approach used in the</p>



				<p>previous and current year, faculty intend to</p> <ul style="list-style-type: none"><li>• Emphasize the importance of the topic and need for students to read material (textbook, notes, supplemental links and materials).</li><li>• Provide detailed lecture notes on the goals of psychology.</li><li>• Add additional activities such as in <a href="#">class/group/board discussion</a> to allow students to investigate the goals.</li><li>• Use <a href="#">quizzes</a> to gauge student understanding and provide students with feedback to improve their understanding.</li></ul> <p>Additionally, faculty will provide practice quizzes throughout the semester. The challenge here is that this topic is introduced in chapter 1 and becomes increasingly difficult (but not impossible) to emphasize as the semester goes on. Faculty plan to</p>
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				continue meeting yearly to discuss SLOs, share ideas, and create plans for improvement.
2. Explore various methods of psychological research.	Midterm and/or final exam embedded questions, or a separate survey.	70% of students should meet intended outcome.	<p><b>Academic Year</b> 33 Sections 693/813 = 85%</p> <p><b>Fall Semester</b> 19 Sections 457/536 = 85% Online: 5 sections 141/175 = 81% Jefferson: 5 sections 87/96 = 91% Shelby: 4 sections 87/110 = 79% Pell City: 3 sections 87/99 = 88% Clanton: 2 sections 55/56 = 98%</p> <p><b>Spring Semester</b> 9 Sections 172/200 = 86% Online: 4 sections 71/80 = 89% Jefferson: 1 section 10/12 = 83% Shelby: 3 sections 78/90 = 87% Clanton: 1 section 13/18 = 72%</p> <p><b>Summer Semester</b> Online: 5 sections 64/77 = 83%</p>	<p><b>Summary:</b> This outcome was met as 85% of students were able to demonstrate knowledge of psychological research methods.</p> <p><b>Current Year Observations:</b> The number of successful students increased by 6% in 2019-2020. Having students find, and/or read scholarly research has improved their understanding of research methods. One activity that has shown some success is having <a href="#">students identify research methods</a> and other related scientific method questions as an activity in class. In addition to the general approach used in the previous year, strategies used by one or more faculty included:</p> <ul style="list-style-type: none"> <li>• Providing lecture note outlines or copies of <a href="#">slides</a> online.</li> <li>• <a href="#">Video/film</a> viewing to supplement in class instruction.</li> </ul>

				<ul style="list-style-type: none"><li>• <a href="#">Research Published Article activity</a> used by most instructors. Some faculty adapted the activity for online use. For example, online students were assigned to read the classic published Milgram, “Behavioral Study of Obedience” research article, and answer questions about the scientific method, the experimental method, and ethics.</li><li>• Students provided with <a href="#">optional worksheets</a> or for practice.</li></ul> <p><b>Next Steps:</b> All faculty will implement an activity to explore the research methods. There are many ways to creatively explore this topic and as a result there can be tremendous variation in the activities used. Whatever the activity used to explore research methods, it must help students develop a deeper understanding of the topic which is ultimately objectively measured by a set of</p>
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				<p>standardized questions on an exam/survey.</p> <ul style="list-style-type: none"> <li>Utilize video or other real-world resources for students to explore the scientific method and the ways in which psychologists utilize research methods.</li> <li>Align chapter objectives with lecture notes.</li> <li>Provide practice quizzes throughout the semester.</li> <li>Faculty plan to meet yearly to discuss SLOs, share ideas, and create plans for improvement.</li> </ul>
3. Distinguish the major schools/perspectives of psychology.	Midterm and/or final exam embedded questions, or a separate survey.	70% of students should meet intended outcome.	<p><b>Academic Year</b> 33 sections 664/796 = 83%</p> <p><b>Fall Semester</b> 19 Sections 422/511 = 83% Online: 5 sections 139/169 = 82% Jefferson: 2 sections 30/36 = 83% Shelby: 4 sections 69/103 = 67% Pell City: 3 sections 82/92 = 89% Clanton: 2 sections 49/56 = 88%</p> <p><b>Spring Semester</b> 9 Sections 178/206 = 86%</p>	<p><b>Summary:</b> The outcome was met as 83% of students successfully distinguished the major schools/perspectives of psychology.</p> <p><b>Current Year Observations:</b> The success rate increased by 34% in 2019-2020. Instructors continued using the lecture focus method; however, some instructors added additional <a href="#">video components</a> to the topic material. Additionally,</p>

			<p>Online: 4 sections 79/86 = 92%          Jefferson: 1 section 9/12 = 75%          Shelby: 3 sections 75/90 = 83%          Clanton: 1 section 15/18 = 83%</p> <p><b>Summer Semester</b>          Online: 5 Sections 64/79 = 81%</p>	<p>instructors adapted activities and materials specifically for online instruction.</p> <p><b>Next Steps:</b> - Theory is always a challenging topic so it makes sense to look for ways to improve. Small changes like <a href="#">recorded lectures</a> with examples, practice quizzes, anecdotal stories of the founders of each theory, and encouraging student participation all have the potential to impact student learning. Some instructors will use an in-class "<a href="#">Which Theory Exercise</a>," where students read statements and attempt to correctly identify which theory matches most appropriately has proven effective. Researching and implementing additional resources for student engagement is another potential area of improvement. Faculty plan to continue meeting yearly to discuss SLOs, share ideas, and create plans for improvement.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b> Sarah Gasper</p>	

## SLO 1: Supplemental Materials: Handouts

### Goals of Psychology

#### ■ Describe

- Tells what occurred as accurately and completely as possible

#### ■ Explain

- An understanding of conditions

#### ■ Predict

- Identify all antecedent conditions

#### ■ Control/ Influence

- Bring about desired outcomes

## SLO 1: Supplemental Materials: Links

### Goals of Psychology: Describe, Explain, Predict, and Control



Udemy Editor

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I can't tell you how many times I've gotten a skeptical look followed by, "so, are you trying to read my mind right now?", after telling people I was enrolled in a psychology course. Yep, because psychology actually teaches people how to read everyone else's mind. And it hasn't been announced to the public because it's a secret that only psychology students know, they're sworn to secrecy.

Psychology isn't about reading minds or trying to control others, per se. There's no voodoo magic behind the science, and psychology professors aren't out to manipulate their students to get them to do what they want. The four main goals of psychology are to describe, explain, predict and control the behavior and mental processes of others.

#### Describe

Psychology is a science. It aims to understand the behavior of others and gather information about the way the brain works in order to better serve humanity. By observing different human behaviors, psychologists determine what is normal and healthy and what is unhealthy. Psychology analyzes the thoughts, feelings, actions and goals of people through the help of various case studies, observations and surveys.

# SLO 1: Chapter Objectives

## PSY 200

### SLO 1 Goals of Psychology Outline and Objectives

#### Chapter 1 Intro to Psychology

##### Key Topics:

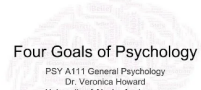
- 1. Goals of Psychology
- 2. Theories/Perspectives/Schools of Thought
  - a. History and Present Day
- 3. Science of Psychology

# SLO 1: Videos

#4goalsofpsychology

Filters

Including results for: #4goalsofpsychology Search only for #4goalsofpsychology




**Four Goals of Psychology**  
PSY A111 General Psychology  
Dr. Veronica Howard  
University of Alaska Anchorage

16K views · 5 years ago

Veronica Howard

0:04 ... and to describe our four major goals of psychology as a science ...



**Goals of Psychology**

- 1. **Description/Describing Behavior** (What is happening?) (Observe and Describe Objectively)
- 2. **Explanation/Explaining Behavior** (Why is it happening?) (Using an Underlying "The Cause of Behavior")
- 3. **Prediction/Predicting Behavior** (When, why and how will they behave given the same situation?)
- 4. **Control/Changing Behavior** (How can it be changed?) (Change or Modify the behavior. "Changing it's thought")

Improving the Quality of Life


Goals of Psychology Explained | Psychology Classes

5.6K views · 1 year ago

ReadingsBest

In this video, I will talk about Four Major Goals of Psychology: Describe, Explain, Predict, and Control.

AK CC



**The Four Main Goals of Psychology**

Richard Granstaff, MA, MEd, EdS, EdD, CAS, CAS-C, CAS-CC, CAS-CCC  
Associate Professor, San Diego State University  
Behavioral and Social Sciences Department  
Psychology Graduate and Undergraduate Programs

13K views · 2 years ago

Richard Granstaff

This is a brief video lecture to present the four main goals of psychology.

Introduction | Operational Definition | Four Main Goals |

## SLO 1: Discussion

### In-class/ Group Activity

- Each study will intend to ask a question that could be somehow helpful to the average student's life (e.g., in areas of school, work, relationships, health, etc.)

For **each** of the studies:

1. Identify your hypothesis
2. Identify your participants and explain what you are doing with your participants
3. Identify your operationally defined variables (two for each study)
4. Write a paragraph or two to describe all aspects of each study, right up to the point where you would actually do the study.
5. Imagine you did the studies and that your hypotheses were supported. Include a simple statement of what conclusion can be drawn from each study.
6. Include a final statement about how such psychological findings could be helpful to students.

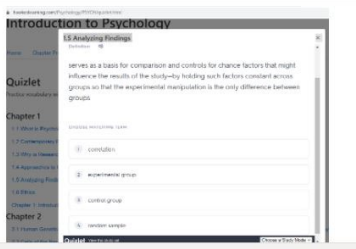
## SLO 1: Quizzes

### 1.4 Approaches to Psychology



### Practice quizzes

### 1.5 Analyzing Findings





# SLO 2: Research Methods

## Research Methods Identification

The following examples will give you practice in identifying types of research and corresponding goals of the scientific method. The correct answers are given below.

1. Researchers spent six months watching toddlers in day care and home settings. They have concluded that normal children combine words in simple sentences by age two.
2. By comparing people assigned to one of three groups—no treatment, traditional treatment, and newly developed virtual reality therapy—psychologists have concluded that you can overcome fear of spiders by using a virtual reality system to gradually raise your comfort level in the presence of spiders.
3. Studies done in randomly selected suburban neighborhoods across the United States have shown that the higher the income level, the fewer the average number of years that a family has lived in the neighborhood.
4. Scientists examine an individual whose right and left hemispheres have been disconnected to control severe seizures. They find that the right hemisphere tends to integrate or synthesize information and the left hemisphere tends to analyze information.

Answers:

1. naturalistic observation; description
2. experiment; explanation and control
3. correlation; prediction
4. case study; description

# SLO 2: Slides



1

**Research Methods**

- **Success**
  - Psychologists conduct surveys by asking people to fill out written questionnaires or by interviewing people orally.
  - By interviewing people with direct questions, psychologists can get information about people's attitudes and behaviors.

4

**Case Studies and Surveys**

- Identify the most widely practiced research method in psychology.
- Surveys allow us to ask others about their thoughts, feelings, or attitudes in various ways.
- **Case studies** offer a deep view of individuals, and **case studies** offer a deep view of individuals.

2

**Experiments: Advantages and Disadvantages**

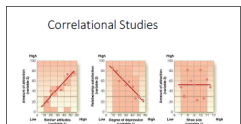
**Advantages:**

1. They allow us to address the goals of exploration and description.
2. They allow us to address the goals of prediction and control.
3. They allow us to address the goals of description and prediction.
4. They allow us to address the goals of prediction and control.

**Disadvantages:**

1. They do not address the goals of description and prediction.
2. They do not address the goals of prediction and control.
3. Some variables cannot be studied in an ethical way using experimental methods.

5



**IV: Research Methods**

- **Descriptive Research** includes several types of studies to gather data.
  - **Naturalistic Observation** is used to study behavior in its natural habitat.
  - **Surveys** use oral, written questionnaires, and interviews to sample a wide variety of attitudes and behaviors from diverse groups of people.
  - **Case study** is a deep study of a single research participant.

## SLO 2: Video/Film

### Discovering Psychology: Updated Edition

CLASSROOM RESOURCES > DISCOVERING PSYCHOLOGY: UPDATED EDITION > 2. UNDERSTANDING RESEARCH

Social Studies & History 9-12, College/Adult

### Understanding Research

Understanding Research is the second program in the Discovering Psychology series. This program examines how we know what we know. You'll explore the scientific method, the distinction between fact and theory, and the different ways in which data are collected and applied, both in labs and in real-world settings.



## SLO 2: Research Activity In-class Version

### In class Version

Answer the following questions about the article you were given.

1. What is the title?
2. What topic is being studied? (Brief!)
3. Record the number of participants.
4. Identify the research method(s) being used in the study.

## SLO 2: Research Activity Online Version

### Adapted for online

1. In your own words, provide a brief summary (a few sentences) of the topic being studied. (You should not provide a summary of the entire study or the results of the study, just the topic (in other words, "what is being studied?".))
2. Review your notes/textbook and define Social Psychology and explain why this study is considered social psychological research (in other words "how does it fit into the field of social psychology?") (1 paragraph max)
3. Review your notes or textbook and define hypothesis. What is the primary hypothesis in the Milgram study?
4. Identify the subjects/participants in the study
  - a. Number of participants?
  - b. Human or animal?
  - c. Any other specifics (e.g., age, gender, students)?
5. Review your notes or textbook and define the experimental research method. Explain why this study is an example of experimental research. What variable(s) are being manipulated by the researcher (in other words, what is the IV in the study)?
6. Briefly discuss the results of the study? (In other words, "what did the researchers find?") - one paragraph max
7. We can't argue the importance of Milgram's findings, but we can talk about ethical violations! List several ethical violations in the Milgram study and provide a brief explanation for why they are considered unethical. Be specific (this cannot be accurately answered in a few words).

## SLO 2: Worksheets

### SLO 2 Research Methods practice

See if you can correctly identify the IV and DV in these examples. Correct answers are listed at the bottom. This is NOT for a grade.

1. Of 100 individuals with moderate depression, 50 receive 8 weeks of a new cognitive-behavioral therapy, while the other 50 are placed on a waiting list for 8 weeks. At the end of the 8 weeks all 100 are given psychological tests to assess their level of depression.
2. A biopsychologist is studying the effects of anabolic steroids on the aggressive behavior of female rats. 24 female rats receive daily injections of a placebo (fake drug), while 24 others receive daily injections of the steroid. Round-the-clock videotapes of the communal cages of all rats allow all aggressive encounters to be counted and timed.
3. Big Pharma Drug Company is conducting research of their new drug Attendomax to improve the note-taking behavior of college students diagnosed with Attention Deficit Hyperactivity Disorder. Fifty of the students receive capsules contain Attendomax, another fifty receive

capsules which look the same but actually contain the drug Ritalin which has been used for many years. All students attend the same series of lectures and have their notes collected afterwards. Notes are scored for completeness and accuracy.

1. IV: Therapy, DV: Level of depression
2. IV: steroids/injections DV: Aggression
3. IV: Drugs given DV: note taking behavior

## SLO 3: Videos

### Video



## SLO 3: Recorded Lectures

### PowerPoint

<p>Goals of Psychology</p> <p>1. <b>Description:</b> Describe or gather information about the behavior being studied</p>	<p>Goals of Psychology</p> <p>2. <b>Explanation:</b> Explain why people behave as they do</p> <ul style="list-style-type: none"><li>-As hypotheses are tested, more complex explanations can be formed</li><li>-Theories formed after extensive testing of hypotheses</li><li>-Theories change as new data improves our understanding</li><li>-Good theories cause us to validate or alter principles that help explain and predict observed behavior</li></ul>	<p>Goals of Psychology</p> <p>3. <b>Prediction:</b> Predict what organisms will do or what they will think and feel in various situations.</p> <ul style="list-style-type: none"><li>-Predict future behaviors by studying descriptive and theoretical accounts of past behaviors</li></ul>
<p>Goals of Psychology</p> <p>1. <b>Influence:</b> Influence behavior in positive ways.</p> <ul style="list-style-type: none"><li>-Basic Science: Conducting research to find out more about human behavior (find the problem)</li><li>-Applied Science: Using principles to solve more immediate problems (correct the problem)</li></ul>	<p>Application Activity</p> <p>Apply the four goals of Psychology to explain how a psychologist might approach the following question:</p> <p>Why are you sitting in psychology class when there are other things you could be doing?</p>	

### SLO 3: “Which Theory?” Exercise

PowerPoint Slide Show - What is Psychology - Compatibility Mode - PowerPoint

Which perspective goes with each statement?

- Society & Cultural influences
  - Sociocultural
- Free will
  - Humanistic-existential
- Environmental factors (nurture)
  - Learning/behavioral
- Early childhood experiences
  - Psychodynamic/psychoanalytic
- They way a person thinks about things
  - Cognitive

Slide 9 of 26

PowerPoint Slide Show - What is Psychology - Compatibility Mode - PowerPoint

Which perspective goes with each statement?

- Society & Cultural influences
- Free will
- Environmental factors (nurture)
- Early childhood experiences
- They way a person thinks about things

Slide 9 of 26



## Assessment Record

Program: Psychology – PSY 210

Assessment period: 2019-20

### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **Course Student Learning Outcomes & Assessment Plan**

### **Course Student Learning Outcomes**

1. Students will be able to categorize the major theories of development, critical research on development, and developmental concepts from across the life course.
2. Students will be able to identify the basic principles, major theories, and research concerning learning, cognition, and social development.
3. Students will be able to compare and contrast the major fields of study and theoretical perspectives within human development.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO #1: Identify the major theorists and their significant contributions to the study of human development.</p>	<p>Students answer <a href="#">embedded questions</a> in an exam related to the major theorist and their contribution to the study of human development.</p>	<p>70% of students will correctly answer questions related to the major theorist and their contribution to the study of human development.</p>	<p>17 Sections 323/373 = 87%</p> <p><b>Fall</b> 7 Sections 158/177 (= 89%) scored 70% or higher on the assessment questions.</p> <p><b>Spring</b> 6 Sections 162/180 (= 90%) scored 70% or higher on the assessment questions.</p> <p><b>Summer</b> Online 4 sections 49/61(= 80%) scored 70% or higher on the assessment questions.</p>	<p>The department observed an increase in students' understanding of major theorists and their contribution. Direct instructions were provided in the form of lectures (e.g., <a href="#">video</a> &amp; <a href="#">traditional in-class</a>) and supportive instructional documents (e.g., <a href="#">learning objectives</a>) were provided to help students accurately summarize key theories/concepts. Various assessments were conducted to evaluate students' knowledge of theories. For example, an instructor conducted the "<a href="#">Ecological Systems</a>" assignments in which students were to read a scenario and identify the various concepts of the systems that actively shaped the subject. The instructor reviews the assignment and provides the correct answers to the assignment in class. Additional supportive instruction (i.e., <a href="#">mini lectures</a> &amp; <a href="#">Kahoot reviews</a>) were provided</p>

				<p>to remedy students' knowledge gaps. <a href="#">Interactive assignments</a> were facilitated to expand students' ability to apply and analyze theories. In one class, the instructor facilitated a project that incorporate key theories in which students describe a person's human development using the key theorist noted with the learning assessment.</p> <p>For the upcoming year, instructors will provide more additional lecture clips as students are having to adjust to online learning.</p>
<p>SLO #2: Identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive).</p>	<p>Students answer <a href="#">embedded exam questions</a> related to the major theories and models of human development.</p>	<p>70% of students will correctly answer questions related to the major theories and models of human development.</p>	<p>17 Sections 327/376 = 87%</p> <p><b>Fall</b> 7 Sections 162/180 (= 90%) scored 70% or higher on the assessment questions.</p> <p><b>Spring</b> 6 Sections 111/135 (= 82%) scored 70% or higher on the assessment questions.</p> <p><b>Summer</b> Online 4 sections 54/61 (=89)</p>	<p>The department noted an increase in students' ability to comprehend the major theories and human development. Instructors modified standard lectures to include <a href="#">interactive components</a> to increase students' knowledge of the theories. Formative assessments were conducted to identify students' level of understanding. Various assessments were given to measure students' ability to recall and identify key concepts</p>



			<p>scored 70% or higher on the assessment questions.</p>	<p>accurately and sufficiently. For example, one instructor facilitated an assignment entitled, "<a href="#">Faces of Psychology</a>." Students read several statements that reflected theoretical lines of thought and identified which theory best accounted for the statement. Once students completed the assignment, the instructor read each statement, identified the correct theory, and provided a rationale for why the theory best explained the statement.</p> <p>Supplemental instructions were also given in the form of <a href="#">mini-lecture videos</a> to help students compare theories. Interactive assignments such as <a href="#">class discussions</a> and/or <a href="#">journal entry</a> were assigned to promote a higher level of thinking. For example, one instructor implements a case study assignment called "<a href="#">Theory, Theory</a>." Students were assigned a case study that depicts a challenge or substantial issue. Students are to identify two theories that may</p>
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				<p>explain the development of the issue. Students provided a rationale for how the challenge was developed based upon principles within theory. To maintain students' success, instructors will continue to provide supplemental resources and provide interactive assignments that reflect real world experiences.</p>
<p>SLO #3: Recognize various methods used in the study of the lifespan.</p>	<p>Students answer <a href="#">embedded exam questions</a> related to various methods used in the study of the lifespan.</p>	<p>70% of students will correctly answer questions related to the various methods used in the study of the lifespan.</p>	<p><b>Academic Year</b> 17 Sections 340/376 = 90%</p> <p><b>Fall</b> 7 sections 162/180 (= 90%) scored 70% or higher on the assessment questions.</p> <p><b>Spring</b> 6 Sections 124/135(= 92%) scored 70% or higher on the assessment questions.</p> <p><b>Summer</b> Online 4 sections 54/61(= 89%) scored 70% or higher on the assessment questions.</p>	<p>The department observed an increase in students' knowledge of major theorists and their contribution. Students were assigned to read topic material in the textbook and were provided supplemental instructional material (e.g., <a href="#">learning objectives</a>) to aid learning. In-person and/or <a href="#">online lectures</a> were presented to the class to ensure students had a workable knowledge of the concepts. <a href="#">Assessments</a> were implemented as a diagnostic measure to identify students' understanding of the material. Additional instructional resources were offered via <a href="#">mini videos</a> to provide a point of</p>

				<p>reference for students. A <a href="#">concept-based assignment</a> in which students reviewed published scientific research to explore, identify and cite principles of the scientific method.</p> <p>Moving forward, instructors will continue to provide supplemental support as students are adjusting to virtual learning.</p>
<b>Plan submission date:</b>			<b>Submitted by:</b> Phaer Bonner	

## SLO 1: Example questions

Match the theorist with his/her significant contribution to the study of human development.

- Created the social-cultural theory, which focuses on the transmission of information and cognitive skills and the way children's cognitive development is influenced by the culture in which they are reared.
- Created an 8-stage psychodynamic theory spanning childhood and adulthood, emphasizing family and culture, with a developmental crisis at each stage.
- Created the theory of cognitive development which outlines 4 stages; each stage reflects a qualitatively different way of reasoning and understanding the world.
- Created the ecological systems approach which states each person is significantly affected by interactions among several overlapping systems (e.g. microsystem).
- Created a 5-stage theory on death and dying, pioneering studies on the topic of death, dying, terminal illness, and grief.
- Created social learning theory which focuses on humans learning in-directly through observation and modeling.
- Created a theory that identified types of parenting styles and provides a prediction of its effect(s) on children's behavior.

- Jean Piaget
- Diane Baumrind
- Lev Vygotsky
- Urie Bronfenbrenner
- Erik Erikson
- Albert Bandura
- Elizabeth Kubler-Ross

## SLO 1: Video Lectures

The video lecture shows a table of Freud's psychosexual development stages. The table is as follows:

	STAGE	AGE	FOCUS OF LIBIDO	Development	Adult Fixation
OLD	ORAL	0-1 yr	MOUTH	Feeding	Smoke, over-bite-nails, eat
AGE	ANAL	1-3 yr	ANUS	Toilet Training	Orderliness, Messiness
PARENTS	PHALLIC		GENITAL		
LOVE	LATENT		NO		
	<del>GENITAL</del>		<del>GENITAL</del>		

Handwritten notes in the video include 'GRADES' written over the bottom row, and a yellow arrow pointing from the word 'fixated' to the 'Adult Fixation' column.

#YouCanLearnAnything  
Freud's psychosexual development | Individuals and Society | MCAT | Khan Academy

## SLO 1: Traditional In-class Lectures

22

23

24

25

26

27

## SLO 1: Learning Objectives

### Chapter 1 objectives

- Explain the study of human development
- Explain the domains of human development
- Explain what is meant by lifespan perspective
- Distinguish the 5 characteristics of the lifespan perspective
- Explain SES and apply it to life.
- Summarize and apply nature-nurture
- Summarize and apply the scientific method
- Summarize and identify the various research methods used to study development
  - What are the characteristics of each?
  - What are the pros and cons of each?
  - Why is ethics in research necessary?
  - What are the ethical rights?
  - What designs account for studying age/change over time?
- Summarize and apply the various theories?
  - What are the details of each theory?
  - Behavioral/learning
  - Psychodynamic/analytic
  - Humanistic
  - Cognitive
  - Biological
  - Evolutionary
  - Sociocultural
- Identify the various theorists' contributions

# SLO 1: Ecological Systems

Payton is a 12-year-old girl. She lives with her two parents, her younger brother, and the family dog in a middle-class, suburban neighborhood of a large city. Both of her parents work full-time. Her mother is an architect and her father is a city planner. Payton is in sixth grade and attends the local middle school. Her school recently received an award for teaching excellence. She has a close group of friends who she spends time with almost every day. Here is an example of the beginning of a day in the life of Payton:

It is 6:30 on Tuesday morning. Payton and her younger brother are getting ready for school. Her parents are getting ready for work. By 6:45, everyone is in the kitchen to eat breakfast. Payton asks her father if he can help her with an art project tonight. He tells her that he will not be able to because he has a city meeting to attend until 9:00 p.m. Payton's mom tells her that she will help with the art project tonight. Her mom asks her if she has her homework and reminds Payton that she will be attending parent-teacher conferences on Thursday. Payton asks her parents if she can go to a movie with her friends on Saturday night. Her parents agree that she can as long as her homework is done as school comes first, they remind her. Payton tells them that she will have her homework done. There is a knock at the door, and Payton's two best friends come in. They see what Payton is wearing and remind her that today is pajama day at school. Payton has forgotten and runs off to change before they leave for the bus. As Payton, her friends, and her brother walk out the door, her parents remind her of the family motto to "do one good deed each day." As Payton walks toward the bus stop she starts thinking about what nice or helpful thing she will do for someone today.

## Questions

1. What would be an example of a microsystem influence on Payton's development?

Emotional Development

2. What would be an example of a mesosystem influence on Payton's development?

3. What would be an example of an exosystem influence on Payton's development?

4. What would be an example of a macrosystem influence on Payton's development?

# SLO 1: Mini-lectures

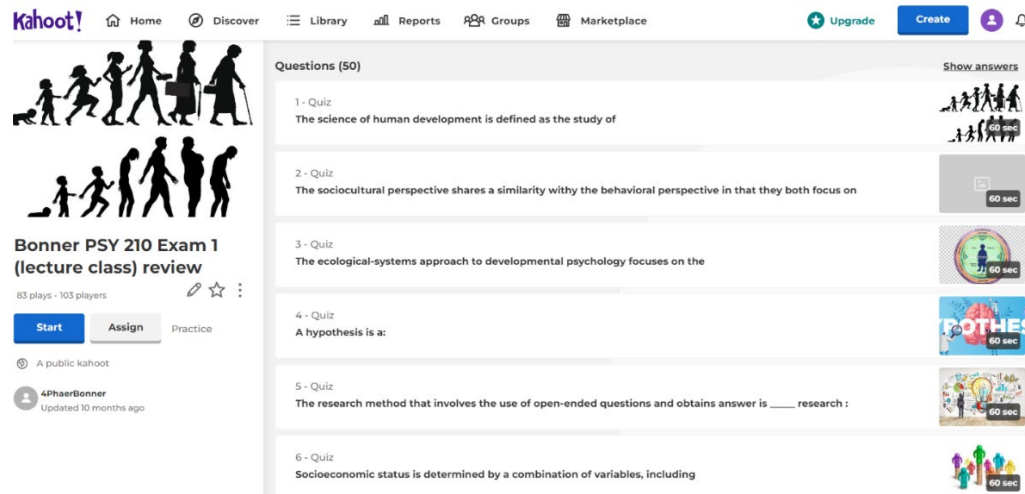


Ch 1 intro, domains



• Download video file: [210 intro\\_domains\\_factors.mp4](#)

## SLO 1: Kahoot Review



The screenshot shows the Kahoot! website interface. At the top, there is a navigation bar with links for Home, Discover, Library, Reports, Groups, and Marketplace. A 'Create' button and a user profile icon are also visible. The main content area features a quiz titled 'Bonner PSY 210 Exam 1 (lecture class) review' by user '4PhaerBonner'. The quiz has 83 plays and 103 players. Below the title are buttons for 'Start', 'Assign', and 'Practice'. The quiz content is displayed in a list of six questions, each with a 60-second timer and a 'Show answers' button. The questions are:

- 1 - Quiz: The science of human development is defined as the study of
- 2 - Quiz: The sociocultural perspective shares a similarity with the behavioral perspective in that they both focus on
- 3 - Quiz: The ecological-systems approach to developmental psychology focuses on the
- 4 - Quiz: A hypothesis is a:
- 5 - Quiz: The research method that involves the use of open-ended questions and obtains answer is \_\_\_\_ research :
- 6 - Quiz: Socioeconomic status is determined by a combination of variables, including

## SLO 1: Interactive Assignment

### Stages of Development: Character Analysis

1. Pretend you are conducting a naturalistic observation of the activity shown in a television show your group selected. Describe (e.g., age, ethnicity & background) your character and provide a detailed account for their feelings, thoughts, and actions commonly displayed the movie. Your summary must include the following:
  - a. Cite the show, season/episode, and the character you've chosen to evaluate. 4 points
  - b. Using the ecological system approach, describe the character:
    1. Microsystem (e.g., family dynamic, neighborhood, school, and house of worship) 5 pts
    2. Macrosystem: cultural patterns and social factors 4 points
    3. Chronosystem: provide a description of the time (e.g., what's the year) 3 points
  - c. Provide an in-depth summary of what happened and the theme of the show. Make sure your summary describes your character's actions, thoughts, and feelings well. 10 points
2. Based on the information available to you, decide which milestone(s) the character has reached in each of the following areas. Describe the evidence of why and how you developed your conclusion.
  - a. Cognitive milestone(s) and evidence. (Refer to Piaget's Theory of Cognitive Development) 8 points  
Identify the stage the character is actively demonstrating. (e.g., formal thought stage)  
Provide two examples in which the character is demonstrating the stage.
  - b. Social milestone(s) and evidence. (Refer to Erikson's Psychoanalytic Theory) 6 points  
Identify the stage the character is actively demonstrating. (e.g., Identity vs. role confusion stage)  
Provide two examples in which the character is demonstrating the stage.
  - c. Moral milestone(s) and evidence. (Refer to Kohlberg's Theory Moral Reasoning) 5 points  
Identify the stage the character is actively demonstrating. (e.g., Conventional Stage)  
Provide one example in which the character is demonstrating the stage.
  - d. Social learning demonstrated and evidence (Refer to Bandura or Vygotsky)  
Provide an example of how your character learned a thought or behavior via social interaction. (6 points)  
Make sure you use the jargon (e.g., model, modeling effect, apprentice of thinking).

## SLO 2: Example Questions

Match the theory below with the correct description:

- a. Psychoanalytic theory b. Cognitive theory c. Behaviorism/learning theory
8. Human development is mainly determined by one's environment. A focus on observable behavior.
9. Human development is mainly determined by one's early childhood experiences and unconscious conflicts and drives.
10. Focuses on the development of thought processes, which shape perceptions, attitudes, and actions.

## SLO 2: Interactive Assignment

Perspective Practice Questions

Student names: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Below are set of scenarios and ideas that a psychologist from a particular perspective might use. Choose the best perspective of the following: Psychoanalysis, Evolutionary, Behavioral, Cognitive, Humanistic, Biological, Socio-cultural.

Make sure you underline the key term or phase that led to your selection (e.g., behavioral perspective)

Scenario	Perspective
1. When looking at why a person chooses to behave a particular way, I will examine how they think and process information.	
2. When looking at why a person chooses to behave a particular way, I will examine what happened in childhood and what kinds of issues the patient is fixated on.	
3. When looking at why a person chooses to behave a particular way, I will examine if the brain chemistry and hormonal issues of the person.	
4. When looking at why a person chooses to behave a particular way, I examine if the behavior helps the person reach his/her own potential.	
5. When looking at why a person chooses to behave a particular way, I will examine what consequences (pleasant or unpleasant) the person experienced.	
6. Examining how a person's gender will affect their actions.	
7. The unconscious mind influences everything we do.	
8. Depression is influenced by genetic predisposition and brain chemistry.	
9. Depression is influenced by how we perceive the world and how our thoughts can betray us.	
10. Depression is the result of the depressive behavior being reinforced by important others in our lives.	
11. Depression is caused when an individual has a specific self-concept, but important others in our lives have different views of who we are and what we should be.	
12. When we watch important people in our lives being depressed, we perform the behaviors we learn.	



## SLO 2: Faces of Psychology

1.	P	Aggression is a human instinct. Society can control it to some extent, but we will never eliminate aggressive behavior.
2.	B	If you want to understand why she did it, look to the environment for clues instead of at inferred internal focuses such as impulse and motives.
3.	P	We humans are products of evolutionary forces that have preserved selfishness, pleasure-seeking, and a tendency to deceive ourselves.
4.	B	There aren't any values inherent in human nature. Values are acquired in the same way we learn to say "please" and "thank you."
5.	P	The sex drive is with us at birth. People just don't want to believe that infants get sexual pleasure from sucking and exploring anything they get in their hands with their mouths.

The Faces of Psychology

## SLO 2: Mini-lectures

The video player displays a mini-lecture titled "BEHAVIORAL THEORY". The content includes a hand-drawn diagram with a stick figure, trees, and houses. Text labels include "observable", "1. SKINNER -> OPERANT", "2. PAV", and "Psycho-analytic". A "SUBSCRIBE" button is visible in the video player interface.

## SLO 2: Class Discussion

<p>Which theory...?</p> <ul style="list-style-type: none"><li>■ Which theory emphasizes unconscious urges?</li></ul>	<p>Which theory...?</p> <ul style="list-style-type: none"><li>■ Which theory emphasizes unconscious urges?<ul style="list-style-type: none"><li>□ Psychoanalytic</li></ul></li></ul>	<p>Which theory...?</p> <ul style="list-style-type: none"><li>■ Which theory emphasizes observable behavior?</li></ul>	<p>Which theory...?</p> <ul style="list-style-type: none"><li>■ Which theory emphasizes observable behavior?<ul style="list-style-type: none"><li>□ Behaviorism</li></ul></li></ul>
29	30	31	32
<p>Which theory...?</p> <ul style="list-style-type: none"><li>■ Which theory emphasizes current experiences?</li></ul>	<p>Which theory...?</p> <ul style="list-style-type: none"><li>■ Which theory emphasizes current experiences?<ul style="list-style-type: none"><li>□ Humanism</li><li>□ Behaviorism</li></ul></li></ul>	<p>Which theory...?</p> <ul style="list-style-type: none"><li>■ Which theory emphasizes the dynamic interaction between developing persons and their surrounding culture?</li></ul>	<p>Which theory...?</p> <ul style="list-style-type: none"><li>■ Which theory emphasizes the dynamic interaction between developing persons and their surrounding culture?<ul style="list-style-type: none"><li>□ Sociocultural</li></ul></li></ul>
33	34	35	36

## SLO 2: Journal Entry



### Critical Thinking: Attachment & Parenting

Availability: Item is hidden from students. It will be available after Sep 16, 2021 5:00 AM.

**Critical Thinking: Students will synthesize information about Human Growth and Development across domains (Cognitive, Biological, Psychological, Social), reflect on, and apply it to their own lives. You must demonstrate your knowledge of the topic content as well as your ability to apply it to your own life. This is the essence of critical thinking and requires more than just memorizing and regurgitating information!**

## SLO 2: Theory, Theory (Case Study)

Group Assignment: Case Studies—C

Student(s):

_____	_____
_____	_____
_____	_____

Read the following case studies and provide a rationale for how the subject/patient developed their abnormal behavior.

1. Jessica is a 28 year old married female. She has a very demanding, high stress job as a second year medical resident in a large hospital. Jessica has always been a high achiever. She graduated with top honors in both college and medical school. She has very high standards for herself and can be very self-critical when she fails to meet them. Lately she has struggled with significant feelings of worthlessness and shame due to her inability to perform as well as she always has in the past.  
Provide two rationales for how Jessica might have developed this abnormal behavior.

Rationale 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rationale 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SLO 3: Example Questions

Match the research method with the correct description

- a. Correlation
- b. Experiment
- c. Case Study
- d. Observation
- e. Survey

11. Variables are manipulated to determine cause and effect.
12. Suggests presence and strength of relationship between variables.
13. Access large sample. May use pen and paper, interview, etc.
14. In-depth information collected on one individual or a small group of people.
15. Recording of behavior in its natural setting.

## SLO 3: Learning objective



### Chapter 1's Learning Objective

Attached Files:  PSY 210 Chapter One Learning Objectives.docx   (25.675 KB)

#### Learning Objectives

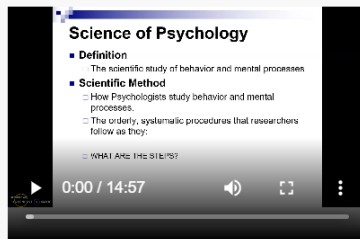
After reading Chapter 1, your students should be able to:


- Define the science of human development.
- List the steps of and explain the scientific method.
- Explain how the life-span perspective views development through four different lenses: multi-directional, multi-contextual, multi-cultural, and plastic.
- Discuss the nature–nurture controversy and how they interact within human development.
- Explain why science is especially crucial for understanding how people develop.
- Determine whether people develop the same or uniquely from day to day and place to place.
- Define the term “developmental theory.”
- Explain what is practical about a theory.
- Describe how childhood experiences affect people as adults.
- Explain how growing up in a different place or century may impact a person’s development.
- Identify the usefulness of the various theories.
- Compare and contrast the four major developmental theories introduced in the chapter.
- List and explain the research methods used to study human development.
- Explain how scientists ensure that their conclusions are valid and ethical.

## SLO 3: Online Lecture



### Ch 1 Research (Basic overview)



- Download video file: [Research.mp4](#) 

## SLO 3: Assessments

### QUESTION 18

1 points

Save Answer

Scientific observation allows for the:

- a. determination of cause-and-effect relationships.
- b. study of individuals' behaviors in a systematic and objective manner.
- c. systematic manipulation of variables.
- d. observation of participants without their knowledge.

### QUESTION 19

1 points

Save Answer

In an experiment, the group of participants who receive the imposed treatment or special condition is referred to as the \_\_\_\_\_ group.

- a. comparison
- b. independent
- c. experimental
- d. dependent

## SLO 3: Mini-Videos



Psychology

Research Designs | Psychology





# Assessment Record

**Program:** Psychology- PSY 230

**Assessment  
period:**

**2019-2020**

**Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## Course Student Learning Outcomes & Assessment Plan PSY 230

Course Student Learning Outcomes

1. Students will be able to identify the multipath dimensions of abnormal behavior.
2. Students will be able to categorize mental disorders.
3. Students will be able to examine all treatment models.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
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<p>SLO# 1: Identify the multipath dimensional of abnormal behavior.</p>	<p>Students answer embedded questions in a unit exam related to the multipath dimensions of abnormal behavior.</p> <p><a href="#">Example Questions</a></p>	<p>70% of students will correctly answer questions relating to the multipath dimensions of abnormal behavior.</p>	<p>Fall 2019 28 of 33 students scored 70% or higher on the assessment questions.</p> <p>Spring 2020 32 out of 35 students scored 70% or higher on the assessment questions.</p>	<p>The department observed a slight increase in students' understanding of the multipath dimensional of abnormal behavior. Instructional methods included various methods. Students were assigned to read material pertaining to the multipath model of abnormal behaviors. A <a href="#">lecture</a> outlining the relevance of the model and how practitioners use the model identify patients challenges and resolve mental health crises are provided. <a href="#">Assessments</a> were given to gauge students' understanding and <a href="#">additional videos</a> were provided to reinforce the impact of the multipath model of abnormal psychology. For example, <a href="#">a journal entry</a> was given. The writing prompt explored how a therapist identifies factors that are related to the client's</p>
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				<p>current mental health challenge.</p> <p>Moving forward, the instructor will continue to use successful strategies such as providing video lectures, supplemental videos, and formative assessments. The instructor will develop new assignments that reinforce the importance of the multipath dimension and how it's used to accurately diagnosis people and lays the foundation for treatment regimen.</p>
<p>SLO#2: Categorize mental disorders.</p>	<p>Students answer embedded questions in a unit exam related to mental disorders.</p> <p><a href="#">Example Questions</a></p>	<p>70% of students will correctly answer questions relating to mental disorders.</p>	<p>Fall 2019 28 of 33 students scored 70% or higher on the assessment questions.</p> <p>Spring 2020 33 out of 35 students scored 70% or higher on the assessment questions.</p>	<p>The department observed a modest increase in students' understanding of mental disorders. Instructional methods included various methods. Reading material (e.g., textbook) relating to mental health disorders are assigned and learning objectives and their answers are provided. Lecture videos were presented to help</p>

				<p>students differentiate between the various mental health disorders.</p> <p><a href="#">Supplemental videos</a> were presented to provide a clinical picture of the disorder and testing measures used to diagnosis.</p> <p><a href="#">Assessments</a> were given in the form of quizzes. Students saw questions they missed and corrected their answers. This strategy was helpful as students can learn the concept which leads to better retain of the information.</p> <p>In the future, the instructor will continue to facilitate successful strategies (e.g., lecture, assessments, and case study videos). To improve student outcomes, the instructor will research untapped resources (e.g., open textbook resources) to provide a more real-world presentation of the diagnosis.</p>
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<p>SLO#3: Examine all treatment models.</p>	<p>Students answer embedded questions in a unit exam related to treatment models</p> <p><a href="#">Example Questions</a></p>	<p>70% of students will correctly answer questions relating to treatment models.</p>	<p>Fall 2019 28 of 33 students scored 70% or higher on the assessment questions.</p> <p>Spring 2020 30 out of 35 students scored 70% or higher on the assessment questions.</p>	<p>The department observed a moderate increase in students' understanding of treatment models. Instructional methods included various methods. Students were assigned to read material to cover treatment models. <a href="#">Lectures or mini videos</a> illustrating the usage of treatment models were provided. Assessments were given to help students identify gaps within their understanding and knowledge of the material. Students reviewed questions they've missed. <a href="#">Concept based assignments</a> were assigned in the form of a discussion post or journal entry. In the assignment, students were required to research the topic and respond to the writing prompt.</p> <p>Moving forward, the instructor will identify new</p>
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				assignments that will help students increase their understanding of abnormal psychology treatment models.
<b>Plan submission date:</b> September 20, 2020			<b>Submitted by:</b> Liberal Arts Department	

### SLO 1- Example question

⏪ ⚠ Moving to another question will save this response.

⏪ ⏩ Question 19 of 53 ⏪ ⏩

#### Question 19

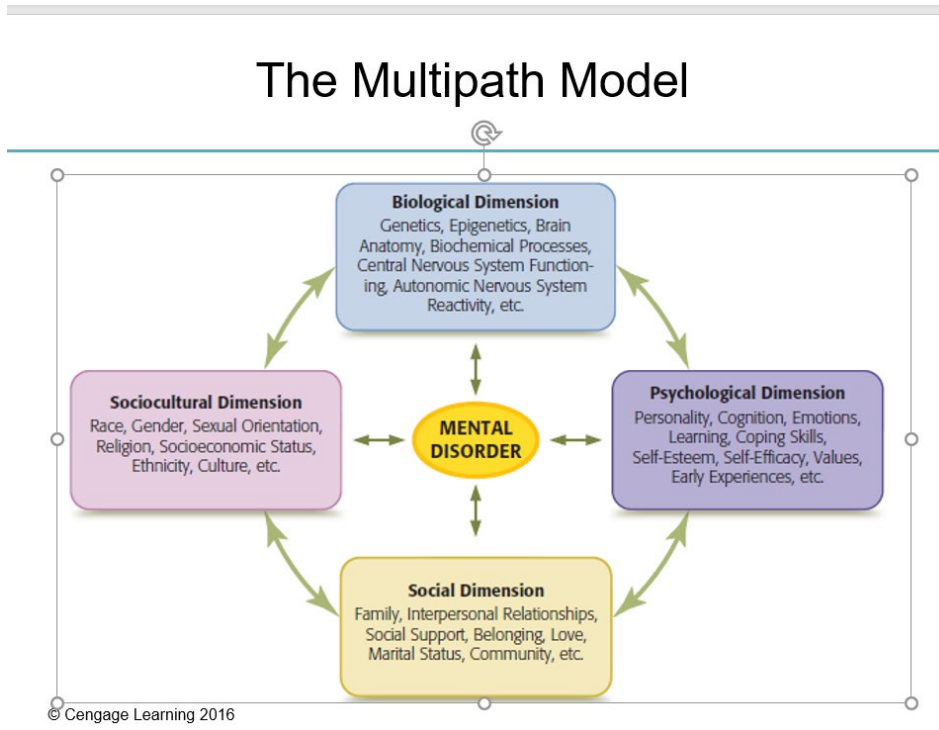
8 points

Save Answer

Match the description with the correct multipath dimensional term:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- <input type="checkbox"/> believe that race, culture, ethnicity, gender, sexual orientation, religious preference, socioeconomic status, and other societal variables are powerful influences on the development and manifestation of mental disorders</li> <li>- <input type="checkbox"/> cites poor quality or absent social relationships are associated with increased susceptibility to mental disorders.</li> <li>- <input type="checkbox"/> genetics, brain anatomy, biochemical imbalances, central nervous system functioning, and autonomic nervous system reactivity are often involved. Neurotransmitters seem to play a significant role in abnormal behavior, and genetic inheritance and epigenetic factors are associated with many psychopathologies.</li> <li>- <input type="checkbox"/> encompasses psychodynamic, behavior, cognitive and humanistic models.</li> </ul> | <ul style="list-style-type: none"> <li>a. Psychological dimension</li> <li>b. Biological dimension</li> <li>c. Socio-cultural dimension</li> <li>d. Social dimension</li> </ul> |
|---|---|

## Evidence for SLO 1- Lecture example image



## Evidence for SLO 1- Assessment examples in LMS

### QUESTION 1

0.5 points Save Answer

Which example **best** illustrates operant conditioning?

- a. A child watches a friend steal from a store, so he thinks he might steal sometime in the future.
- b. A man asks for a raise because, in the past, his requests have been successful.
- c. A man gets nauseated when he smells the same kind of food that once caused him food poisoning.
- d. A woman has been frightened by thunderstorms all her life.

### QUESTION 2

0.5 points Save Answer

According to the psychodynamic model, people use unconscious strategies to protect their egos from anxieties. These strategies are called \_\_\_\_.

- a. ego distortions
- b. anti-anxiety mechanisms
- c. reaction formations
- d. defense mechanisms

### QUESTION 3

0.5 points Save Answer

Which factor is a biological explanation of psychopathology?

- a. neurological dysfunctions
- b. early childhood experiences
- c. family interactions
- d. behaviors learned in the environment

## Evidence for SLO 1- Screenshot of additional videos

### Psychosocial Causal Factors



Early deprivation

Marital discord

Parenting

## Evidence for SLO 1- Journal prompt in LMS

### Journal Instructions ^

**Instructions** | [Alignments](#)

Understanding the criteria for abnormality is crucial for this course and your profession. Therefore, your task is to list the four major means used to judge abnormal behavior and provide a robust summary about the strengths and weaknesses of each criterion.

## SLO 2- Example question

Question Completion Status:

### Question 45

22 points

Save Answer

Match the mental disorder category with the correct description.

- Disturbed eating patterns and body dissatisfaction, involving bingeing, purging, and excessive dieting.
  - Disorders characterized by episodes of mania or hypomania, alternating with periods of normal and/or depressed mood.
  - Disorders involved feelings of sadness, emptiness, and social withdrawal.
  - Disorders involving the disruption of any stage of normal sexual response cycle including desire, arousal, or orgasm.
  - Disorders involving physical symptoms that cause distress and disability, including high levels of health anxiety and disproportionate concern over bodily dysfunctions.
  - Disorders marked by severe impairment in thinking and perception, often involving delusions, hallucinations, and inappropriate affect.
  - Disorders characterized by excessive or irrational anxiety or fear situations, often accompanied by avoidance behaviors and fearful cognitions or worry.
  - Disturbance or alteration in memory, identity, or consciousness.
  - Excessive use of alcohol, illicit drugs or prescriptions medication that results in impaired functioning; behavioral addiction such as gambling.
  - Disorders associated with chronic or acute reactions to trauma and stress.
  - Disorders characterized by obsessions (recurrent thoughts) and/or compulsions (repetitive behaviors) and other compulsive behavior such as hoarding.
- a. Depressive Disorders
  - b. Trauma and Stressor-Related Disorders
  - c. Schizophrenia Spectrum and Other Psychotic Disorders
  - d. Dissociative Disorders
  - e. Bipolar and Related Disorders
  - f. Eating Disorders
  - g. Obsessive-Compulsive and Related Disorders
  - h. Anxiety Disorders
  - i. Somatic Symptom and Related Disorders
  - j. Substance-related and addictive disorders
  - k. Sexual Dysfunctions



## Evidence for SLO 2- Example of supplemental videos

### Sexual Disorders Full Video (58:24)



## Evidence for SLO 2- Example of assessments used in class

Question Completion Status:

### QUESTION 1

0.5 points [Save Answer](#)

Anxiety disorders \_\_\_\_.

- a. only occur before or during exposure to a feared stimulus
- b. are fairly common
- c. usually lead to the development of panic disorder
- d. exhibit with roughly the same intensity

### QUESTION 2

0.5 points [Save Answer](#)

Which childhood experience is most commonly related to the later development of panic disorder?

- a. bedwetting
- b. overindulgent mothers
- c. physical abuse
- d. separation anxiety



### SLO 3- Example question

⏪ ⚠ Moving to another question will save this response.

⏪ < Question 32 of 53 > ⏩

#### Question 32

14 points Save Answer

Match the model of treatment with its definition:

- |   |                         |
|---|-------------------------|
| - <input type="checkbox"/> treatment involves uncovering unconscious conflict, dream analysis, free association, and transference.  | a. Behavioral model     |
| - <input type="checkbox"/> Treatment includes directly modifying behavior, analyzing and changing the environmental factors controlling behavior.   | b. Family systems model |
| - <input type="checkbox"/> Treatment facilitates an assess of faulty family interactions and inconsistent communication patterns. Stresses treating the entire family, not just the identified patient. | c. Biological model     |
| - <input type="checkbox"/> Treatment includes upstanding relationship between thoughts and problem behavior, modifying internal dialogue.   | d. Humanistic model     |
| - <input type="checkbox"/> Treatment analyses culture conflicts, discrimination and oppression as well as adapting therapy to consider both individual and culture factors.                             | e. Cognitive model      |
| - <input type="checkbox"/> Treatment provides an analysis of incongruence between the patient's self and experiences, nondirective reflection and unconditional positive regard.                        | f. Psychodynamic model  |
| - <input type="checkbox"/> Treatments ins provided by administering medication and/or stimulating parts of the brain.   | g. Multicultural model  |

⏪ ⚠ Moving to another question will save this response.

⏪ < Question 32 of 53 > ⏩

### Evidence for SLO 3- Example of lectures and mini-videos

## Cognitive-Behavioral Treatments

- **Exposure therapy**
  - Flooding
  - Gradual introduction to the feared situation
- **Systematic desensitization**
  - Exposure techniques with relaxation
- **Cognitive restructuring**
  - Identifying and changing irrational thoughts
- **Modeling therapy**
  - Viewing another person's successful interactions with the subject of the phobia



Settings

Scroll for details

19:39 / 33:59 • Cognitive-Behavioral T... > ⏪ ⏩ ⚙ 📺 🔍

## Evidence for SLO 3- Example of concept based assignment



### Panic Disorder ✓

Availability: Item is hidden from students. It was last available on Sep 27, 2019 11:59 PM.

Contrast the medical and cognitive forms of therapy for panic disorder, being sure to address the issue of internal factors and self-efficacy. Which treatments are most effective in the long run?

***\*Research is required for this journal entry.***



## Assessment Record

**Program:** Religion- REL 151

**Assessment  
period:**

2019-2020

### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

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## **REL 151 Course Student Learning Outcomes & Assessment Plan 2019-2020**

### Course Student Learning Outcomes

1. The student will understand the socio-historical and literary contexts of the many books of the Old Testament.
2. The student will compare a variety of opinions and approaches to studying the Old Testament verbally or in writing.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>1. The student will understand the socio-historical and literary contexts of the many books of the Old Testament</p>	<p>Assessment with Evaluations –Short questions that addresses the various socio-historical and literary contexts of the Old Testament: Why is context and history important in studying the Old Testament?</p>	<p>70% of students should meet intended outcome.</p>	<p>Academic Year 3 Sections: 80/101 = 79%</p> <p>Fall Online 2 sections 42/56 = 75%</p> <p>Spring Online 1 section 38/45 = 84%</p>	<p>The intended outcome was achieved. Instructors note that some students that dropped the course before taking the final exam and assessment. More communication throughout the semester is needed to keep retention.</p>
<p>2. The student will compare a variety of opinions and approaches to studying the Old Testament verbally or in writing.</p>	<p>Assessment with Evaluations –Short questions that addresses the comparison of the variety of opinions and approaches to studying the Old Testament: Why are there so many interpretations of a book like Genesis?</p>	<p>70% of students should meet intended outcome.</p>	<p>Academic Year 3 Sections: 78/101 = 77%</p> <p>Fall Online 2 sections 42/56 = 75%</p> <p>Spring Online 1 section 36/45 = 80%</p>	<p>Instructors feel that more <a href="#">discussions</a> during the semester may help address this outcome.</p>

<b>Plan submission date:</b> September 18, 2020	<b>Submitted by:</b> Liberal Arts Department
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**Evidence for SLO 2- Example of discussion in LMS**

<input type="checkbox"/> FORUM	DESCRIPTION	TOTAL POSTS
<input type="checkbox"/> <a href="#">How does Context affect my reading of the Bible?</a>	In light of the lecture on interpreting a text, explain how your background might influence your understanding of the Bible as you begin this course? Do you have experiences from the past that influence you as you read the Bible? Also, identify at least one idea or thought in the lecture that interested you or caused you to think in a different way.	65
<input type="checkbox"/> <a href="#">Joshua and Judges Discussion Board</a>	There are a number of ethical questions that flow from the reading of the book of Joshua. Specifically, why did the Israelites kill all the men, women, and children? Why would God ask this of them? Is this ok? Could this happen again today? Is this genocide?	44



## Assessment Record

**Program:** Religion- REL 152

**Assessment  
period:**

2019-2020

### **Program or Department Mission:**

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## **REL 152 Course Student Learning Outcomes & Assessment Plan 2019-2020**

### General Education Objective

Prepare students to continue their education at four-year institutions or to enter the workforce.

### Department Level Student Learning Outcomes

1. Students will acquire content knowledge in the arts, humanities and social sciences.
2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.

3. Students will develop analytical skills by researching and evaluating materials to support ideas.

Course Student Learning Outcomes

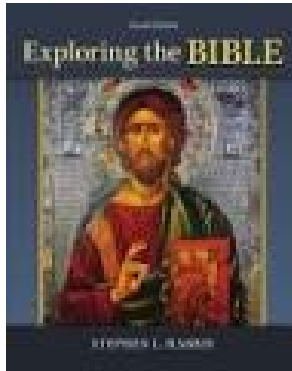
1. Identify the basic structure, themes, and genres of the New Testament.
2. Describe the historical context and development of early Christianity and its writings.
3. Employ basic critical methods and tools of biblical research.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
1. Identify the basic structure, themes, and genres of the New Testament.	Assessment with Evaluations – Two short questions that addresses all three: 1. Why is context and history important in studying the New Testament? 2. Why are there so many interpretations of a book like Revelation	70% of students should meet intended outcome.	Academic Year 4 Sections: 105/124 = 85%  Fall Online 2 sections 64/56 = 75% Clanton 1 section 3/3 = 100%  Spring Online 1 section 38/44 = 86%	This class attained the desirable goal in this area. The instructors spend a lot of time on this topic and the textbook highlights these issues very well. It is one of the strengths of the <a href="#">textbook</a> and the instructors plan on keeping it.
2. Describe the historical context and development of early	Assessment with Evaluations – Two short questions that addresses all three: 1. Why is context and	70% of students should meet intended outcome.	Academic Year 4 Sections: 105/134 = 78%	Students grasp the critical tools of study well, but the instructors want to continue to find ways to teach the basic methods of


<p>Christianity and its writings.</p>	<p>history important in studying the New Testament? 2. Why are there so many interpretations of a book like Revelation</p>		<p>Fall Online 2 sections 64/87 = 74%  Clanton 1 section 3/3 = 100%  Spring Online 1 section 38/44 = 86%</p>	<p>study instead of just memorizing the material.</p>
<p>3. Employ basic critical methods and tools of biblical research.</p>	<p>Assessment with Evaluations – Two short questions that addresses all three: 1. Why is context and history important in studying the New Testament? 2. Why are there so many interpretations of a book like Revelation</p>	<p>70% of students should meet intended outcome.</p>	<p>Academic Year 4 Sections: 98/124 = 79%  Fall Online 2 sections 61/77 = 79% Clanton 1 section 3/3 = 100%  Spring Online 1 section 35/44 = 80%</p>	<p>Students have improved in this area over the past couple of semesters, but this is not as strong as desired. Instructors will focus on the <a href="#">discussion</a> posts more in the course.</p>
<p><b>Plan submission date:</b> September 18, 2020</p>			<p><b>Submitted by:</b> Liberal Arts Department</p>	



### Evidence of SLO 1- Textbook used in class



### Evidence of SLO 3- Discussion board in LMS

**Prophets Discussion** 

<https://www.youtube.com/watch?v=Oehry1JC9Rk>  
<https://www.youtube.com/watch?v=rYxt0BeTrT8>  
<https://www.youtube.com/watch?v=6gadFazToBM>  
<https://www.youtube.com/watch?v=RNCoevpt5TE>  
<https://www.youtube.com/watch?v=6d8fV7ONAxM>

The prophets of the Hebrew Bible are speakers and preachers. They must use their words to get across their primary points. Watch the preceding YouTube clips and assess how each speaker/ preacher communicates with the audience. What techniques do they use to communicate? Discuss how each speaker is either effective or ineffective.

**A Difficult Question for Thought**

This past week, one of you asked me this question...why is it ok in Genesis for the men to have more than one wife and have other women bear children for them?

What do you think? Is there inconsistency here?



## Assessment Record

**Program:** Sociology- SOC 200

**Assessment period:** 2019-20

### **Program or Department Mission:**

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## **Course Student Learning Outcomes & Assessment Plan**

### **Course Student Learning Outcomes**

The student will

1. The student will examine and differentiate between the micro (individual) and the macro (general) social processes and appraise the impact of the macro on the micro. (Knowledge, Critical thinking)
2. The student will evaluate the impact of membership in the different social strata on the individuals in those strata and design proposals of ways to mitigate those differences. (Critical thinking and Communication)
3. The student will recognize and evaluate the forms and purposes of the major social institutions in society and explain why those forms did not always develop the same across societies. (Knowledge, Critical thinking, Communication)

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO #1: The student will examine and differentiate between the micro (individual) and the macro (general) social processes and appraise the impact of the macro on the micro.</p>	<p><a href="#">Multiple choice assessment</a>. Content and format of questions may vary by instructor.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>Academic Year</b> 8 sections: 221/251 = 88% success</p> <p><b>Fall Semester</b> Online: 2 sections 56/60 = 93% Jefferson: 2 sections 39/43 = 91% Shelby: 1 section 36/40 = 90%</p> <p><b>Spring Semester</b> Online: 3 Sections 90/108 = 91%</p>	<p><b>Observation/Changes:</b> This was a new outcome and the students handled it well as the high numbers of successful outcomes indicate. The instructor felt that an objective assessment would better determine students' grasp of the important terminology.</p> <p>In an effort to continue seeking improvement in this outcome, instructors will provide <a href="#">lectures</a> that include an overview of the subject, important sociology figures and key terms which students will use throughout the course. Students will also be provided with various Crash</p>

				<p><a href="#">Course videos</a> to assist in their learning. Students will complete <a href="#">written assignments</a> where they learn to apply these concepts. These learning strategies are varied to appeal to different learning styles (written vs. video) and provide students the scaffold on which to build their sociological knowledge base.</p>
<p>SLO #2: The student will evaluate the impact of membership in the different social strata on the individuals in those strata and design proposals of ways to mitigate those differences.</p>	<p>Assessments include a <a href="#">multiple-choice objective quiz</a> and written assignments.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>Academic Year</b> 8 sections 188/247 = 76%</p> <p><b>Fall Semester</b> Online: 2 sections 42/57 = 74% Jefferson: 2 sections 38/41 = 93% Shelby: 1 section 38/40 = 95%</p> <p><b>Spring Semester</b> Online: 70/109 = 64%</p>	<p><b>Objective/Changes:</b> Since this outcome was not as strong overall, instructors will use this result to improve instruction for this section of the class. The instructor will revise this assignment to the following: “Discuss the following questions regarding this <a href="#">TED Talk</a>...” and adding, “which of her steps did you feel is the strongest proposal to overcome the problem?” and “do you have a proposal of your own?” This will more closely connect the</p>

				assignment to SLO 2 for the students.
SLO #3: The student will recognize and evaluate the forms and purposes of the major social institutions in society and explain why those forms did not always develop the same across societies.	<a href="#">Multiple choice assessment</a> . Content and format of questions may vary by instructor.	70% of students should meet intended outcome.	<p><b>Academic Year</b> 8 sections 223/261 = 85%</p> <p><b>Fall Semester</b> Online: 58/69 = 84% Jefferson: 40/43 = 93% Shelby: 36/40 = 90%</p> <p><b>Spring Semester</b> Online: 89/109 = 82%</p>	<p><b>Observation/Changes:</b> Going forward, the instructor feels this assignment <a href="#">should be re-written</a> to more closely align with SLO 3. Changes include replacing the word “essay” with “discussion.” The final point about generalizability should be rewritten as, “This is addressed to a particular social institution, education, and a particular set of statuses and roles, students and teachers. Can the basic ideas in his 4 pillars of success be applied to other statuses and roles in the other major social institutions in society?” Hint: the answer is “yes” so discuss “how.” The hope is that demonstrating alignment between the assignment and the outcome will help students make more lasting</p>

				connections between the materials and their learning.
<b>Plan submission date:</b> September 18, 2020			<b>Submitted by:</b> Lucy Lewis	

## SLO 1: Assessment

### Test Information

Description

Instructions

**Timed Test** This test has a time limit of 5 minutes. This test will save and submit automatically when the time expires. Warnings appear when **half the time, 5 minutes, 1 minute, and 30 seconds** remain. *[The timer does not appear when previewing this test]*

**Multiple Attempts** Not allowed. This test can only be taken once.

**Force Completion** This test can be saved and resumed at any point until time has expired. The timer will continue to run if you leave the test.

Your answers are saved automatically.

⌵ Question Completion Status:

#### QUESTION 1

1. Why did the basic social institutions of the world develop differently in different parts of the world? (Note that this is worth 3 points so it will need more than a word or two.)

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

Paragraph

Arial

14px

P

0 WORDSPowered BY TINY

3 points

#### QUESTION 2

1. Manifest and latent functions, a hidden curriculum, credentials, and socialization are function of what social institution?

- Religion
- Education
- Science
- The family

1 points

#### QUESTION 3

1. All societies view family and kinship the same way.

- True
- False

1 points

#### QUESTION 4



# SLO 1: Lectures

- An authority hierarchy
- A clear division of labor
- Explicit rules
- Impersonality
- A bureaucracy is thought to be the most efficient type of organization

## From Instructor Lecture: Sociology, An Introduction

**Sociology** is the scientific study of human societies and human behavior in groups. Also, it is the science that attempts to understand **social forces**—the things outside of us that shape our lives, interests, and personalities, as well as the **social environment**—all the expectations and incentives established by other people in a person's social world.

Sociology examines the different **statuses**—positions in a social group, and **roles**—the way a society expects a person in a certain status to act in their world. What are the **norms, values, ideas**? Where do they come from? Who makes those decisions? What is **power**? Why is it important? We examine questions like this to attempt to understand how society works, and its impact on the people living there.

We use the **SOCIOLOGICAL IMAGINATION**, the ability to both participate in social life, AND step back and analyze the broader meanings of what is going on to develop insight into life, and the connection between the individual and what is going on in the larger society. For example: the increase in church attendance after 9/11. Was it a true increase in individually religiosity, or a reaction out of fear of the end of the world, or individual fear of not being prepared for death that might come from a terrorist attack. And the big question: as time goes by will the increase continue? How do these big events impact our lives?

In studying social life and **social conditions**—the realities of life we create together as social beings—we have three **major theoretical perspectives** that seek explain what is going on:

**Functionalism**—focuses on the large-scale structures of society, and how those structures function to maintain society. Durkheim

**Conflict**—focuses on the concept of power. Power both maintains and changes society. Marx.

**Interactionism**—views social order and social change as the result of repeated interactions between individuals and groups. Mead, Horton

- **Sociological Imagination:** the ability to both participate in social life, AND step back and analyze the broader meanings of what is going on.
- **Social conditions:** the realities of the life we create together as social beings
- **Environment:** all the expectations and incentives established by other people in a person's social world
- **Levels where Sociologists study:**
  - **Micro:** the individual level, concerned with the behaviors of the individual and his or her immediate others—the pattern of interaction between a few people.
  - **Middle level:** social interaction involving more than just the individual, extending to communities and organizations
  - **Macro level analysis:** deals with large scale social phenomena—whole societies, and large scale social change
- **Sociological perspective:** the way of looking at the social context to help explain and predict individual behaviors, thoughts and beliefs.

## Example Key Sociological Figures

- **Auguste Comte (1798-1857)**
  - Comte was a French philosopher and is considered the Father of Sociology. He is given credit by some for coining the term "Sociology."
  - Comte observed the development of this new way of explanation using science called positivism.
  - **Positivism:** a system of thought where scientific observation based on empirical evidence or data is used for explanation.
  - He believed that social scientists could use this method to study social life.
- **Harriet Martineau (1802-1876)**
  - Martineau was a very accomplished Sociologist in her own right but is best known for translating Comte into English. Why?
  - You may have guessed that her earlier work was overlooked because she was a woman in a time where women were not encouraged to be educated, much less be educators.
- **Karl Marx (1818-1883)**
  - Marx was a German philosopher who wrote in reaction to Capitalism and was probably one of the most brilliant and most misunderstood thinkers and writers ever. His words were so twisted and misrepresented by so many that at the end of his life, looking at how his writings were being used, he said that (according to those misinterpretations) he was not a Marxist!
  - He believed that society is driven by economic issues; that economic issues established and maintained the power system, and that Capitalism was responsible for the new problems facing a changing society.
  - **Capitalism:** an economic system based of the pursuit of profit and private property.
  - He used a one-dimensional sociological analysis—the economic sphere, to analyze Capitalism and develop his class analysis. (Follow the money)

# SLO 1: Course Video

What is Sociology? Crash Course Sociology #1  
2,620,722 views · Mar 12, 2017

CrashCourse  
2.5M subscribers

Major Sociological Paradigms: Crash Course Sociology #2  
2,244,404 views · 4 years ago

What is Sociology? Crash Course Sociology #1  
2,620,722 views · 7 years ago

Info to Psychologist: Crash Course Psychology #1  
1,144,404 views · 7 years ago

SOCIOLOGY - Emile Durkheim  
The School of Life  
584,404 views · 8 months ago

The Sociological Imagination  
Kurzgesagt  
2,300,404 views · 7 months ago

One of the Greatest Speeches Ever | Steve Jobs  
Kurzgesagt  
4,300,404 views · 9 months ago

Inside the mind of a master procrastinator | Tim Urban  
TED  
17,300,404 views · 1 year ago

Model Lect 01: What is sociology?  
Crash Course  
17,300,404 views · 2 years ago

Introduction to Anatomy & Physiology: Crash Course A&P  
Crash Course  
2,244,404 views · 4 years ago



# SLO 1: Written Assignments

## Micro Level and Macro Level Assignment

AS

Availability: Item is hidden from students. It was last available on Jul 26, 2020 11:59 PM.

Open the TED Talk link, *The Danger of a Single Story*. Listen to the talk and write a summary of it. Who is the speaker? What are her main points? What sociological concepts did she discuss? Why is a single story dangerous? What is the antidote of the danger of the single story? Use these questions to guide you as you write your essay.

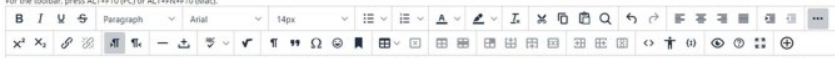
Due June 7

## Impact of Membership in the Social Strata

ASSIGNMENT INFORMATION

Name and Color: AS Black

Instructions: For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).



Watch the TED Talk, *The Ecology of Inequality*. Who is the speaker? What is she talking about? How is she qualified to talk about this topic? What are her main points? What time line did she and her students create? Why is it important? Why was "whiteness" invented? What is the "ecology of inequality"? What can we learn from her talk and time line? What steps did she give to overcome this problem?

# SLO 2: Assessment

box SLO 2 for 200.docx

Preview Test: SLO 2 215

**Test Information**

Description: This test has a time limit of 5 minutes. This test will save and submit automatically when the time expires. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain. (The timer does not appear when previewing this test)

Timed Test: Not allowed. This test can only be taken once.

Multiple Attempts: This test can be saved and resumed at any point until time has expired. The timer will continue to run if you leave the test. Your answers are saved automatically.

Force Completion: Question Completion Status

**QUESTION 1** 1 points

1. Where you are in the social strata has no impact on your life chances.

True

False

**QUESTION 2** 1 points

1. In the United States, Blacks and Whites have equal access to health care.

True

False

**QUESTION 3** 1 points

1. Groups can broadly be divided into two different kinds - primary and secondary.

True

False

**QUESTION 4** 1 points


1. It is easy to go against a bigoted crowd.

True

False

**QUESTION 5** 1 points

1. Ethnocentrism is natural and universal.



## SLO 2: TED Talk

SLO Assessments

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

**SLO 2**

Watch the TED Talk, *The Ecology of Inequality*. Discuss the following questions regarding this TED Talk. Who is the speaker? What is she talking about? How her main points? What time line did she and her students create? Why is it important? Why was "whiteness" invented? What is the "ecology of inequality?" What steps did she give to overcome this problem? Which of her steps did you feel is the strongest proposal to overcome the problem? Do you have a proposal of

## SLO 3: Assessment

box SLO 3 Sec 201.docx

Download Sign in Log in

Preview Test: SLO 3 215

**Test Information**

Description: This test has a time limit of 5 minutes. This test will save and submit automatically when the time expires.

Instructions: Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain. (The timer does not appear when answering this test)

Timed Test: Not allowed. This test can only be taken once.

Multiple Attempts: This test can be saved and resumed at any point until time has expired. The timer will continue to run if you leave the test.

Force Completion: Your answers are saved automatically.

Gradebook Columns Status:

**QUESTION 1**

1. Why did the basic social institutions of the world develop differently in different parts of the world? (Note that this is worth 3 points so it will need more than a word or two.)

For the toolbar, press ALT-F10 (PC) or ALT-Ⓜ-F10 (Mac).

Paragraph

Arial

14px

Word Count: 0/2500

3 points

**QUESTION 2**

1. Manifest and latent functions, a hidden curriculum, credentials, and socialization are functions of what social institutions?

Religion

Education

Science

The family

1 points

**QUESTION 3**

1. All societies view family and kinship the same way.

True

False

1 points

**QUESTION 4**

## SLO 3: New Assessment

**SLO 3**

Watch and listen to the first TED Talk, *Success in College*. Use these questions to guide you as you write your discussion.

Who is the speaker? What is interesting about him? What is his topic? What are the 4 themes he lists as important to success? Although this is addressed to a particular social institution - education, and a particular set of statuses and roles - student, how can his 4 pillars of success be applied to other statuses and roles in the other major social institutions in society?

Hint: the answer is "yes" so discuss "how."



## Assessment Record

**Program:** Sociology-SOC 210

**Assessment  
period:**

2019-2020

### Program or Department Mission:

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## SOC 210 Course Student Learning Outcomes & Assessment Plan 2019-2020

### Course Student Learning Outcomes

The student will

1. The student will evaluate the criteria of a social problem and apply that criteria to issues in society to justify the designation of social problem to an issue. (Knowledge, Critical thinking)
2. The student will evaluate the impact of social problems on society and will correlate those problems with social policy. (Knowledge, Critical thinking, Communication)

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>The student will evaluate the criteria of a social problem and apply that criteria to issues in society to justify the designation of social problem to an issue.</p>	<p>Written assessment graded by a <a href="#">rubric</a>.</p>	<p>70% of students should meet intended outcome.</p>	<p>SPRING 2020 1 SECTION 27/32 = 84%</p>	<p><b>Observation/ Changes:</b> Students will be assigned a <a href="#">TED Talk assignment</a> designed to apply the concepts in the study guide to make a more active learning experience of the criteria of a Social Problem and the issues in a particular society that lead to that designation The instructor is interested to evaluate if the increase in the outcome results is a result of directly targeting the intended outcome, or if the results indicate the method is too simple</p>
<p>The student will evaluate the impact of social problems on society and will correlate those problems with social policy.</p>	<p>Written assessment graded by a <a href="#">rubric</a>.</p>	<p>70% of students should meet intended outcome.</p>	<p>SPRING 2020 1 SECTION 28/32 = 88%</p>	<p><b>Observation/Changes:</b> The instructor will use the 10-question quiz assessment and will create an assignment specifically targeting the student’s ability to correlate social problems and social policy.</p>
<p><b>Plan submission date:</b> September 18, 2020</p>			<p><b>Submitted by:</b> Liberal Arts Department</p>	


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### SLO 1- Assignment rubric

Content: <ul style="list-style-type: none"> <li>• Topic is fully discussed, using sociological terms correctly.</li> <li>• Response goes beyond a simple summary to address deeper levels of thought, including application, analysis, and exploration.</li> </ul>	5	4	3	2	1	0
Assignment Format and Following Directions <ul style="list-style-type: none"> <li>• Turned in on time</li> </ul>	1					0
<ul style="list-style-type: none"> <li>• Meets requirements for length</li> </ul>	1					0
<ul style="list-style-type: none"> <li>• Addresses each part of the question</li> </ul>	1					0
<ul style="list-style-type: none"> <li>• Uses personal examples, thoughts, and ideas</li> </ul>	1					0
<ul style="list-style-type: none"> <li>• Utilizes proper capitalization throughout.</li> </ul>	1					0

### Evidence for SLO 1- TED talk

ED Ideas worth spreading WATCH DISCOVER



↑ Share  
≡ Add to list  
♥ Like  
↻ Recommend

Sendhil Mullainathan | TEDIndia 2009  

## Solving social problems with a nudge

▶

17:45

🔊
💬
⚙️
↗️

**Details**

About the talk

**Transcript**

23 languages

SLO 2- Assignment rubric

Assignment Rubric

Content:						
<ul style="list-style-type: none"> <li>• Topic is fully discussed, using sociological terms correctly.</li> <li>• Response goes beyond a simple summary to address deeper levels of thought, including application, analysis, and exploration.</li> </ul>	5	4	3	2	1	0
Assignment Format and Following Directions						
<ul style="list-style-type: none"> <li>• Turned in on time</li> </ul>	1					0
<ul style="list-style-type: none"> <li>• Meets requirements for length</li> </ul>	1					0
<ul style="list-style-type: none"> <li>• Addresses each part of the question</li> </ul>	1					0
<ul style="list-style-type: none"> <li>• Uses personal examples, thoughts, and ideas</li> </ul>	1					0
<ul style="list-style-type: none"> <li>• Utilizes proper capitalization throughout.</li> </ul>	1					0



# Assessment Record

**Program:** Sociology-SOC 247

**Assessment  
period:**

**2019-2020**

**Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **SOC 247 Course Student Learning Outcomes & Assessment Plan 2019-2020**

Course Student Learning Outcomes

The student will


1. The student will examine the history of marriage and chart and evaluate the changes through time and across place. (Knowledge, Communication)
2. The student will appraise the problems confronting contemporary families and will compare those to past generational problems. (Knowledge, Critical thinking, Communication)
3. The student will examine the family forms existing in society today and will critique the reasons for the development of new family forms. (Knowledge, Critical thinking)


Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
The student will examine the history of marriage and chart and evaluate the changes through time and across place.	A ten point assessment will be used to measure the students' understanding of the concepts in this SLO	70% of students should meet intended outcome.	FALL 2019 1 SECTION 8/8 = 100%	the instructor intends to continue to use the <a href="#">TED Talks</a> and add an assignment for the students to create an actual chart of the changes of marriage and the family through time.
The student will appraise the problems confronting contemporary families and will compare those to past generational problems.	A ten point assessment will be used to measure the students' understanding of the concepts in this SLO	70% of students should meet intended outcome.	FALL 2019 1 SECTION 8/8 = 100%	<p><b>Observation/Changes:</b></p> <p>The instructor plans to continue to use the TED Talks and add an <a href="#">assignment</a> comparing the student's current family to the family of their preceding generation.</p> <p>For example:</p> <p>Watch the video, <i>The Changing American Family</i>. What is going on there? Do you see your family in any of these families?</p>
The student will examine the family forms	A ten point assessment will be used to	70% of students should meet	FALL 2019 1 SECTION 7/8 = 88%	<p><b>Observation/Changes:</b></p> <p>The instructor plans to continue to use the TED Talks and add an <a href="#">essay</a></p>





<p>existing in society today and will critique the reasons for the development of new family forms.</p>	<p>measure the students' understanding of the concepts in this SLO</p>	<p>intended outcome.</p>	<p>comparing the student's current family to the family of their preceding generation and how the family is changing.</p> <p>For example:</p> <p>Listen to the video, <i>The Future of Marriage</i>. What is her distinction between the relationship and the institution of marriage? What does she feel is the emotional value, or the function of marriage? Why is love a challenge to marriage? What does she say about how we (now) view adultery? How does she say the family will be defined in the future? What issues does marriage face going forward? How does class impact marriage today? What is her point about marriage being more voluntary today than ever?</p>
<p><b>Plan submission date:</b> September 18, 2020</p>		<p><b>Submitted by:</b> Liberal Arts Department</p>	

## Evidence for SLO 1- Partial list of TED talks from LMS

 **Traditional vs. Non-Traditional families** ▼

 **What Does Family Really Mean?** ▼

 **The future of families, 4 discoveries** ▼


 **Creating Memories, Not Expectations** ▼

## Evidence for SLO 2- Assignments used as shown in LMS

ASSIGNMENT INFORMATION Rectangular Strip

\* Name and Color   Black


Instructions  
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).



View the video, *The Future of Marriage*. What is her distinction between the relationship and the institution of marriage? What does she feel is the emotional value, or the function of marriage? Why is love a challenge to marriage? What does she say about how we (now) view adultery? How does she say the family will be defined in the future? What issues does marriage face going forward? How does class impact marriage today? What is her point about marriage being more voluntary today than ever?

Due Aug 29

## Evidence for SLO 3- Essay prompt used

 **A9** ▼

Watch the video, "The Future of Love." Who is the speaker? How is she qualified to speak on this topic? How does she trace marriage and love? What are her points? What questions does she say people now pose? What does she say about soul mates? What does she say determines the quality of our lives? What are her conclusions?



## Assessment Record

**Program:** Theater- THR 120

**Assessment  
period:**

**2019-2020**

### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **THR 120 Course Student Learning Outcomes & Assessment Plan 2019-2020**

### Department Level Student Learning

1. Recognize theatre as an art form.
2. Gain an understanding of theatrical productions in term of artistry, production, technical involvement and management.
3. Define and identify theatre terms, concepts, and historical information.

### Course Student Learning Outcomes

1. The student will recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments.
2. Students will differentiate and explain the origins, forms, and functions of different periods, styles, and genres of theatre.
3. Students will apply critical viewing methods for live theatre and recorded theatre performances using written assessments.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments.</p>	<p>Exams/Quizzes, discussions, script reviews, and performance attendance will assess the students understanding and importance of theatrical plays and performances</p>	<p>70% of students should meet intended outcome.</p>	<p>FALL 2019</p> <p><b>ONLINE: 3 SECTIONS</b></p> <p>73/95 77%</p> <p><b>Jefferson campus:</b></p> <p>1 section</p> <p>15/26 58%</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>32/42 76%</p> <p><b>Pell City Campus</b></p> <p>1 section</p> <p>19/22 86%</p> <hr/> <p>SPRING 2020</p> <p><b>Online: 1 section</b></p> <p>22/25 88%</p> <p><b>Jefferson Campus:</b></p> <p>1 section</p>	<p><b>Observations/Changes:</b></p> <p>To give students a more guided format, a <a href="#">dramatic terms PowerPoint recording</a>, and then a <a href="#">dramatic terms quiz</a> will be created. Theatrical terminology will be embedded into future exams on recorded play viewings. Students will write an <a href="#">original script</a>.</p>

			<p>14/20 70%</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>18/20 90%</p> <p><b>Pell City Campus:</b></p> <p>1 section</p> <p>10/13 77%</p>	
<p>Differentiate and explain the origins, forms, and functions of different periods, styles, and genres of theatre.</p>	<p>Exams/Quizzes, discussions, script reviews, and performance attendance will assess the students understanding and importance of theatrical plays and performances.</p>	<p>70% of students should meet intended outcome.</p>	<p>FALL 2019</p> <p><b>ONLINE: 3 SECTIONS</b></p> <p>62/95 65%</p> <p><b>Jefferson campus:</b></p> <p>1 section</p> <p>12/26 46%</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>29/42 69%</p> <p><b>Pell City Campus</b></p> <p>1 section</p> <p>19/22 86%</p> <hr/> <p>SPRING 2020</p> <p><b>Online: 1 section</b></p> <p>22/25 88%</p> <p><b>Jefferson Campus:</b></p> <p>1 section</p>	<p><b>Observations/Changes:</b></p> <p>Students will be introduced to <a href="#">various genres during weekly lectures</a>, which will include representative plays. Students will take weekly quizzes to reinforce material related to genre.</p>

			<p>14/20 70%</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>18/20 90%</p> <p><b>Pell City Campus:</b></p> <p>1 section</p> <p>10/13 77%</p>	
<p>Apply critical viewing methods for live theatre and recorded theatre performances using written assessments.</p>	<p>Students will submit a performance review rubric form after attending direct observation of live or watching recorded theatrical performances.</p>	<p>70% of students should meet intended outcome.</p>	<p>FALL 2019</p> <p><b>ONLINE: 3 SECTIONS</b></p> <p>71/95 75%</p> <p><b>Jefferson campus:</b></p> <p>1 section</p> <p>15/26 58%</p> <p><b>Shelby Campus:</b></p> <p>1 section</p> <p>31/42 75%</p> <p><b>Pell City Campus</b></p> <p>1 section</p> <p>19/22 86%</p> <hr/> <p>SPRING 2020</p> <p><b>Online: 1 section</b></p> <p>22/25 88%</p>	<p><b>Observations/Changes</b></p> <p>The <a href="#">current rubric</a> is far too specific, and students treat it as a checklist instead of a guide.</p> <p>The rubric will be trimmed down to encourage students to analyze performance more deeply from the audience's perspective rather than just a review of the play.</p> <p>Instructors will collaborate and share PowerPoint lectures to give different perspectives to students.</p>

			<b>Jefferson Campus:</b> 1 section 14/20 70%	
			<b>Shelby Campus:</b> 1 section 18/20 90%	
			<b>Pell City Campus:</b> 1 section 10/13 77%	
<b>Plan submission date: March 15, 2022</b>			<b>Submitted by:</b> Liberal Arts Department	

## Evidence for SLO 1- Dramatic terms PowerPoint/video

The screenshot shows a video player interface. The main content is a PowerPoint slide titled "CONFLICT". The slide has a purple background and contains the following text:

- ▶ Opposition, or struggle, between characters or forces in a work of drama or fiction
- ▶ EXAMPLES
  - Alexander Hamilton and Aaron Burr
  - Simba in *The Lion King* trying to decide whether to go back to his pride

To the right of the text is an image of two silhouetted figures on a balcony at night, one holding a red lightsaber and the other a blue one. The video player controls at the bottom show a play button, a progress bar at 0:00 / 16:31, and various icons for settings, full screen, and share. Below the video player, the text "Theatre" and "Dramatic terms Part 2" are visible, along with "Edit Details", "Share to Collection", "Share", and "More" options.

## Evidence for SLO 2- Dramatic term quiz in LMS

The screenshot shows an LMS quiz interface with two multiple-choice questions. Each question has a "Points:" label on the right.

**Question 1:** 1. Multiple Choice: 1.: an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play. Points: [ ]

**Answer:**

- A. Soliloquy
- B. Monologue
- C. Dialogue
- D. Irony



**Question 2:** 2. Multiple Choice: 2.: A form of theatre that tells a story about people, their actions, and conflicts that result. Points: [ ]





**Answer:**

- Theme
- Drama
- Allegory
- Climatic Play



## Evidence for SLO 1- Original script assignment in LMS

 **EVERYMAN** 



Availability: Item is hidden from students. It was last available on Feb 28, 2022 11:59 PM.  
Enabled: Statistics Tracking  
Attached Files:   Morality play example.docx   (15.223 KB)

Watch the play, EVERYMAN, on youtube.  
<https://www.youtube.com/watch?v=JkM8v0m3URg>

Choose one of the following questions. Each of these questions should be TYPED, double spaced, using standard font, and should be 3-5 pages total.

1. Rewrite the story of *Everyman* in one of the following forms: a children's book, a fable, a fairy tale, or a modern short story. Design a frontispiece or cover for your creation which will show the summoning of **your** Everyman/Everywoman. You may include his/her companions, but you must include a sketch of your character, a title, your name, and a brief teaser to "seduce" readers into reading **your** version.
2. Write your own morality play, basing it upon contemporary images and moral concerns. Follow correct play form, as demonstrated in *Everyman*. Name your protagonist allegorically and make sure your play has a moral. Do not merely personify some vices and virtues, having them converse inanely -- create a lesson for a modern Everyperson.
3. Write a morality play called *Every Student*. Personify the problems Every Student faces during his journey to Graduation and the qualities that help him overcome those problems. Teach a moral by showing how Every Student can succeed. Character development and interaction is essential. Write it as a dialogue between characters and not a monologue.

## Evidence for SLO 2- Discussion introducing students to various genres in LMS

  **Week #4 - Origins** 

*Forum is no longer available. Available until: Monday, September 21, 2020 11:59:00 PM CDT.*

This week, I'd like for you all to reach into your memories and share a time when you were a "performer" in a ritual or ceremony. What was the ceremony? Did you have to behave a certain way or wear a particular costume? Share your experience!

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**Week #5 - Greek Theatre**

*Forum is no longer available. Available until: Monday, September 28, 2020 11:59:00 PM CDT.*

One of my favorite things about teaching is that I continually learn, and you all help! Since you will be learning all about Greek Theatre this week, I'd like for you to do a little online research and post a fun fact about the Greeks - the theatre, their culture, women's rights, what kinds of pets they had, whatever! Try to find something that is not covered in my recorded lecture. And remember I tend to give a few bonus points to those who engage in conversations with each other!

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**Week #6 - Roman and Medieval Theatre**

*Forum is no longer available. Available until: Monday, October 5, 2020 11:59:00 PM CDT.*

This week, find one cool fact about each time period we're covering. Try to find something I've never heard before, especially as it relates to theatre!

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**Week #7 - due October 11**

Think about your favorite film or play. What made it so great? Was it the acting? Would it have been as visually interesting without the artistry of the director and designers? Use specifics!

## Evidence for SLO 3- Production rubric

### Production Critique

A critique is a formal, written discussion of a play or musical. The evaluation should contain at least five paragraphs and be a minimum of two pages. Use MLA formatting – check the “Helpful Handouts” tab in Blackboard for guidelines.

THR 120 students would normally be required to see a live production in a real theatre. This is, of course, impossible for most these days, so students will instead critique a recorded production. You are encouraged to watch your selected play with friends and family members in order to gauge their reactions, as well.

\_\_\_\_\_/15     **Paragraph 1 – The Basics**  
Introduce the date, time, and place of the play you attended, the title, author and director. In a few sentences talk about the basic theme of the play and discuss the general plot.

\_\_\_\_\_/40     **Paragraphs 2 & 3– The Acting**  
Choose two of the performers in the play to analyze. Use their real names (not character names). Discuss whether they were believable or not. Was their performance in keeping with the intentions of the playwright and the director’s concept?  
*The following items should be discussed in your review. Go deeper than simple statements like “his voice was good”.*  
VOICE: volume, tempo, vocal quality, interpretation, articulation, projection  
BODY: Were movement and gestures suitable to the characters?  
EMOTIONS: Did the actor honestly react? Did you believe they were experiencing real emotions? Why?  
RELATIONSHIPS: Were interactions genuine? Did the cast work as a team, or did the actor perform selfishly? How could you tell?

\_\_\_\_\_/20     **Paragraph 4 – The Design**  
*Discuss the items below thoroughly. Avoid general statements. Use specifics!*  
SET: Did the set establish the correct mood and background for the play? What did it look like? What colors were used?  
LIGHTS: Did the lighting convey the proper, mood, emphasis, and illumination?  
COSTUMES/MAKEUP: Were the costumes and makeup appropriate to the time period and characters?  
SOUND: How did the sound effects and music contribute to the show’s mood?

\_\_\_\_\_/15     **Paragraph 5 – The Audience and You**  
What was your opinion of the play? Was the audience around you attentive? Did they seem to enjoy it?  
*Avoid generic phrases like “two thumbs up”.*

\_\_\_\_\_/10     **Grammar and Formatting**  
Be sure to use proper MLA formatting, check your spelling and grammar. One point (up to 10) will be deducted for each glaring mistake.

#### DO:

- Back up all your opinions with valid reasons.
- Be objective, fair, and constructive. All of your points do not have to be positive. If you saw something that needs improvement, talk about it.
- Be sincere but remember that a theatrical production is difficult to put together. Consider whether the play you saw was a community theatre production or professional. If professional, was it still a small company with financial challenges?

#### DON'T:

- Be overly critical. Approach a performance with the intention of enjoying it. Don’t plan to hate it.
- Rush through your paper. Take the time to write a thoughtful, well-constructed critique.
- Use contractions or slang. This is a formal paper.
- Plagiarize. This is the only formal paper you will write for this class. Take the time to complete it honestly using your own thoughts and opinions.



## Assessment Record

**Program:** Theater- THR 131

**Assessment  
period:**

**2019-2020**

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### **Program or Department Mission:**

The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

## **THR 131 Course Student Learning Outcomes & Assessment Plan 2019-2020**

### General Education Objective:

This is the first of a two-course sequence in which the student will focus on the development of the body and voice as the performer's instruments in acting. Emphasis is placed on improvisation, acting exercises, and characterizations in scenes and/or monologues.

### Course Student Learning Outcomes

By the end of the course, students will be able to:

1. utilize appropriate terminology related to the craft of acting,
2. create characters using various acting techniques, and
3. analyze plays and characters to effectively execute a role.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>1. Demonstrate understanding of Stanislavski's foundational principles such as observation, relaxation, and concentration</p>	<p>Combination of in-class discussions, <a href="#">quizzes</a>, <a href="#">journal reflections</a>, and in-class exercises</p>	<p>70% of students will satisfactorily demonstrate the foundational principles.</p>	<p>AY 2019-2020 2 Sections 6/14 = 43%</p> <p>Fall 2019 2/7 = 29%</p> <p>Spring 2020 4/7 = 57%</p>	<p>The Instructor will lead guided exercises from both the Stanislavski and Hagen <a href="#">textbooks</a> as opposed to expecting students to read and perform these exercises independently.</p> <p>The instructor will implement more <a href="#">recorded guided exercises</a> and <a href="#">weekly discussion boards</a> (rather than previously used hand-written journals). Students will be required to comment on each other's submissions.</p> <p>The instructor will implement a more stringent grading system for participating in exercises and require</p>

				video proof of physical and vocal exercises assigned to be completed independently.
2. Analyze and critique actors' performances from live or filmed productions by dissecting details and distinguishing between "good" and "bad" acting.	Two critique papers written following guidelines provided in the <a href="#">rubric</a> .	70% of students will competently distinguish between "good" and "bad" acting in written critiques.	AY 2019-2020 2 Sections 6/14 = 43%  Fall 2019 2/7 = 29%  Spring 2020 4/7 = 57%	The instructor will alter the assignment to allow students to <a href="#">critique EITHER live or filmed performances</a> .  The Instructor will also implement in-class viewings of scenes from plays and films and guide the students in discussing the success of the performances in order to better prepare them to write the critique papers.
3. Apply techniques of acting to the creation of an original interpretation of a role for performance.	Performance with supporting documentation of their process. ( <a href="#">Hagen questions and scoring</a> )  Performances graded according to the provided rubric.	70% of students will competently apply acting techniques to the creation of an original interpretation of a role for performance.	AY 2019-2020 2 Sections 6/14 = 43%  Fall 2019 2/7 = 29%  Spring 2020 4/7 = 57%	Rather than expecting students to turn in large amounts of paperwork on the performance date, the instructor will award smaller, more frequent grades for completing scaffolded. She will also set the due date for all paperwork a week prior to the associated performance.  The instructor will also require proof <a href="#">of in-</a>

			<a href="#">person and video rehearsals.</a>
<b>Plan submission date:</b>			<b>Submitted by: Liberal Arts Department</b>

## SLO 1- Quizzes, journal reflections

THR 131 – Acting Techniques I  
 Quiz I  
 Stan Chapters 4 and 7, Hagen Chapter 11

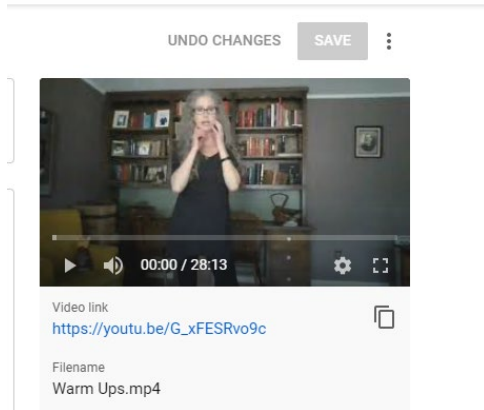
1. What is the central theme/title of Chapter 4 in “An Actor Prepares”?
2. Who creates the inner life of the character beyond the written words of the script?
3. Why is it so important to be able to envision your surroundings and circumstances as an actor?
4. What is the title of Hagen’s Chapter 4?
5. What is an obstacle?

**Observation Journal = 100 points:** Every week, you will write at least two journal entries, filling an entire page (8 ½ x 11 college-rule, single-spaced) about your observations of yourself, classmates, and random strangers. You may reflect on acting exercises done in class, assigned readings, your opinions of the acting you saw in a movie – pretty much anything! Watch the people around you – the way they move, interact with others, carry themselves, change themselves depending on the situation... Psychology is a huge part of acting! You should have no fewer than 30 entries by the end of the semester. PLEASE keep your journal in one notebook and in chronological order.

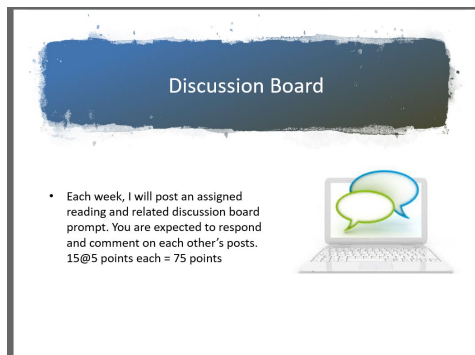
## Evidence for SLO 1- Textbooks used



## Evidence for SLO 1- Recorded exercises example






## Evidence for SLO 1- Discussion boards instructions



## SLO 2- Critique rubric

Acting Critique Guidelines and Rubric	
All students are required to attend one live staged production and watch one great film performance from the list below. For each, you will choose <u>two</u> actors and analyze their performances in a written critique. Due dates are on your course calendar.	
Tips: Be sure to see a "straight" play (no musicals or children's plays) at a community or professional theatre. A drama is preferred, but comedies are acceptable. Do not critique a film you are already very familiar with. If you elect to critique the acting in a film that is not on the list, you must get professorial approval. When writing, avoid general statements such as "it was good". Get very specific and provide many examples.	
A critique is a formal, written discussion of the acting in a play or film. The evaluation should include at least five paragraphs and be a minimum of two pages. Use MLA formatting.	
____/10	<b>Paragraph 1 – The Basics</b> Introduce the date, time, and place of the play you attended, the title, <u>play</u> and director. In a few sentences talk about the basic theme of the play and discuss the general plot.
____/20	<b>Paragraph 2 – Voice</b> Analyze the actor's volume, tempo, vocal quality, interpretation, articulation, and projection. If they attempted an accent, were they successful? Do you believe they altered the usage of their voices to meet the needs of the play and character?
____/20	<b>Paragraph 3 – Movement</b> Were movement and gestures suitable to the character? Did the actors appear to have made any physical adjustments for the role? Were they physically able to meet the demands of the script (combat, dancing, etc.)
____/20	<b>Paragraph 4 – Emotions</b> Did the actor appear to be genuinely listening and reacting? Did you believe they were experiencing real emotions? Did their performance affect you emotionally? Provide specific examples.
____/20	<b>Paragraph 5 – Characterization</b> Did the actor appear to know their backstories and history? Did their characters have unique personalities? Was there teamwork, or did the actor perform selfishly?
____/10	<b>Grammar and Formatting</b> Be sure to use proper MLA formatting, check your spelling and grammar. One point (up to 10) will be deducted for each glaring mistake.
<b>DO:</b>	
• Back up all your opinions with valid reasons.	
• Be objective, fair, and constructive. <i>All</i> of your points do not have to be positive. If you saw something that needs improvement, talk about it.	

## Evidence for SLO 2- Critique assignment instructions in LMS

 <b>Acting Critique #1 - due April 4</b>
Attached Files:  Acting Critique Guidelines and Rubric.docx  173.441 KB
Review the attached rubric. Select a film that you have not seen before! Include many suggestions) and write a two-page paper analyzing the lead actor according to the rubric.
 <b>Acting Critique #2 - due April 18</b>
Watch another dramatic film with the same lead actor that you critiqued in your first paper. How did they change for this film? What did you notice? Write a two-page paper using the rubric to reflect your observations.

## SLO 3- Hagan questions

Hagan Questions Page 145 - 190
<b>1. Who am I?</b> Who is your character? Identify all the details: name/age, physical traits, education, personal opinions, likes, dislikes, fears, ethics, and beliefs.
<b>2. What time is it?</b> The year, the season, the day, the minute. What is the significance of time?
<b>3. Where am I?</b> Identify the country, the city/town, the neighborhood, the building, the room or the specific area of the room.
<b>4. What surrounds me?</b> What is happening in the environment around you? Weather, landscape, people, animate/inanimate objects?
<b>5. What are the given circumstances?</b> Identify events in the past, present, and future. What has happened, what is happening, what is going to happen?
<b>6. What are my relationships?</b> This is more than your relationship to other people. Think about your relationship to objects, characters, and events.
<b>7. What do I want?</b> What do you want immediately? What does the character want overall?
<b>8. What is in my way?</b> What are the obstacles to getting what you want?
<b>9. What do I do to get what I want?</b> What actions do you take (both physically and verbally)? What tactics?



## SLO 3- Scoring rubric

To Kill a Mockingbird  
Chapter 19

Super Objective: To stand in my corner and achieve more than anyone in my family ever has.  
Scene Objective: To make David agree that he has to be more responsible for our baby.  
Moment Before: He touches my belly and says "You'll be such a good mommy."  
Moment After: He touches my belly and says "You'll be such a good mommy."

Objective	Strategy	Tactic	Text
I want to get from him to my belly.	He's looking at my belly.	Touch him away	"We've got to strike a bargain tonight. No games, no jokes. Just a real bargain between you and me."
Make him face the facts.	He looks shocked.	Command the respect	All I have worked for, every dream, every hope is in this grant. I have it in my hand, David, 21 and published in the field. ..... And let's face it, even though you're good at it, Hawthorne and Mobile won't ever do much more than pay the rent. ..... So please don't ask me to do it all.
I want him to know I care about the baby.	He looks hurt.	Play it out	Now I will have this baby, since you're so set on it. ..... Oh, I know that when it's here and I hold it in my arms it will be a miracle and a thousand other things. ..... But right now... Oh, David, I'm just not ready to be a mother.
I want to make sure he knows what's really going to happen.	He tries to get away and speak.	Back him into a corner	So here's the bargain. Once the kid's here, it's yours. You feed it, you do the baths, the diapers, all of it. And starting next summer, I got to do my work, no questions asked.
I want to get my answer.	He shakes his head.	Reveal	And if you can't accept this, if this isn't good enough, then I will

## Evidence for SLO 3- Recording of rehearsal

