



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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 2020-2021

This course is offered through the Shelby-Hoover Campus.

Course Student Learning Outcomes

1. The student will demonstrate knowledge of anthropology and the anthropological perspective
2. The student will be able to apply basic anthropological terms, concepts, principles, and theories.
3. 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.	Final exam embedded questions.	70% of students will be able to give the definition of anthropology and demonstrate knowledge and application of anthropological concepts	AY 2020-2021 <ul style="list-style-type: none"> • 1 online section • 61/61= 100% This course is taught online only.	Observations/Changes: The results in 2020-2021 demonstrated a 3.63% increase over the previous year. The instructor relied on the smart text , and updated content for timeliness and effectiveness. Students were able to summarize and explain these concepts through discussions . 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	AY 2020-2021 <ul style="list-style-type: none"> • 1 online section • 57/61= 93% This course is taught online only.	Observations/Changes: students answered most questions correctly. The instructor used supplemental materials like films to engage students in better extrapolating data and applying it to situations in an anthropological context.

				The instructor will utilize topics of current interest, including applying forensic anthropology .
3. Develop a multicultural perspective	Final exam embedded questions.	70% of students will demonstrate knowledge of cultural diversity in the world.	AY 2020-2021 <ul style="list-style-type: none"> • 1 online section • 59/61= 97% This course is taught online only.	Observations/Changes: The instructor used supplemental materials like built-in resources within the program that accompanies the text. 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.
Plan submission date:			Submitted by: Liberal Arts Department	

ANT 200- Example 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.

25.

Sequences of words and actions used during rituals are

- ritual scripts.
- rites of passage.
- taboos.
- liturgical orders.
- communitas.

26.

_____ is the identification with, and feeling part of, a cultural group, and exclusion from other cultural groups.

- Culture shock
- Ethnicity
- Cultural relativism
- Assimilation
- Ethnocentrism

Evidence of SLO 1- Smart text screenshot



Evidence of SLO 1- Discussion from LMS page

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%3a%2f%2ffod.infobase.com%2fOnDemandEmbed.aspx%3ftoken%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 of SLO 1- Additional discussion prompts

Discussion #12: The Dark Side of Chocolate

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

<https%3a%2f%2ffod.infobase.com%2fOnDemandEmbed.aspx%3ftoken%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 of SLO 2- Example of film used in class

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



Evidence of SLO 3- Additional textbook resources login

Sign in to Connect

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

Email address:

example: joe@email.com

Password:

[I forgot my password](#)

SIGN IN



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Anthropology 220 Course Student Learning Outcomes & Assessment Plan 2020-2021

This course is offered through the Shelby-Hoover Campus.

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.	Final exam embedded questions.	70% of students will be able to give the definition of cultural anthropology and demonstrate knowledge and application of key concepts	AY 2020-2021 <ul style="list-style-type: none"> • 1 online section • 12/13= 92% This course is taught online only.	Observations/Changes: Students performed better on this measurement than the previous year. Performance was better due to the rearrangement of supplemental materials that matched more closely to the chapter material. The students were able to comprehend and distinguish key concepts more clearly. This class is not currently being taught, but the instructor will continue to update the material for content and timeliness.
2. Apply basic cultural anthropological terms, concepts, principles, and theories to other cultures	Final exam embedded questions	70% of students will be able to identify anthropological terms and general theoretical perspectives and apply them to	AY 2020-2021 <ul style="list-style-type: none"> • 1 online section • 12/13= 92% This course is taught online only.	Observations/Changes: Students answered the question correctly. This class is not currently being taught. The instructor will continue to

throughout the world		different cultures.		evaluate teaching methods and outcomes.
3. The student will be able to gain a 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.	AY 2020-2021 <ul style="list-style-type: none"> • 1 online section • 11/13= 85% This course is taught online only.	Observations/Changes: This is the only measurement where students didn't do as well as the previous year. This class is not currently being taught, but for Spring of 2022 I plan to replace one of the films in the old syllabus with one that explains this concept further. I will ask the students to extrapolate key concepts from the film and text and interpret them within an anthropological context.
Plan submission date:			Submitted by: Liberal Arts Department	

ANT 220- Example exam 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: Art- ART 100

Assessment period: 2020-21

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Course Student Learning Outcomes & Assessment Plan

Course Student Learning Outcomes

1. Identify the style or medium based category of a work of art based on visual clues.
2. Apply art terminology to describe the themes, intentions, and motivations of artists from different time periods.
3. Analyze the cultural significance and influence of art and visual expression in society.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Identify the style or medium based category of a work of art based on visual clues.</p>	<p>Embedded multiple choice questions on exams.</p> <p>The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.</p>	<p>70% of students will answer with 70% accuracy or above the embedded multiple choice exam questions pertaining to SLO 1.</p>	<p><u>AY 2020-2021</u> 18 Sections (all online) 627/680 = 92% 92% of students answered embedded multiple choice exam questions pertaining to SLO 1 with 70% or above accuracy.</p> <p><u>Semester Breakdown</u> Fall 2020 8 sections 279/293 = 95%</p> <p>Spring 2021 10 Sections 348/387 = 90%</p>	<p>Observations/Changes: The success rate for this SLO increased by 3% over the previous year. Instructors will continue to use more detailed slides, including adding an activity entitled "Write Me a Test Question" in which students write a multiple-choice question each week for this SLO based on the style or medium based category of the relevant chapter. This method alerts the instructors to what information is standing out to the students, and where they need clarification. Instructors note students seem to feel empowered by participating in test creation, even if the instructors revise the questions.</p>
<p>SLO 2: Apply art terminology to describe the themes, intentions, and motivations of artists from different time periods.</p>	<p>Written Assignment: Descriptive Analysis of a Work of Art Grading Rubric</p>	<p>70% of students will achieve 70% or above pertaining to SLO 2 in a descriptive analysis of a work of art.</p>	<p><u>AY 2020-2021</u> 18 Sections (all online) 622/680 = 91% 91% of students achieved 70% or above pertaining to SLO 2 in a descriptive analysis of a work of art.</p> <p><u>Semester Breakdown</u> Fall 2020 8 sections 281/293 = 96%</p>	<p>Observations/Changes: The success rate in AY 2020-2021 was identical to that of 2019-2020. Going forward, instructors can direct students to a website with lists of descriptive words to critique art. This resource, as well as the online application Inquisitive prepares students for incorporating as many of the visual elements, design principles, and art terms as applicable in their essays. Instructions for the essay will</p>

			Spring 2021 10 Sections 341/387= 88%	also encourage students to identify artistic themes to understand the motivations and intentions of the artists.
SLO 3: Analyze the cultural significance and influence of art and visual expression in society.	Written Assignment: Descriptive Analysis of a Work of Art Grading Rubric	70% of students will achieve 70% or above pertaining to SLO 3 in a descriptive analysis of a work of art.	AY 2020-2021 18 Sections (all online) 621/680 = 91% 91% of students achieved 70% or above pertaining to SLO 3 in a descriptive analysis of a work of art. <u>Semester Breakdown</u> Fall 2020 8 sections 281/293 = 96% Spring 2021 10 Sections 340/387 = 88%	Observations/Changes: The success rate in AY 2020-2021 increased by nearly 6%. The essay assessment now includes a specific section on cultural significance and impact of artwork in society. To facilitate students' abilities to better analyze the cultural significance and impact of artwork on society, instructors are adopting a strategy of making the subject relevant to the "real world" and events happening around us. Some strategies include "Art in the News" articles from sites such as NPR's Art & Design Website which will be shared with students for class discussion and application to their current textbook chapter. Another strategy will give students additional practice in discussing impacts of public art , for example.
Plan submission date:			Submitted by:	

SLO 1: Sample Exam Questions

The Renaissance artist Titian used a technique of applying multiple glazes of color which involved the use of

- A. Oil paint
- B. Acrylic paint
- C. Encaustic
- D. Watercolor



Claude Monet's paintings are characterized using short, choppy brush strokes in the style of

- A. Cubism
- B. Neo-Classicism
- C. Fauvism
- D. Impressionism



SLO 1: Write a Test Question

“Write a multiple choice question based on the textbook or video lecture content each week of the class. On the last day these questions will be given as a final test.

If you want to get a jump on writing these questions, you can base them off the chapters instead of the lectures, I want 7 questions (minimum, you can do more for extra credit) from each student, 1 question for every 2 to 6 hours of lecture content. Thanks! 😊

By having you, the students, take control of the “test bank” it makes you engaged and accountable for sniffing out the important parts of the lectures, and it creates tests that are relevant and memorable. I like when questions are funny, be clever! 😊”

SLO 2: Essay Assignment

Descriptive Paragraph Assignment

For this assignment, you will write an analysis (1 to 3 paragraphs) of an artwork that is shown below. *(The image is below.)* When writing the paragraph(s), you should use as many of the visual elements, design principles, and art terms that are applicable. See the list of terms below.

The assignment should be in essay format and posted via Blackboard to the discussion tab in the course. The guidelines of what should be included in the analysis are listed below.

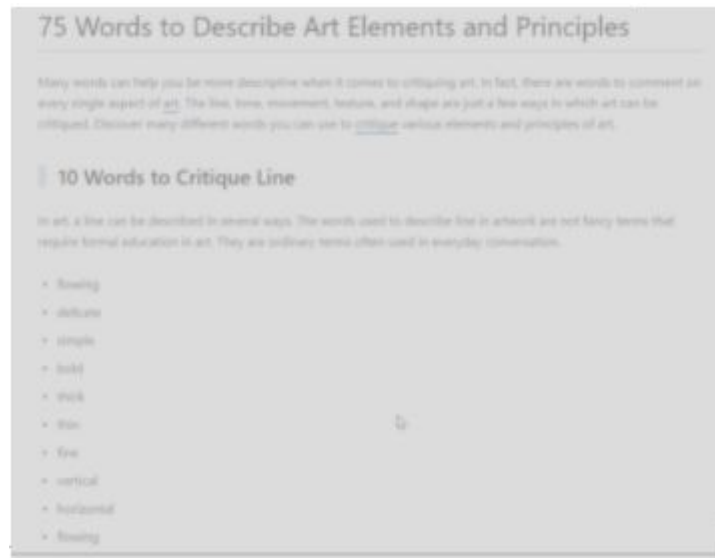
Write about the work of Art below!



SLO 2: Essay Assignment Rubric

Category	Excellent 30-27	Good 26-23	Acceptable 22-19	Needs Improvement 18-0
1. Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work. Used applicable visual elements and design principle, plus art terms.	Makes a detailed description of most of the subject matter and/or elements seen in a work. Used most visual elements and design principle, plus art terms that were applicable.	Makes a detailed description of some of the subject matter and/or elements seen in a work. Used some visual elements and design principle, plus art terms that were applicable.	Descriptions are not detailed or complete. Did not use visual elements and design principle, plus art terms.
2. Analysis	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme. Describes the cultural and societal significance of the work.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme. Identifies the significance and societal impact of the work.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the theme. Has difficulty describing the significance of the work.	Has trouble picking out the dominant elements. Has trouble identifying the significance of the work and its relation to society.
3. Interpretation	Forms a somewhat reasonable hypothesis about the symbolic, metaphorical meaning or artist intent and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.
4. Evaluation	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.	Uses 1-2 criteria to judge the artwork.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Evaluates work as good or bad based on personal taste.

SLO 2: Descriptive Art Terms



SLO 2: Themes in Art

4) Describe the style and discuss the theme.
Is it a spiritual, community, or gender related work? Review Unit 4. All works of art will follow one of the listed these in Unit 4 from your textbook.
Its style is shiny/modern/traditional/abstract/naturalistic...
The painting/sculpture is representational/naturalistic/abstract/etc.

5) What is the correlation between the theme/intent and the visual elements and design principles
In this portion, there should be a correlation between the visual elements & design principles, and the artist intent or theme. The correlation gives you validity. (Information can be gathered through research but give the source credit.)
It seems as if the pattern creates...
The color and line makes me think of ...

SLO 3: Essay Assignment

Descriptive Paragraph Assignment

For this assignment, you will write an analysis (1 to 3 paragraphs) of an artwork that is shown below. *(The image is below.)* When writing the paragraph(s), you should use as many of the visual elements, design principles, and art terms that are applicable. See the list of terms below.

The assignment should be in essay format and posted via Blackboard to the discussion tab in the course. The guidelines of what should be included in the analysis are listed below.

Write about the work of Art below!



SLO 3: Essay Assignment Rubric

Category	Excellent 30-27	Good 26-21	Acceptable 20-18	Needs Improvement 18-0
1. Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work. Used applicable visual elements and design principle, plus art terms.	Makes a detailed description of most of the subject matter and/or elements seen in a work. Used most visual elements and design principle, plus art terms that were applicable.	Makes a detailed description of some of the subject matter and/or elements seen in a work. Used some visual elements and design principle, plus art terms that were applicable.	Descriptions are not detailed or complete. Did not use visual elements and design principle, plus art terms.
2. Analysis	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme. Describes the cultural and societal significance of the work.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme. Identifies the significance and societal impact of the work.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the theme. Has difficulty describing the significance of the work.	Has trouble picking out the dominant elements. Has trouble identifying the significance of the work and its relation to society.
3. Interpretation	Form a somewhat reasonable hypothesis about the symbolic, metaphorical meaning or artist intent and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.
4. Evaluation	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.	Uses 1-2 criteria to judge the artwork.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Evaluates work as good or bad based on personal taste.

SLO 3: Cultural Significance Example

6) How is this work culturally significant and what impact has it had on society? How is it a reflection of society

This work of art originated out of the artist attempts of social activism and

SLO 3: NPR Art and Design Website

npr SIGN IN NPR SHOP DONATE

NEWS ARTS & LIFE MUSIC SHOWS & PODCASTS SEARCH

Art & Design

SUBSCRIBE TO DAILY NEWS EMAIL

RESIDENT ALIEN

U.S. Department of Justice-immigration and Naturalization Service

COOKIE FORTUNE

NAME: COOKIE FORTUNE
DOB: 020784
ALIEN NUMBER: A28033309
POE: DAL CR6

Smithsonian's National Portrait Gallery

FINE ART

Roberto Serra - Iguana Press/Getty Images

OBITUARIES

Chuck Close, Creator Of Gigantic Portraits, Has Died At 81

NATIONAL

Black Lives Are Celebrated In Bisa Butler's Extraordinary, Technicolor Quilts

SLO 3: Art Impact Example

6) How is this work culturally significant and what impact has it had on society? How is it a reflection of society

This work of art originated out of the artist attempts of social activism and



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ART 114 Course Student Learning Outcomes & Assessment Plan 2020-2021

Course Student Learning Outcomes

1. The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination.
2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.

3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner through consistent, precise, and distinctive application of media.

This class is cross-listed with ART 113. Students in ART 114 are expected to perform at a higher level of proficiency than students in ART 113.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Create receptive drawings from observation and projective drawings based on concept, expression, and imagination.</p>	<p>Assessment- Rubric Final Student Critique of Final Portfolio Rubric is attached.</p>	<p>70% of students will successfully meet the outcome.</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none"> • 2 Sections • 22/24 = 92% <p>Semester Breakdown</p> <ul style="list-style-type: none"> • Fall 2020 <ul style="list-style-type: none"> ○ 1 section ○ 11/11 = 100% • Spring 2021 <ul style="list-style-type: none"> ○ 1 section ○ 11/13 = 85% 	<p>Observations/Changes:</p> <p>The SLO was met as 92% of students successfully created receptive drawings from observation and still life. Instructors noticed that demonstration videos seemed to work well. Many students found them to be helpful. Instructors felt confident that including these videos for student online access was effective and helped improve the success of this SLO.</p> <p>A change that instructors plan to implement is providing a greater variety of assignment choices. Instead of 5 required assignments, instructors will give 10 assignments and students will be allowed to individually pick the 5 that they like. This will give the students a sense of control (choice). The assignments will still involve the basic premise</p>

				of age-old traditional assignments like linear perspective, grid drawing, still life, and figurative projects, but will also embrace the students' own interests in contemporary art like video games, manga, animation, music videos, movies, and other 21 st century themes and applications. This will give the students the power of choice and a sense of relevance to increase the success rate for this SLO.
Analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.	Assessment- Rubric Final Student Critique of Final Portfolio Rubric is attached.	70% of students will successfully meet the outcome.	AY 2020-2021 <ul style="list-style-type: none"> • 2 Sections • 21/24 = 88% Semester Breakdown <ul style="list-style-type: none"> • Fall 2020 <ul style="list-style-type: none"> ○ 1 section ○ 10/11 = 91% • Spring 2021 <ul style="list-style-type: none"> ○ 1 section ○ 11/13 = 85% 	Observations/Changes: The critique process requires that students be fluid in their ability to use art vocabulary. To improve this fluency, instructors provided a vocabulary list at the beginning of each critique session. A new instructional approach will be implemented for this SLO. Because participation and interaction are key to the success in creating observational drawings, a novel approach will be implemented that allows students to build their own still-life as a team prior to the drawing assignment. They will have ownership of the project and get more

				<p>pleasure out of creating a drawing in which they have a personal investment. Students will critique the project using the Glow and Grow or Two Pats – One Punch method utilized in ART 113. This method allows each student to receive constructive criticism that is specific. Students write two “Glows” (what is working well) and one “Grow” (what could be improved and why and how) on sticky notes that are attached to the drawing. This written approach using post-it notes and origami books should increase participation and help some students who are intimidated by verbal critique sessions, as well as provide students with a better understanding of the critique process and use of art vocabulary.</p>
<p>Create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner through consistent, precise, and</p>	<p>Assessment- Rubric Final Student Critique of Final Portfolio Rubric is attached.</p>	<p>70% of students will successfully meet the outcome.</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none"> • 2 Sections • 22/24 = 92% <p>Semester Breakdown</p> <ul style="list-style-type: none"> • Fall 2020 <ul style="list-style-type: none"> ○ 1 section ○ 11/11 = 100% • Spring 2021 <ul style="list-style-type: none"> ○ 1 section ○ 11/13 = 85% 	<p>Observations/Changes: Instructors began alternating low pressure assignments in between major assignments. By allowing students to create simple applications of the mediums that did not have to “be something,” more than “free play” allowed</p>

<p>distinctive application of media.</p>				<p>increased success with major projects.</p> <p>Going forward, instructors will continue the techniques of low-pressure assignments to make the class work more fun and engaging. Instructors also plan to implement a “drawing to music” project, to provide extra practice with drawing materials.</p>
<p>Plan submission date:</p>			<p>Submitted by: Liberal Arts Department</p>	

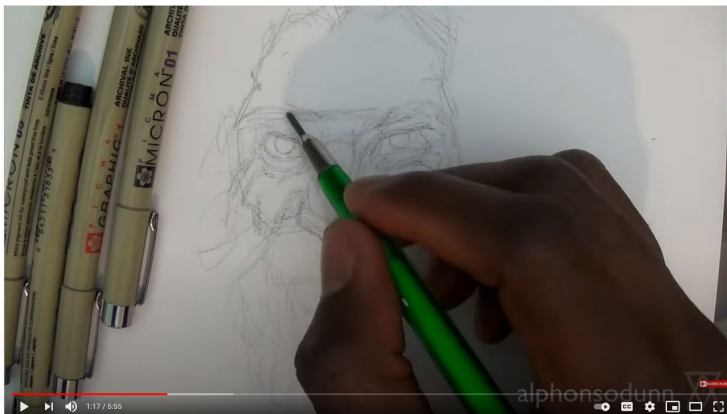
ART 114- Rubric

ART 114(Drawing 1) Grading Rubric- *This course is taught concurrently with ART 113. Students in ART 114 are expected to perform at a higher level of proficiency than students in ART 113.*

Rubric Components	No/ Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination.	Unable to create completed artworks/projects from personal observation without assistance from the instructor. Produced no projective drawings based on concept expression, and imagination.	Ability to create very few completed artworks/projects from personal observation with assistance from the instructor. Produced some projective drawings based on concept expression, and imagination.	Ability to create most completed artworks/projects from personal observation without assistance from the instructor. Produced projective drawings based on concept expression, and imagination.	Ability to create completed artworks/projects from personal observation without assistance from the instructor. Produced projective drawings based on concept expression, and imagination.
Ability to analyze and critique the work of peers in a constructive manner using art terminology. <i>(Design elements to include: value & tone, line, linear perspective, space, and composition)</i>	Unable to discuss their work in terms of techniques and materials. Attended no critiques.	Discussed their work in terms of techniques and materials in an honest, constructive manner.	Discussed the work of peers as well as their own using the design elements, techniques, materials, composition and craftsmanship in an honest, constructive manner. Attended at least half of class critiques.	Discussed the work of peers as well as their own in an honest, constructive manner. Able to discuss the work in terms of the design elements, motivations behind visual solutions, techniques, material, composition, and craftsmanship. Attended all critiques.
Ability to use a variety of tools, techniques, methods, and materials.	Unable to use most materials and art techniques without the assistance of the instructor. Did not spend an adequate amount of time with art media.	Able to use a limited amount of materials and art techniques without the assistance of the instructor. Spent some time with art media.	Able to use most materials and art techniques without the assistance of the instructor. Spent required time with art media. Produced most art projects.	Ability to use <u>all materials</u> and art techniques without the assistance of the instructor. Spent more than required or additional time with art media. Completed all projects at mastery level.

Name: Camilla Avery Date _____ CRN# _____

Evidence of SLO 1- Drawing instruction videos



Evidence of SLO 1- Required assignment information

Required Assignments

Throughout the semester, you will be given at least ten assignments that relate to the core concepts for Drawing II. You may choose a minimum of five assignments to complete. Assignments should be well-executed and well-crafted.

So, I Only Have to Do Five?

Theoretically, yes. Five is the minimum you are required to complete to meet the requirements. However, keep in mind the goal of QUANTITY as an artist. If you are asked to submit 20 pieces of art to apply to a school or for a scholarship, having completed 100 pieces and choosing the best 20 is WAY better than having exactly 20 and not being able to edit out any. So, while you are only required to do five, I encourage you to complete as many of the assignments as possible to have a quantity to choose from for submission.

Evidence of SLO 2- Vocabulary list

Non-Objective
Gesture
Biomorphic
Geometric
Curvilinear
Rectilinear
amorphous
Generalized

Stylized
Abstract
Figurative
Pattern
Tone
Value
Rhythm
Repetition

Texture
Line
Mark-Making
And Artists that are precedent for this to Google:
Wassily Kandinsky
Paul Klee
Merce Cunningham and John Cage

Surrealists
Cubists

German Expressionists
Action Painters

Abstract Expressionists
Cy Twombly

Evidence of SLO 2- Student created still-life



Evidence of SLO 2- "Glow to Grow" instructions

Here are 6 simple steps to the “Glow and Grow” Critique – my favorite!

1. Set up the artwork.

As I said, I like to surprise my kids with their critique days. As they walk into class, I have our table easels out, and they know it’s time to do some thinking and some talking! Students grab a table easel and get their art off their shelf and set it up. You can have your students set up their work in whatever way works best for you!

2. Pass out sticky notes.

The next step is to pass out sticky notes. This is where the students will be writing their feedback. In my room, I require each student to start with three. If time allows, they can certainly do more.

3. Observe the art.

Once everyone has their sticky notes ready to go, give your students about five minutes to quietly walk around the room and just look at the art. There’s no writing or talking during this time. Instead, the students should be quietly reflecting and thinking about the work created by their classmates.

4: Choose 3 piece of art and give feedback.

At the end of five minutes, students are asked to choose an artwork and write down two “Glows” (what is working really well) and one “Grow” (what could be improved and why or how) on their sticky note. Students are deep in thought during this stage and writing meaningful notes to their peers. These sticky notes are left next to the art, and each student moves on and does two more.

5: Read the comments.

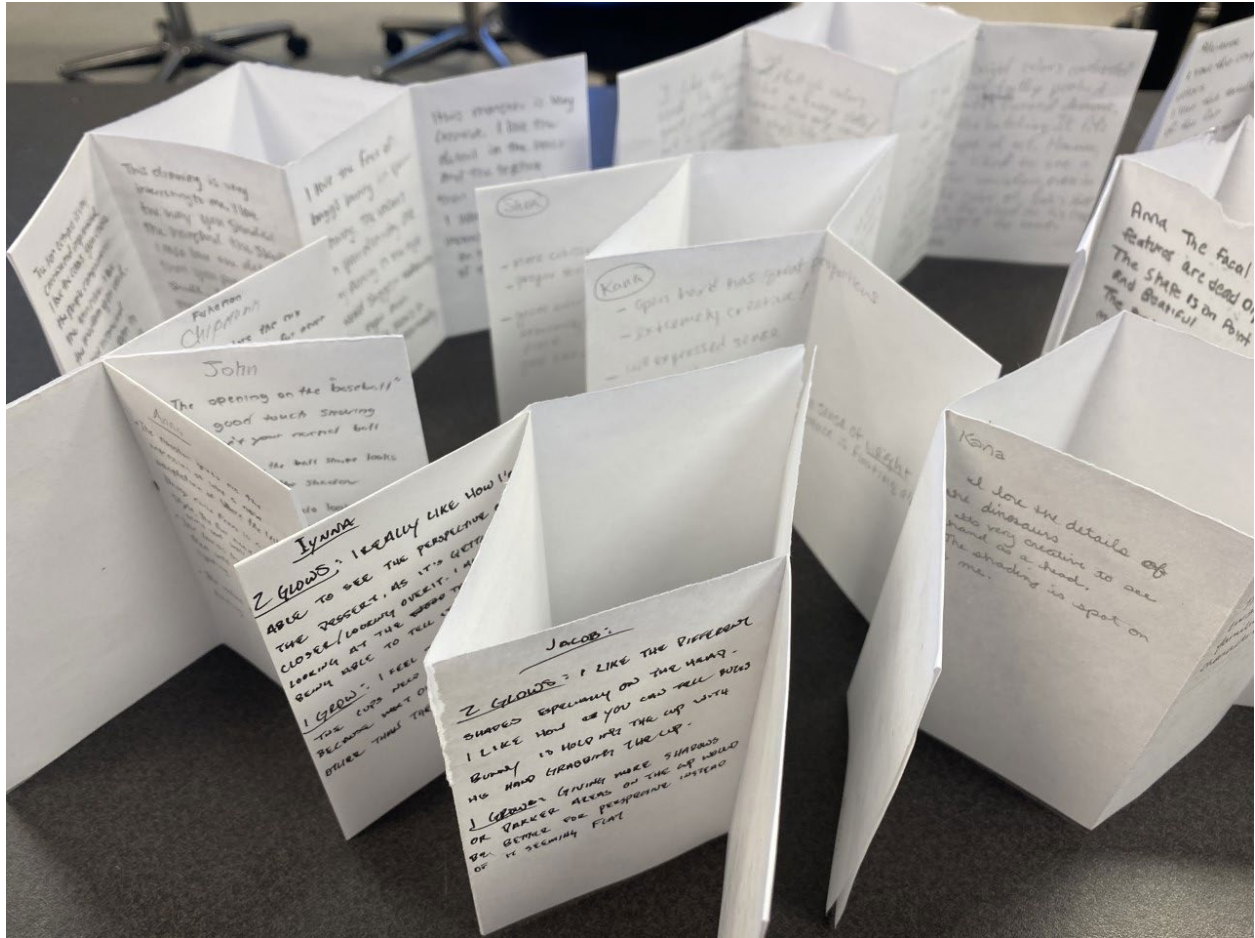
Students are asked to go back to their art and read the comments left for them. This is an important time to reflect on what their peers have to say about their current works.

6: Hold a group discussion.

Finally, in my room, we open up the critique for a quick discussion and talk about the pieces in the room that are working well and discuss why. Students are excited to talk about the art, and it's always great to see how they are guiding one another in a constructive and kind atmosphere.

Part of the reason I like this process is that the whole thing takes only about 20 minutes. Therefore, students have time to use the information they've been given and spend the last part of the class in studio mode.

Evidence of SLO 2- Origami book critique



-

Evidence of SLO 3- Low-stakes assignment instructions

Low Stakes Assignments

In addition to the five required assignments which require extreme attention to craftsmanship, we will often take the time to complete several “low stakes” assignments in between working on the higher stakes drawings. You CANNOT get a bad grade on these. They are low pressure. I want you to have a chance to draw for fun and “play” without fear of failure. Rather than complete these assignments on the large 18”x24” paper, these assignments will be completed in your sketchbook. Remember, they don’t have to be perfect.

Example Assignments:

Draw prompts from a random noun generator

Draw to music

Draw Exquisite Corpse

Draw monsters/creatures

Draw faces loosely and quickly

4–8-minute timed drawings

Value scales in graphite, charcoal, pen and ink, brush and ink, etc.

Evidence of SLO 3- Draw to music assignment

Non-Objective Drawings to Music

Playlist

Dave Brubeck: Don't worry about me <https://www.youtube.com/watch?v=rwr40kJLydk>

Daikaju: Laser Runner Studio version https://www.youtube.com/watch?v=LfKS7sOi7_g

Man or Astroman: Journey to The Stars Live version <https://www.youtube.com/watch?v=APzX8etmHXU>

Man or Astroman: Journey to The Stars studio version
<https://www.youtube.com/watch?v=YUfW6FGI6Ps>

Man or Astroman: Defcon 5 <https://www.youtube.com/watch?v=Dxc65Vxrbtn>

Check back, I'll add more songs! And you are free to pick your own but give me a link when you submit photos of the drawings!

Assignment

For this project, you may use any medium, but I recommend either charcoal (dry media) or India ink and mark making tricks (wet media). Any song that is instrumental is preferable. I ask that as you listen to a song, imagine your marks are only the bass. Then start it over and imagine that your marks are only the guitar, for each instrument, etc., changing tools and marks each time. So, think about making a layered drawing, a layer for each instrument. To keep building up layers you need to have the layers start light and darken as they go up, so this will require either diluting the ink, or using blending stumps and line weight with the dry media.

This time they don't have to be exclusively non-objective, and you can even think of what you are doing as making a music video in a drawing. Picking a scene suggested or described by the song (if it has lyrics) could be ok. A film still from a video. Do it.

I want you to do 12 of these that are 12 x 18 with masked borders, and one that is 18 x 24 with masked borders. But GO BIGGER!

Pro-Tip! If you really want to be DRAWING 2 go get watercolor or printmaking paper by the sheet to do this on. At least get thick paper, like watercolor paper, blotter paper, Rives BFK, Mixed Media Paper, etc. Go big!

And remember, shop Mom and Pop if you can, the best art supply stores in town are Falcon Art Supply in Montevallo, Alabama Art Supply in South Bham, and Forstall Art Supply in North Bham.

When you think about music, and when you think about non-objective drawing and painting, you must realize that the benefit of this kind of art making is that it can address emotions and uncomfortable social things. You can say things with non-objective art that you cannot say in any other way, that is too uncomfortable to verbalize, but we need to get it out. Be vulnerable. Play that song that makes you cry. Get tears in your charcoal.



Assessment Record

Program: **Liberal Arts**

Assessment
period:

AY 2020-2021

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.

ART 203 Course Student Learning Outcomes & Assessment Plan 2020-2021

Course Student Learning Outcomes

1. The student will demonstrate knowledge of the history of art from ancient times to Renaissance by identifying: title, style/date, and artist location of major artworks
2. The student will compare and contrast artistic styles from different periods.
3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Demonstrate knowledge of the history of art from ancient times to Renaissance by identifying title, style/date, and artist location of major artworks</p>	<p>Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.</p>	<p>70% of students will successfully meet the outcome.</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none"> • 3 sections online • 115/118 = 97% <p>Semester Breakdown</p> <ul style="list-style-type: none"> • Fall 2020 <ul style="list-style-type: none"> ○ 2 sections online ○ 73/75 = 97% • Spring 2021 <ul style="list-style-type: none"> ○ 1 section online ○ 42/43 = 98% 	<p>Observations/Changes:</p> <p>To reinforce this objective, early in the course, instructors provided students with a study guide that included a slide list of major artworks that could be used as a study aid.</p> <p>success rate for this SLO increased by 10.23% over the previous year. Instructors will continue to use study guides, slide lists, and include an activity in which students create a virtual art gallery of important artworks in the course. This activity will allow students to spend time considering the great visual artworks in the text, as well as considering which artworks are most important and why. Also, the activity will help the instructor identify trends or problems in instruction and presentation and allow them to provide clarification, thus</p>

				increasing student success.
Compare and contrast artistic styles from different periods.	Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.	70% of students will successfully meet the outcome.	<p>AY 2020-2021</p> <ul style="list-style-type: none"> • 3 sections online • 114/118 = 97% <p>Semester Breakdown</p> <ul style="list-style-type: none"> • Fall 2020 <ul style="list-style-type: none"> ○ 2 sections online ○ 73/75 = 97% • Spring 2021 <ul style="list-style-type: none"> ○ 1 section online ○ 41/43 = 95% 	<p>Observations/Changes:</p> <p>Previously instructors included discussions in the course, but only as extra credit. To reinforce this objective, instructors included required class discussions as part of the course. In these discussions, students were provided with a prompt that directed them to compare works of art from different time periods.</p> <p>The success rate for this SLO increased by 7.78% over the previous year. Instructors will continue to use more class discussions in which students compare artworks from different time periods, including using graphic organizers or mapping tools like "Mindmeister" as part of the student discussion response. Mind maps are graphic representations of how ideas or concepts connect or relate. Mind maps will help students develop a range of visual representations of</p>

				<p>concepts that illustrate connections, differences, and key features of course concepts. The tool will help students develop better skills of analysis. This method will also alert the instructors to which concepts are clear and which concepts need further clarification.</p>
<p>Discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events.</p>	<p>Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.</p>	<p>70% of students will successfully meet the outcome.</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none"> • 3 sections online • 115/118 = 97% <p>Semester Breakdown</p> <ul style="list-style-type: none"> • Fall 2020 <ul style="list-style-type: none"> ○ 2 sections online ○ 74/75 = 99% • Spring 2021 <ul style="list-style-type: none"> ○ 1 section online ○ 41/43 = 95% 	<p>Observations/Changes:</p> <p>To reinforce the objective, instructors used additional instructional resources in their courses to engage students and supplement their learning. Open educational resources such as Khan Academy were used to provide students with virtual tours of art objects and provide a more authentic context for art and its connection to society and history.</p> <p>The success rate for this SLO increased by 7.78% over the previous year. Instructors will continue to use additional educational resources to engage students and supplement learning, such as digital timelines, maps, and video clips. These</p>

				educational resources supplement student learning and provide additional information to relate art objects to political, religious, philosophical, technological, social, and cultural events.
Plan submission date:			Submitted by:	

ART 203- Example embedded multiple choice questions

Part III Multiple Choice. Please choose the correct response that best answers the question or completes the statement.

The student will demonstrate knowledge of the history of art from the Renaissance to modern times by identifying title, style/date, and artist location of major artworks.

1. The title of this architectural structure is ____.

- A. The Great Pyramids
- B. Parthenon
- C. Pantheon
- D. Colosseum



2. The title for the work of art is ____.

- A. Mask of Tutankhamen
- B. Osiris and Isis
- C. Nefertiti
- D. Akhenaton



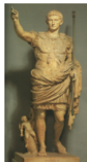
3. The title for this architectural structure is ____.

- A. Pantheon
- B. Parthenon
- C. Colosseum
- D. Villa Rotunda

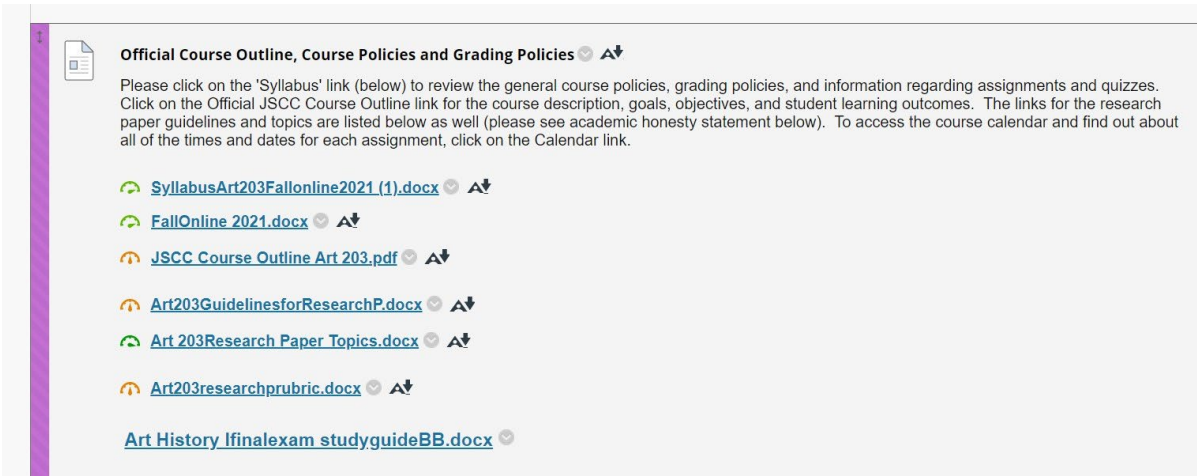


4. The sculpture shown is an example of which art-historical style?


- A. Classical Greek
- B. Roman Republican
- C. Hellenistic
- D. Imperial Roman









Evidence of SLO 1- Course objectives presented in LMS



1

 **Official Course Outline, Course Policies and Grading Policies** ▾ A↑

Please click on the 'Syllabus' link (below) to review the general course policies, grading policies, and information regarding assignments and quizzes. Click on the Official JSCC Course Outline link for the course description, goals, objectives, and student learning outcomes. The links for the research paper guidelines and topics are listed below as well (please see academic honesty statement below). To access the course calendar and find out about all of the times and dates for each assignment, click on the Calendar link.

-  [SyllabusArt203Fallonline2021 \(1\).docx](#) ▾ A↑
-  [FallOnline 2021.docx](#) ▾ A↑
-  [JSCC Course Outline Art 203.pdf](#) ▾ A↑
-  [Art203GuidelinesforResearchP.docx](#) ▾ A↑
-  [Art 203Research Paper Topics.docx](#) ▾ A↑
-  [Art203researchprubric.docx](#) ▾ A↑
- [Art History lfinalexam studyguideBB.docx](#) ▾

Evidence of SLO 1- Study guide

Art History I
Study Guide
Semester Exam

Your semester exam is a three-part test. One of the parts involves slide image identification. **Know the title, date, style/period, artist, and country of origin for the following slide images:**

1. *Saint-Serny*, Toulouse, France, 1070-1120
2. *Chartres Cathedral*, France, 1194
3. *Bronze Doors with relief panels*, Saint Michael's, Hildesheim, Germany, 1015
4. *Justinian, Bishop Maximianus, and Attendants*, San Vitale Ravenna, Italy, 547
5. *Theodora and Attendants*, San Vitale Ravenna, Italy, 547
6. *Chi-rho-iota, Book of Kells*, Scotland, late 8th or 9th Century
7. *Hagia Sophia*, Constantinople, 532-537
8. *Cross-inscribed carpet page, Lindisfarne Gospels*, England, 698-721
9. *Bayeux Tapestry from Bayeux Cathedral*, France, 1070-1080
10. *Sutton Hoo Purse Cover*, 625, England
11. *Kritios Boy*, Athens, Greece, 480 BCE
12. *Kouros*, Greece, 600 BCE
13. *Parthenon*, Athens Greece, Iktinos and Kallicrates, 447-432 BCE
14. *Aphrodite of Knidos*, Praxiteles, Greece, 350-340 BCE
15. *Nike of Samothrace*, Greece, 190 BC, Hellenistic
16. *Hagia Sophia*, Constantinople, 532-537
17. *Colosseum*, aerial view, Rome, 70-80 CE
18. *Arch of Constantine*, Rome, 312-315 CE
19. *Pantheon*, Rome, 118-125 CE
20. *Venus of Willendorf*, 28,000-25,000, Willendorf, Austria
21. *Stele with Law Code of Hammurabi*, Susa, Iran, 1780 BCE
22. *Ziggurat of Ur*, Ur (Iraq), 2100 BCE
23. *Stonehenge*, Wiltshire, England, 2550-1600 BCE
24. *Ishtar Gate*, Babylon, 575 BCE
25. *Great Sphinx*, Gizeh, Egypt, 2520-2494 BCE
26. *Great Pyramids*, Gizeh, Egypt, 2490-2528 BCE
27. *Neferiti, Thutmose, Amarna*, 1353-1335 BCE, Egypt
28. *Death Mask of Tutankhamen*, 1323 BCE, Egypt
29. *Venus of Willendorf*, Austria, 25,000
30. *Portrait of Augustus as General*, 20 BCE, Rome, Imperial Roman

The next two parts of the exam will be questions taken from previous chapter quizzes. Please study these. I will reopen the chapter quizzes for study.

Evidence of SLO 1- Virtual gallery assignment



Evidence of SLO 2- Extra credit discussion opportunity

Discussions: (Extra Credit Points) Discussion questions will open in Blackboard on a bi-weekly basis (always check the course calendar under the 'Course Introduction' tab. Each discussion question will be worth 5 extra credit points with a total of 35 maximum points. Students must post their response and reply to at least 2 other student comments. The questions will come from chapter reading assignments and Tegrity lectures. *Students are encouraged to participate in the discussions.*

Evidence of SLO 2- required discussion prompt



Research sculptures which demonstrate contrapposto. Compare and contrast the contrapposto pose with previous poses that artists used in sculpture.

Post two examples in this discussion thread.

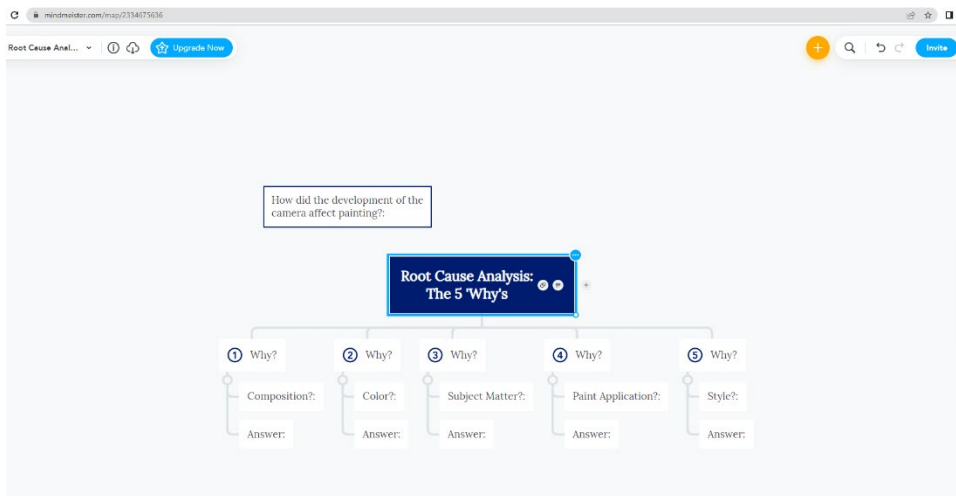
- One from the Classical era which is not reproduced in our textbook
- One from the 20th century

Respond to your colleagues' postings.

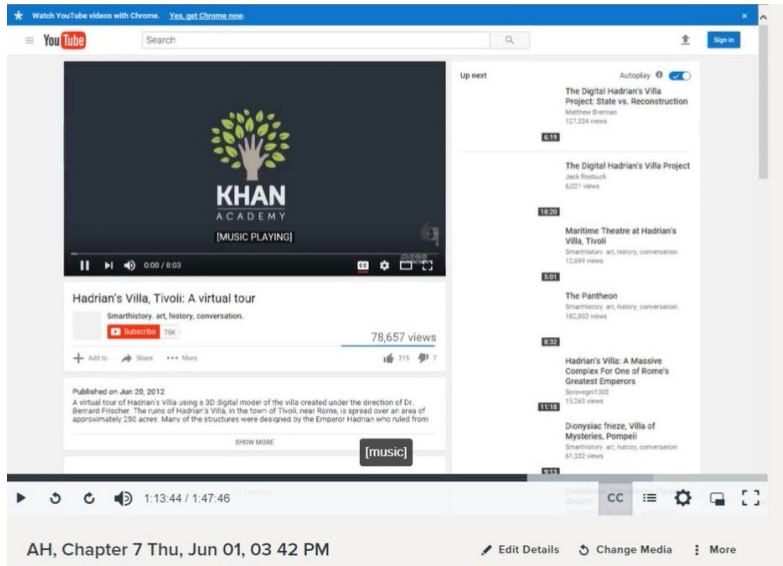
You will not be able to see others' replies before you yourself post.

Worth 8 Points

Evidence of SLO 2- Mindmeister tool screenshot



Evidence of SLO 3- Additional online educational opportunities



The screenshot shows a YouTube video player interface. The video title is "Hadrian's Villa, Tivoli: A virtual tour" by Khan Academy. The video has 78,657 views and was published on June 29, 2012. The description states: "A virtual tour of Hadrian's Villa using a 3D digital model of the villa created under the direction of Dr. Bernard Frischer. The ruins of Hadrian's Villa, in the town of Tivoli, near Rome, is spread over an area of approximately 250 acres. Many of the structures were designed by the Emperor Hadrian who ruled from 76-138 AD." The video player shows a progress bar at 1:13:44 / 1:47:46. The "Up next" list includes several related videos, such as "The Digital Hadrian's Villa Project: State vs. Reconstruction" (127,224 views), "The Digital Hadrian's Villa Project" (6,027 views), "Maritime Theatre at Hadrian's Villa, Tivoli" (12,899 views), "The Parthenon" (161,522 views), "Hadrian's Villa: A Massive Complex For One of Rome's Greatest Emperors" (15,263 views), and "Dionysiac frieze, Villa of Mysteries, Pompeii" (61,332 views). The video player controls at the bottom show "AH, Chapter 7 Thu, Jun 01, 03 42 PM" and options for "Edit Details", "Change Media", and "More".

Evidence of SLO 3- Timeline

The history of art is immense, the earliest cave paintings pre-date writing by almost 27,000 years! If you're interested in art history, the first thing you should do is take a look at this table which briefly outlines the artists, traits, works, and events that make up major art periods and how art evolved to the present day:

Art Periods/ Movements	Characteristics	Chief Artists and Major Works	Historical Events
Stone Age (30,000 b.c.– 2500 b.c.)	Cave painting, fertility goddesses, megalithic structures	Lascaux Cave Painting, Woman of Willendorf, Stonehenge	Ice Age ends (10,000 b.c.– 8,000 b.c.); New Stone Age and first permanent settlements (8000 b.c.–2500 b.c.)
Mesopotamian (3500 b.c.–539 b.c.)	Warrior art and narration in stone relief	Standard of Ur, Gate of Ishtar, Stele of Hammurabi's Code	Sumerians invent writing (3400 b.c.); Hammurabi writes his law code (1780 b.c.); Abraham founds monotheism
Egyptian (3100 b.c.–30 b.c.)	Art with an afterlife focus: pyramids and tomb painting	Imhotep, Step Pyramid, Great Pyramids, Bust of Nefertiti	Narmer unites Upper/Lower Egypt (3100 b.c.); Rameses II battles the Hittites (1274 b.c.); Cleopatra dies (30 b.c.)
Greek and Hellenistic (850 b.c.–31 b.c.)	Greek idealism: balance, perfect proportions; architectural orders(Doric, Ionic, Corinthian)	Parthenon, Myron, Phidias, Polykleitos, Praxiteles	Athens defeats Persia at Marathon (490 b.c.); Peloponnesian Wars (431 b.c.– 404 b.c.); Alexander the Great's conquests (336 b.c.–323 b.c.)



Assessment Record

Program: **Liberal Arts**

Assessment
period:

AY 2020-2021

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.

ART 204 Course Student Learning Outcomes & Assessment Plan 2020-2021

Course Student Learning Outcomes

1. The student will demonstrate knowledge of the history of art from the Renaissance to modern times by identifying: title, style/date, and artist location of major artworks.
2. The student will compare and contrast artistic styles from the Renaissance to modern times.

3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events from the Renaissance to modern times.

ART 204 is taught during the spring semester only.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Demonstrate knowledge of the history of art from the Renaissance to modern times by identifying the title, style/date, and artist location of major artworks.</p>	<p>Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.</p>	<p>70% of students will successfully meet the outcome.</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none"> ○ 29/29 = 100% <p>This course was offered during the spring semester only. The course was offered online.</p>	<p>Observations/Changes: To reinforce this objective, as in ART 203, instructors provided students with a study guide at the beginning of the course that included a slide list of major artworks that could be used as a learning aid to help students retain factual knowledge.</p> <p>In 2020-2021, 100% of students successfully demonstrated knowledge of the history of art from Renaissance to modern times by identifying the title, style, date, artist, and location of major artworks. This is an increase of 2.04% over the previous year. Instructors will continue to use study guides, slide lists, and include an activity in which students will create a virtual art gallery of important artworks in the course. This activity will allow students to spend</p>

				<p>time considering the great visual artworks in the text as well as considering which artworks are most important and why. Also, the activity will help the instructor identify trends or problems in instruction and presentation and allow them to provide clarification, thus increasing student success. Instructors note that although this activity is the same basic assignment as for SLO 1 in ART 203, the two courses are taught using the same methods, but focus on different time periods.</p>
<p>Compare and contrast artistic styles from different periods.</p>	<p>Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.</p>	<p>70% of students will successfully meet the outcome.</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none"> ○ 28/29 = 97% <p>This course was offered during the spring semester only. The course was offered online.</p>	<p>Observations/Changes:</p> <p>Instructors included discussions in the course, but only as extra credit. To reinforce the objective, instructors included required class discussions as part of their course assignments. In these discussions, students were provided with a prompt that directed them to compare works of art from different time periods.</p> <p>Instructors will continue to use more class discussions in which students compare artworks from different</p>

				<p>time periods, including using graphic organizers or mapping tools like “Mindmeister” as part of the student discussion response. Mind maps are graphic representations of how ideas or concepts connect or relate. Mind maps will help students develop a range of visual representations of concepts that illustrate connections, differences, and key features of course concepts. This method will also alert the instructors to which concepts are clear and which concepts need further clarification.</p>
<p>Discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events.</p>	<p>Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.</p>	<p>70% of students will successfully meet the outcome.</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none"> ○ 28/29 = 97% <p>This course was offered during the spring semester only. The course was offered online.</p>	<p>Observations/Changes: To reinforce the objective, instructors used additional instructional resources in their courses to engage students and supplement their learning. Open Educational Resources were used to provide students with virtual tours of art objects and provide a more authentic context for art and its connection to society and history.</p> <p>Though the benchmark for the SLO was met, there was a slight percentage</p>

				<p>decrease of 1.02% in the success rate from the previous year. Instructors will continue to use additional educational resources to engage students and supplement learning, such as digital timelines, maps, and video clips. These educational resources supplement student learning and provide additional information to relate art objects to political, religious, philosophical, technological, social, and cultural events.</p>
<p>Plan submission date:</p>			<p>Submitted by:</p>	

ART 204- Example exam questions

Assessment-Example-Questions

Art 204 Art History Questions- SLO

VIII. Assessment of Instructional Effectiveness
This section describes how student performance related to specific course objectives is used to assess instructional effectiveness in helping students meet Jefferson State's General Education Objectives.
This section does not describe how course grades are determined.

1. The students will compare and contrast artists' styles from different periods.

2. The students will demonstrate knowledge of the history of art from the Renaissance to modern times by identifying style, technique, and artistic location of major artists.

3. The students will discuss technical and in writing the relationship between style of art and political, religious, philosophical, technological, social, and cultural events.

1. Pop Art

- A. An art movement that involves imagery dealing with food
- B. An art movement that involves imagery dealing with Pop culture
- C. An art movement that involves famous people
- D. All of the above

2. Food, such as McDonald's, could be a subject of Pop Art because it is a major influence on consumer culture.

- A. True
- B. False

3. Rauschenberg used a technique of applying paint that can be described as "gestural"; it indicates that the artist has used paint.

- A. in a loose, gestural way in terms of color and tone
- B. in a very precise, using line
- C. with subtle shifts in value and line
- D. with no evidence of brushstrokes

4. The Impressionist method of painting, involving outdoor painted scenes in a short period of time, was made possible by the invention of the _____.

- A. packaging of colors in portable collapsible tubes and because of the new range of colors available
- B. portable easels and because of the range of colors available
- C. better brushes and portable easels that are easy to transport
- D. paints stored in pig bladders and portable easels

5. Which of the following artists was strongly influenced by French's style of art, particularly the _____.

- A. Henri Matisse
- B. Salvador Dali
- C. Georgia O'Keefe
- D. Cindy Sherman

6. The Modernist art movement that glorified the machine by stating that it is "leading civilization to more beautiful and the 'City of Tomorrow' was _____.

- A. Cubism
- B. Futurism
- C. Dadaism
- D. Fauvism

7. Art that combined the Communist or Lenin to 1917. Which part of which of the following _____.

- a. The Hundred Years War
- b. The League of Cambrai
- c. The Counter-Reformation
- d. The Hussite League

8. The most influential American architect of the 20th century _____ designed this structure.

- A. Frank Lloyd Wright
- B. Frank Gehry
- C. Norman Foster
- D. Sullivan



9. The artist that created this piece is _____.

- A. Claes Oldenburg
- B. Roy Lichtenstein
- C. Warhol
- D. Pollock



Evidence of SLO 1- Study guide

Semester Exam Study Guide, Art 204

Your semester exam is a three-part test. One of the parts involves slide image identification. Know the title, date, style/period, artist, and country of origin for the following slide images:

1. *Oath of Horatii*, David, 1784, Neoclassical, France
2. *The Swing*, Fragonard, 1766, Rococo, France
3. *Last Supper*, Leonardo Da Vinci, 1495-98, High Renaissance, Italy
4. *Mona Lisa*, Leonardo Da Vinci, 1503-05, High Renaissance, Italy
5. *Pieta*, Michelangelo, 1498-1500, High Renaissance, Italy
6. *Philosophy (School of Athens)*, Raphael, 1509-11, High Renaissance, Italy

7. *David*, Michelangelo, 1501-1504, High Renaissance, Italy
8. *Ceiling of the Sistine Chapel*, Michelangelo, 1508-12, High Renaissance, Italy
9. *Liberty Leading the People*, Delacroix, 1830, Romanticism, France
10. *The Persistence of Memory*, 1931, Salvador Dali, Surrealism
11. *American Gothic*, Grant Wood, 1930, America
12. *The Two Fridas*, Frida Kahlo, 1939
13. *Venus of Urbino*, Titian, 1536-38, High Renaissance, Venetian
14. *Starry Night*, 1889, Van Gogh, Post Impressionism
15. *Green Coca Cola Bottle*, Warhol, 1962, America
16. *Knight, Death, and the Devil*, Durer, 1513, Renaissance
17. *Number 1*, 1950 (Lavender Mist), Jackson Pollock
18. *David*, Bernini, 1623, Baroque, Italy
19. *Conversion of Saint Paul*, Caravaggio, 1601, Baroque, Italy
20. *Laz Meninas*, Velazquez, 1656, Baroque, Italy
21. *The Company of Captain Frans Banning Cocca (Night Watch)*, 1642, Baroque, Dutch
22. *David*, Donatello, 1440-1460, Renaissance
23. *Giovanni Arnolfini and his Bride*, Jan Van Eyck, 1434, Early Renaissance, Flemish
24. *Red Room (Harmony in Red)*, Henri Matisse, Fauvism, 1908-09
25. *Falling Water*, Frank Lloyd Wright, 1936-39, America
26. *The Thankful Poor*, Henry O. Tanner, 1894, Realism, American
27. *Luncheon on the Grass*, Manet, 1863, Realism, France
28. *Les Femmes d'Alger (O. J. M.)*, Picasso, 1907, Cubism
29. *Guernica*, Picasso, 1937, Cubism
30. *Impression Sunrise*, 1872, Monet, Impressionism
31. *Eiffel Tower*, Alexandre Gustave Eiffel, France, 1889
32. *Basket of Apples*, Cezanne, 1895

The next two parts of the exam will be questions taken from previous chapter quizzes. Please study these. I will reopen the chapter quizzes for study.

Evidence of SLO 1- Virtual gallery project



Evidence of SLO 2- Required discussion boards

Discussion 4- Chapters 26,27,28

Forum is no longer available. Available until: Tuesday, April 13, 2021 11:59:00 PM CDT.

Below is a term, phrase, or sentence that relates to the image(s) provided. After reading the chapters in your textbook, post a short discussion paragraph stating the correlation between the term or phrase and the image(s). In addition to posting your discussion, respond to at least 2 posts. Each post should include a new fact or information that was not included in previous posts. Completing the discussion will be worth 10 points. The maximum amount of points that can be obtained from participating in all of the discussions is 40 points.

Hint: The term or phrase relates to the image(s) in many ways. The correlation may be multi-faceted and lead to other discussions about additional works of art, artists, or cultural and socio-economic factors. You may include information from other valid sources other than your textbook, but please provide appropriate documentation. What are the differences with each artwork from each period? Use a graphic organizer (like Mindmeister) to make your comparison in the discussion.

Cloaked in Greek Mythology - The Reclining Nude, Romantic vs. Realist



Titian, *Venus of Urbino*, 1536–1538



Jean-Auguste-Dominique Ingres, *Grande Odalisque*, 1814

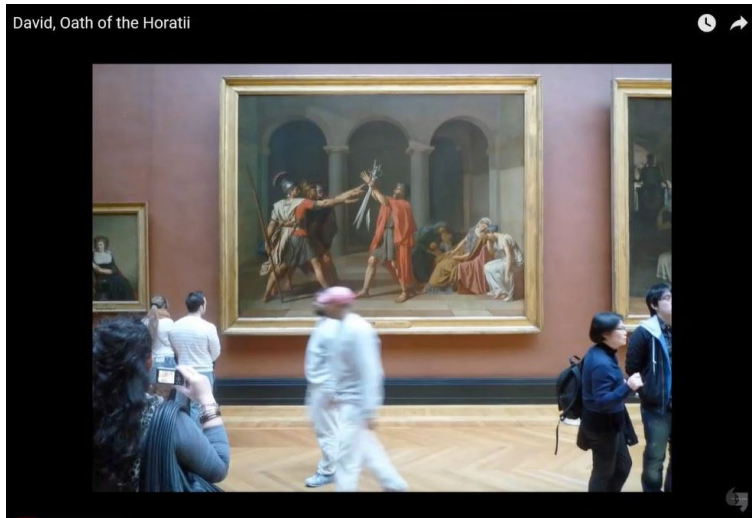


Evidence of SLO 2- Mindmeister screenshot

Below is a term, phrase, or sentence that relates to the image(s) provided. After reading the chapters in your textbook, post a short discussion paragraph stating the correlation between the term or phrase and the image(s). In addition to posting your discussion, respond to at least 2 posts. Each post should include a new fact or information that was not included in previous posts. Completing the discussion will be worth 10 points. The maximum amount of points that can be obtained from participating in all of the discussions is 40 points.

Hint: The term or phrase relates to the image(s) in many ways. The correlation may be multi-faceted and lead to other discussions about additional works of art, artists, or cultural and socio-economic factors. You may include information from other valid sources other than your textbook, but please provide appropriate documentation. What are the differences with each artwork from each period? Use a graphic organizer (like Mindmeister) to make your comparison in the discussion.

Evidence of SLO 3- Open education resources screenshot



Evidence of SLO 3- Interactive maps screenshot

Interactive Map 29-1

Europe at the end of World War I





Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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.

ART 283 Course Student Learning Outcomes & Assessment Plan 2020-2021

This course is cross listed with ART 253, Art 254, and ART 284. The courses are only taught at the Jefferson Campus. Although the SLOs for 283-284 are similar, students enrolled in 283 are not judged on as high a level of proficiency as students taking 284.

Course Student Learning Outcomes

<p>1. The student will create an animated sequence that effectively applies the 12 principles of animation.</p> <p>2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.</p> <p>3. The student will use professional animation production equipment to create an animated cycle or short.</p>				
Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Create animated sequence that effectively applies the 12 principles of animation.	<p>Assessment-Rubric</p> <p>Final Critique of Final Student Portfolio</p> <p>A Rubric is attached.</p>		<p>AY 2020-2021</p> <ul style="list-style-type: none"> • 2 Sections • 11/13 = 85% <p>Semester Breakdown</p> <ul style="list-style-type: none"> • Fall 2020 <ul style="list-style-type: none"> ○ 1 section ○ 5/5 = 100% • Spring 2021 <ul style="list-style-type: none"> ○ 1 section ○ 6/8 = 75% 	<p>Observations/Changes:</p> <p>This course was not taught during the previous academic year.</p> <p>To reinforce the objective, the instructor will provide students with materials that they can access at home. The instructor noticed that the proficiency with this objective increased as students engaged with online learning. The increase may be due to continual access to course materials, lectures, and software. In 2020, the College purchased a license for Adobe Animate. This animation software allows students to access it anytime and anywhere.</p>
SLO 2: Demonstrate the ability to analyze and	Assessment-Rubric		<p>AY 2020-2021</p> <ul style="list-style-type: none"> • 2 Sections • 11/13 = 85% 	<p>Observations/Changes:</p> <p>This course was not taught</p>

<p>analyze and critique their work and the work of others using the proper animation vocabulary and terminology.</p>	<p>Final Critique of Final Student Portfolio</p> <p>A Rubric is attached.</p>		<p>Semester Breakdown</p> <ul style="list-style-type: none">• Fall 2020<ul style="list-style-type: none">○ 1 section○ 5/5 = 100%• Spring 2021<ul style="list-style-type: none">○ 1 section○ 6/8 = 75%	<p>during the previous academic year.</p> <p>To reinforce the objective, the instructor will provide additional means for students to engage in the critique process prior to the final critique for the course. The College is a member of a non-profit education organization called ACME Network. ACME brings (the workplace) professional animators, industry standards, and practices - into the educational environment, closing the gap between school content and industry expectations, and facilitating career pathways for students in college. ACME provides a unique online platform: "ACME On-Line," where student members may upload animation and critique the animation of their peers through a guided critique process. This process allows students to engage in the critique process more frequently on their own in small groups without direct teacher supervision on a monitored and secure platform.</p>
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<p>SLO 3: Use professional animation production equipment to create an animated cycle or short.</p>	<p>Assessment- Rubric</p> <p>Final Critique of Final Student Portfolio</p> <p>A Rubric is attached.</p>		<p>AY 2020-2021</p> <ul style="list-style-type: none"> • 2 Sections • 11/13 = 85% <p>Semester Breakdown</p> <ul style="list-style-type: none"> • Fall 2020 <ul style="list-style-type: none"> ○ 1 section ○ 5/5 = 100% • Spring 2021 <ul style="list-style-type: none"> ○ 1 section ○ 6/8 = 75% 	<p>Observations/Changes:</p> <p>This course was not taught during the previous academic year.</p> <p>To reinforce the objective, the instructor will provide students with animation software that they can access at home. Greater access should provide opportunities for more practice and yield improvement in skill level. In 2020, the College has purchased a license for Adobe Animate and this animation software can now be accessed at home.</p>
<p>Plan submission date:</p>			<p>Submitted by:</p>	

ART 283 SLO 1- Rubric

Rubric Components	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
<p>SLO-1</p> <p>Demonstrated in the final portfolio: The student will create an animated sequence that effectively applies the 12 principles of animation.</p>	<p>Unable to complete an animated sequence that appropriately applies an understanding of the 12 principles of animation (i.e., Squash & Stretch, timing, arcs, etc.).</p>	<p>Sometimes able to complete an animated sequence that appropriately applies an understanding of the 12 principles of animation (i.e., Squash & Stretch, timing, arcs, etc.) but must have direction or assistance.</p>	<p>Able to complete an animated sequence without direction that applies an understanding of the 12 principles of animation (i.e., Squash & Stretch, timing, arcs, etc.).</p>	<p>Consistently able to independently complete an animated sequence that appropriately applies an understanding of the 12 principles of animation (i.e., Squash & Stretch, timing, arcs, etc.) Animation is clear and entertaining.</p>

Evidence of SLO 1- Online instructions for remote work


Assignment 1 & 2 Ball Bounce/Layout & Staging

Availability: Item is hidden from students. It was last available on May 5, 2021 11:59 PM.

Attached Files:

- Ball Bounce Instructions.pdf (235.476 KB)
- Bouncing ball worksheet.pdf (579.625 KB)
- Background Layout.pdf (569.525 KB)

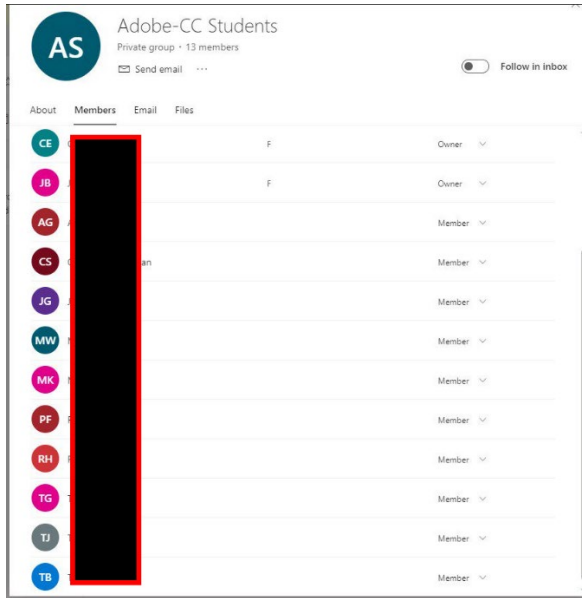
Assignment 1 - For the bouncing ball, you will need to create a ground plane for the bouncing ball. Use this tutorial to learn how to draw a room in one point perspective.



Use the Link below to watch a short video that shows you how to get started on the Ball Bounce for Assignments 1 & 2.

<https://jeffersonstate.techsmithrelay.com/84XU>

Evidence of SLO 1- Adobe animate class list



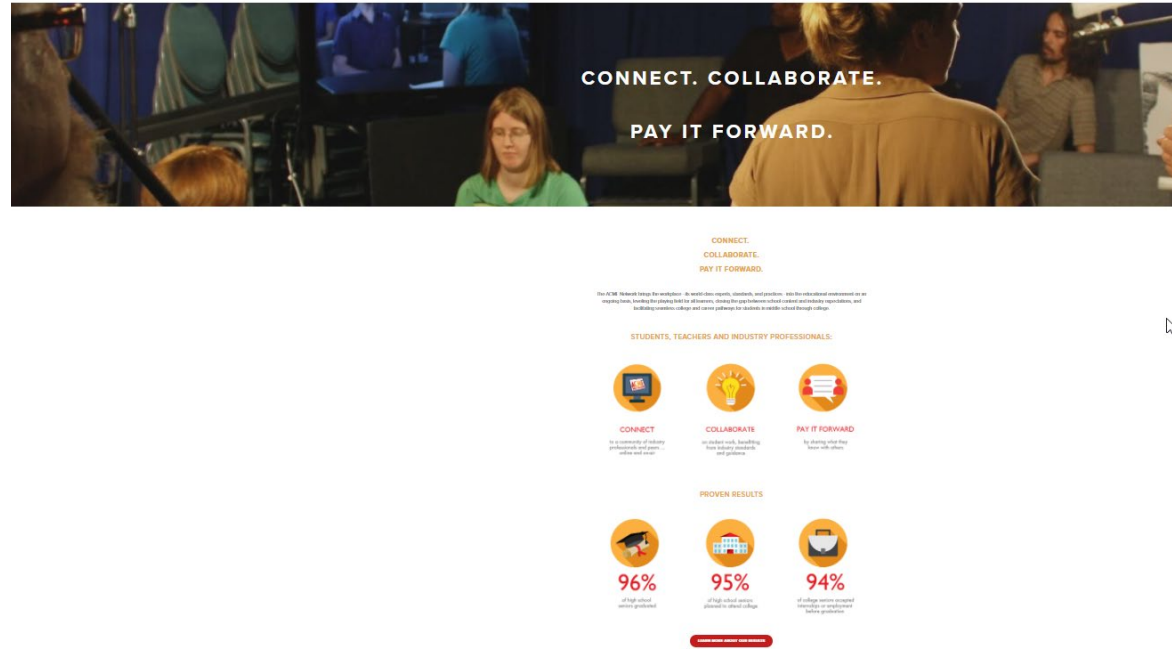
ART 283 SLO 2 Rubric

<p>SLO-2</p> <p>The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.</p>	<p>During critique, unable to discuss their work in terms of techniques and animation principles using appropriate art terminology.</p>	<p>During critique, able to discuss their work in terms of techniques and animation principles using appropriate animation terminology. At times able to recognize issues with proper application of animation principles.</p>	<p>During critique, able to discuss their work and the work of others in terms of techniques and animation principles using appropriate animation terminology. At times able to recognize & solve issues with proper application of design and animation principles.</p>	<p>During critique, able to discuss their work and the work of others in terms of techniques and animation principles. Flexible and appropriate use of animation terminology. Able to recognize & solve issues with proper application of design and animation principles.</p>
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Evidence of SLO 2- ACME network screenshot

theacmenetwork.org

arks Jefferson State Co... Blackboard Learn Artful Agenda All Files | Powered... KandTOfficeInfo - O... Welcome - TechSmi... Our Foodways: Stor... Google Forms - cre... LPMS



The screenshot shows the ACME Network website. At the top, the navigation bar includes the ACME logo and the tagline "CONNECT. COLLABORATE. PAY IT FORWARD." Below this is a large banner image of people in a meeting. The main content area features three columns of icons representing the core values: CONNECT (a laptop), COLLABORATE (a lightbulb), and PAY IT FORWARD (a stack of papers). Below these are three statistics: 96% of high school seniors graduate, 95% of high school seniors attend or enroll in college, and 94% of college seniors possess internship or employment before graduation. A red button labeled "LEARN MORE ABOUT US" is at the bottom.

CONNECT. COLLABORATE. PAY IT FORWARD.

CONNECT. COLLABORATE. PAY IT FORWARD.

STUDENTS, TEACHERS AND INDUSTRY PROFESSIONALS:

- CONNECT**
In connectivity of industry professionals and guests on-line and on-site.
- COLLABORATE**
In student work, teaching, team projects, research and problem-solving.
- PAY IT FORWARD**
By sharing what they learn with others.

PROVEN RESULTS

- 96%** of high school seniors graduate.
- 95%** of high school seniors attend or enroll in college.
- 94%** of college seniors possess internship or employment before graduation.

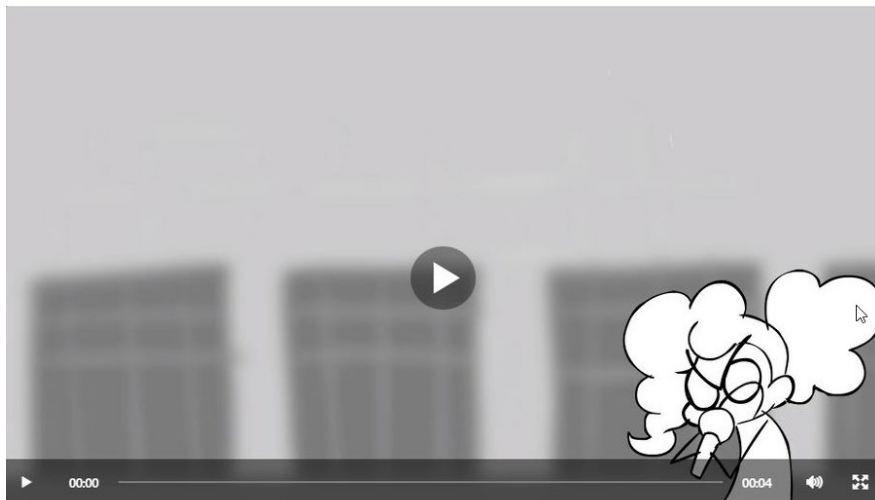
LEARN MORE ABOUT US

Evidence of SLO 2- Critique tutorial

Karaoke...?

Final Animation Ross 2020 - 2021

Student Work • Work Level 2 • Sep 10 2021



The screenshot shows a video player interface. The video title is "Karaoke...?". The player shows a play button in the center and a cartoon character with glasses and a thought bubble in the bottom right corner. The video progress bar is at the bottom, showing a time of 00:00 and a total duration of 00:04.

00:00 00:04

ART 283 SLO 3 Rubric

<p>SLO-3¶</p> <p>Demonstrated-in-the-development-of-a-portfolio: The-student-will-use-professional-animation-production-equipment-to-create-an-animated-cycle-or-short.¶</p>	<p>Poorly-recorded-and-edited-animated-cycles-or-shorts.(Ex.No-lead-in/exit-frames-at-beginning-or-end,blank-frames,poorly-framed-shots,poor-lighting.)Often-solicits-direction-and-assistance.¶¶</p> <p>¶</p>	<p>Sometimes-recorded-and-edited-animated-cycles-or-shorts-with-no-lead-in/exit-frames-at-beginning-or-end,blank-frames,poorly-framed-shots,poor-lighting.)At-times-needed-direction-or-assistance-to-operate-software-and-equipment.¶</p>	<p>Able-to-record-and-edit-animated-cycles-or-shorts-with-good-lead-in/exit-frames-at-beginning-or-end,adequately-framed-shots,good-lighting.)Needed-little,if-any,direction-or-assistance-to-do-so.¶</p> <p>¶</p>	<p>Able-to-record-and-edit-animated-cycles-or-shorts-with-good-lead-in/exit-frames-at-beginning-or-end,adequately-framed-shots,good-lighting.)Could-use-software-and-equipment-with-independently-of-others.¶</p> <p>¶</p>
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Evidence of SLO 3- Adobe animate class list

The screenshot shows the 'Members' tab of a private Adobe Creative Cloud group named 'Adobe-CC Students'. The group has 13 members. The member list includes the following names and roles:

Initials	Role
CE	Owner
JB	Owner
AG	Member
CS	Member
JG	Member
MW	Member
MK	Member
PF	Member
RH	Member
TG	Member
TJ	Member
TB	Member

The names of the members are obscured by a large black redaction bar.



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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.

GEO 100 Course Student Learning Outcomes & Assessment Plan 2020-2021

Course Student Learning Outcomes

1. The student will demonstrate knowledge of the 6 essential elements of geography.
2. The student will distinguish the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources.
3. The student will demonstrate knowledge using maps to locate places for use in geographic inquiry.

GEO 100 is taught online only.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
1. Demonstrate knowledge of the 6 essential elements of geography	Objective Exam Questions (MC, TF, etc.)	70% of students will correctly demonstrate knowledge of the 6 essential elements of geography.	AY 2020-2021 4 Sections 130/146 = 89% Fall 2020 2 Sections 65/73 = 89% Spring 2021 2 Sections 65/73 = 89%	Observations/Changes: Students were proficient in recognizing these six essential elements . The instructor relied on lecture slides that accompany the textbook . To reinforce this objective, the instructor has added review questions for each chapter of the text. These questions will be used to reinforce the material and improve student learning.
2. Demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources.	Objective Exam Questions (MC, TF, etc.)	70% of students will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources.	AY 2020-2021 4 Sections 146/153 = 95% Fall 2020 2 Sections 72/76 = 95% Spring 2021	Observations/Changes: The discussions posts were used to get students engaged in discussing/knowing the various landforms, climates, etc for the different regions covered in the course. Further implementation of the discussion board will enable students to strengthen their geographic knowledge and learn about

			2 sections 74/77 = 96%	the world. Students will be encouraged to select countries of interest from each world region to analyze data relating to geographic, societal, and cultural features relevant to the country and to contemporary events.
3. Demonstrate knowledge using maps to locate places for use in geographic inquiry.	Objective Exam Questions (MC, TF, etc.)	70% of students will be able to demonstrate knowledge using maps to locate places for use in geographic inquiry.	<p>AY 2020-2021 4 Sections 134/141 = 95%</p> <p>Fall 2020 2 Sections 58/64 = 91%</p> <p>Spring 2021 2 Sections 76/77 – 99%</p>	<p>Observations/Changes: Maps are used throughout the course via the book and other sources. Increase the use of maps from the book to be used in the course. Review Maps are located on the course site. There are 6 map quizzes included on the syllabus to test map knowledge.</p> <p>The semester will culminate in a project through which students will create a geographic trip around the world. Students will select a geographic theme for their trip, such as hiking, extreme activities, camping, fishing, water, etc. Through this assignment, students will use photographs, maps, fun facts, etc. to create a travel diary of the places and features they “see” on their trip.</p>

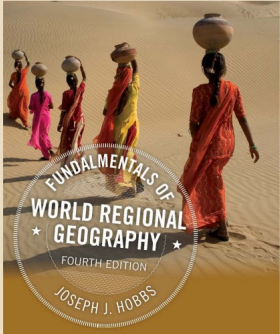
Plan submission date:			Submitted by: Liberal Arts Department	

Evidence of SLO 1- Screenshot of the six essential elements

Six Essential Elements of Geography

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society
- Uses of Geography

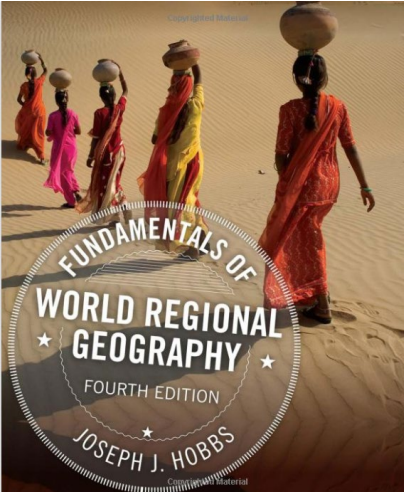
Evidence of SLO 1- Screenshot of lecture slides and the textbook used



CHAPTER 5

RUSSIA AND
THE NEAR
ABROAD

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Evidence of SLO 1- Example review questions

Chapter 3 Review Questions - Due September 10th

The questions are below (in bold). First, click on the "Write Submission" box. Then, Please copy (Ctrl-C) and paste (Ctrl-V) the questions into the "Type Submission" box. ***Make sure not to post in the "Comments" box****

After the questions are pasted, you can then work on the answers.

If you want to answer the questions at your own pace, you can work on the questions and use the "Save as Draft" button until you are done. However, you must click the "Submit" button to submit the assignment.

Please let me know if you have any questions or problems.

Please make sure there is appropriate spacing between the question, the answer, and the subsequent question in order to make it easier for me to distinguish your answers from the questions. For example, for Question 1:

1. What is your name?

Melissa Hall

2. What course is this?

World Regional Geography

1. What were the Agricultural and Industrial Revolutions? List 2 examples of the impacts of these two revolutions.
2. What are the typical differences between MDC's and LDC's.
3. According to the dependency theory, what are the causes of disparities between MDC's and LDC's? What other factors may explain global wealth and poverty?
4. Define Globalization.
5. What are the 2 types of overpopulation, and how do they differ?
6. What variables distinguish the four stages of the demographic transition, and what explains them?
7. List the 6 countries, using Figure 3.20, that make up 50% of the world's population.
8. What are the goals and methods of sustainable development

Evidence of SLO 2- Discussion board screenshot from LMS

- Chapter 5** Select a country from this Region: Russia and the Near Abroad.
Include the capital city, climate, land use, and any physical feature (mountain, water, etc) found there.
Is there anything interesting you learned about this region?
- Chapter 4** Using the maps and figures for Chapter 4, discuss the following:
-population distribution, physical features (waterways, mountains, etc),
climate types, and any current events for Europe
- Chapter 3** Refer to the country you selected for the Chapter 2 Discussion or select a country.
Using your book, look at the maps and figures for Chapter 3 and discuss the wealth and poverty rates of your selected country.
Also, look at the life expectancy and rate of population increase. Include any additional information from the maps and figures as it applies to the country you selected.
- Chapter 2** Select a country, any country. Using the book, look at the information in Chapter 2 and discuss the following as it relates to the country you selected:
Precipitation rates, climate types, biomes, etc

Evidence of SLO 3- Schedule showing when map quizzes will be conducted

Week One	Introduction; Begin Chapter 1
Week Two	Objectives and Tools of World Regional Geography (Chapter 1)
Week Three	Physical Processes That Shape World Regions (Chapter 2)
Week Four	Human Processes and World Regions (Chapter 3)
Week Five	QUIZ 1 (on Chapter 1, Chapter 2, and Chapter 3) Begin Chapter 4
Week Six	Europe (Chapter 4)
Week Seven	Russia and the Near Abroad (Chapter 5)
Week Eight	QUIZ 2 (on Chapter 4 and Chapter 5) The Middle East and North Africa (Chapter 6)
Week Nine	The Middle East and North Africa (Chapter 6) QUIZ 3 (on Chapter 6)
Week Ten	Begin Reading Chapter 7 South and East Asia (Chapter 7)
Week Eleven	QUIZ 4 on Chapter 7)
Week Twelve	Oceania and Antarctica (Chapter 8)
Week Thirteen	Sub-Saharan Africa (Chapter 9) QUIZ 5
Week Fourteen	Latin America (Chapter 10) and The United States and Canada (Chapter 11)
Week Fifteen	QUIZ 6 (on Chapters 10 and 11) Projects Due: December 3rd
Week Sixteen	FINAL EXAMS: Week of December 8th - 14th

Evidence of SLO 3- Map review screenshot



Evidence of SLO 3- Project instructions

-
GEO 100
World Regional Geography
Fall 2021

Class Project

During the semester, you will create a geographic filled trip around the world. This trip is just a bucket list trip if you will. You will not actually travel anywhere, but will create a trip including each region that is covered in your text (listed below). The beauty of this trip is money is no object! This is to be a "Geographic" Experience. Since traveling without a plan is no fun, your trip must have a "theme." For example, if you like studying weather, you could take an extreme weather trip around the world. Your theme can be whatever you choose but must incorporate geographic aspects (refer to Figure 1.2 in book for a look at the different subfield of geography).

If you want to see some of the more "famous" landmarks in each region, that is fine, but make sure they are connected to your theme somehow. If you need help coming up with a good theme, let me know and I can help you narrow it down. Some themes I have seen in the past include: hiking, extreme activities, camping, fishing, water, etc. [A PowerPoint presentation with a few slides per region is preferred.](#)

Your grade will be determined by "traveling" to each region assigned (16 points), the details you provide about each region related to your theme (25 points), the adequacy of your theme and how well you "stick" to your theme (4 points), organization (4 points), creativity (5 points), fun fact per region (8 points) and the required maps (8 points). Pictures are encouraged, but you must include at least one map per region. The more detailed and creative your plans are, the better your grade will be (out of 70). For example, some details that would impress would be to include what the weather is like, the climate, land use, what is the landscape (physical geography), the name of the body of water you would fish in, what types of fish you may catch, etc. The more geographic details you include the better your score will be as the details provide the biggest bulk of points.

Creativity includes the use of pictures, maps, fun facts, etc. for each place that you visit. You must include a map of the location (I recommend downloading Google Earth [<http://earth.google.com/>] or using ArcGIS Online [<http://explorer.arcgis.com/>]). I am not looking for a "paper." You will not be graded on spelling, grammar, etc. An outline of your trip would suffice. I highly recommend you use appropriate headers to make sure I am aware of the region you are visiting and any sub-headers as appropriate.

For example, you could put "Europe" as the header, and Days 1-3 as a subheader, and then what you would be doing during those days. For (a very basic) example:

Theme: Water Adventure

Europe

Days 1 - 3

Leave Birmingham and Arrive in London England.

The weather is in the mid 60's and I grabbed my rain jacket as there are dark clouds scattered in the sky.

Took a boat tour on the River Thames, the second longest river in the UK...

The final projects are due **Friday, December 3rd**

Regions you must visit:

Europe	Oceania or Antarctica
Russia and the Near Abroad	Sub-Saharan Africa
Middle East/North Africa	Latin America
South and East Asia	United States or Canada



Assessment Record

Program: History- HIS 101

Assessment period: 2020-21

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

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>SLO 1: 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>Rubric</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2020-2021 15 Sections 430/508 = 85%</p> <p>Fall 2020 Online: 10 sections 293/340 = 86%</p> <p>Spring 2021 Online: 5 Sections 137/168 = 82%</p>	<p>Observations/Changes: The success rate increased by 15%. Because contextual understanding may vary depending on how students, respond to the content, instructors will utilize primary documents such as stories, songs, or poems to engage students in favor of lengthy legal or economic documents. Instructors will take better advantage of the college library's online video resources. Databases like Films on Demand Master Collection and Feature Films for Education are excellent resources instructors will use to diversify the voices in their classroom. As instructors re-enter the classroom, they will continue to expand the use of formative assessment with the use of Microsoft 360 technology in the classroom.</p>
<p>SLO 2: Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</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</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2020-2021 15 Sections 400/504 = 79%</p> <p>Fall 2020 Online: 10 Sections 264/336 = 79%</p> <p>Spring 2021 Online: 5 Sections 136/168 = 81%</p>	<p>Observations/Changes: In AY 2020-2021 the success rate increased 3%. Going forward, strategies that will be used include brainstorming sessions, rough draft review sessions with students, and posting assignment feedback. These methods of working individually with students will aid in helping students best improve thesis creation. As the department shifts back to face-to-</p>

	<p>Early Western Civilization.</p> <p>Rubric</p>			<p>face instruction, instructors will expand the way in which students can practice thesis-writing and outlining. The use of Microsoft 360 technology will provide faculty a way to facilitate on-going discussions with students beyond the classroom when developing thesis statements.</p>
<p>SLO 3: 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 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>Rubric</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2020-2021 15 sections 393/507 = 78%</p> <p>Fall 2020 Online: 10 Sections 259/339 = 76%</p> <p>Spring 2021 Online: 134/168 = 80%</p>	<p>Observations/Changes: In AY 2020-2021, the success rate increased by 10%. In addition to the strategies continued from previous years, one other strategy is that instructors will allow students to request the level of post assignment feedback they receive. The department will conduct an analysis of the grades on associated assignments with the level of feedback selected by the student, to determine if more feedback results in better grades on the assignments. If it proves detrimental the practice will be discontinued. The department will create more video online tutorials to guide students through the difficulties of primary source analysis. Instructors will use online platforms like ProProfs (the example provided was developed for HIS 202, but the same concept will be used for HIS 101).</p>
<p>Plan submission date:</p>			<p>Submitted by:</p>	

SLO 1: Grading Rubric

HIS 101

SLO Assessment Essay

Name _____		Grade _____				
History DBQ Grading Rubric						
	Excellent	Strong average	Average	Below average	Non-Response	
Document Usage (SLO 1)	The student correctly identifies the content of the assigned number of documents, provides a relevant 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 assigned number of documents, provides relevant specific examples from each, and places them in their proper context.	The student correctly identifies the content of the assigned number of documents and properly utilizes specific examples from each.	The student fails to correctly identify the assigned number of documents or to engage with them in a meaningful manner.	There was no engagement with the documents (blank or do not read or an automatic failure of the event)	
Thesis (SLO 2)	The student has a clear, focused thesis at the beginning of the essay that addresses the question & leads to point 2.	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 relevant argument supported by textual and contextual evidence that also speaks to the larger significance of the question in history.	The student maintains a consistent argument throughout the essay and provides relevant evidence from the documents 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 argument or evidence as evidence.	There was no argument, only evidence.	
Thoroughness & Attention to Context (SLO 3)	The student manages to provide accurate and relevant evidence that addresses the assigned & understanding of the documents throughout the entire essay.	The student manages to provide accurate and relevant context throughout the entire essay.	The student manages to provide accurate and relevant context at various times throughout the essay.	The student's attempt at providing context was, at best, inconsistent, inaccurate and/or irrelevant.	There was no and attempt to provide context or outside information.	
Clarity of Writing & Substantiation (SLO 4)	The language is direct, specific, and clear.	The language is direct, specific, and clear.	The language, for the most part, flows. There may be some areas 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 choice, poor structure, or small grammatical errors.	This is unreadable (which means I can't give it a rating grade).	
Documents Used: 1 2 3 4 5 6 7 8 9 10						
Additional Comments						
<p>How much feedback do you want?</p> <p>_____ Just a grade, please (I want my right to challenge the grade).</p> <p>_____ The rubric & the grade will suffice.</p> <p>_____ Comments, rubric, & grade, please.</p>						

SLO 1: Poem

The Epic Of Gilgamesh

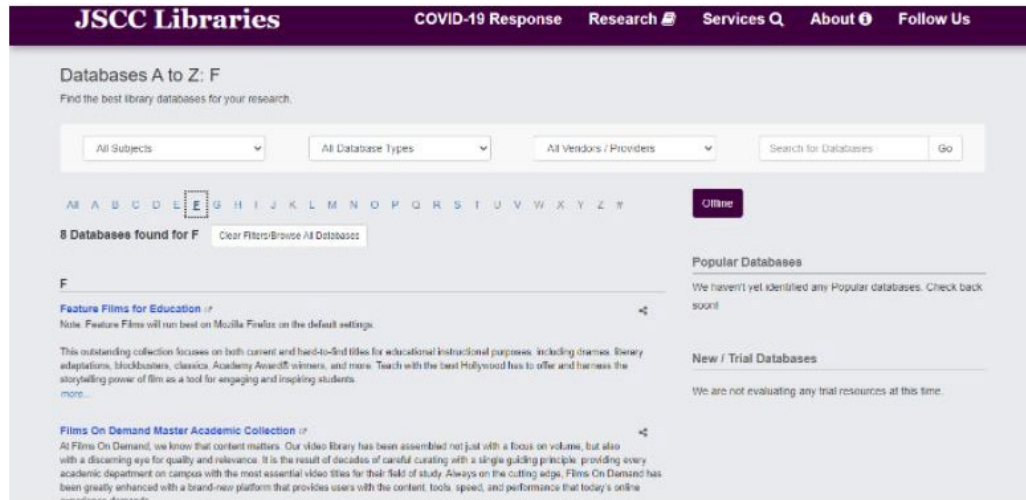
THE EPIC OF GILGAMESH



N. K. Sanders

Assyrian International News Agency
Books Online
www.aina.org

SLO 1: Databases



The screenshot shows the JSCC Libraries website with a search interface. The header includes navigation links for COVID-19 Response, Research, Services, About, and Follow Us. The main content area is titled "Databases A to Z: F" and includes a search bar with filters for "All Subjects", "All Database Types", and "All Vendors / Providers". Below the search bar, there is a navigation menu with letters A through Z, and a "Clear Filters/Browse All Databases" button. The search results for "F" are displayed, showing two database entries: "Feature Films for Education" and "Films On Demand Master Academic Collection".

JSCC Libraries COVID-19 Response Research Services Q About Follow Us

Databases A to Z: F
Find the best library databases for your research.

All Subjects All Database Types All Vendors / Providers Search for Databases: Go

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z F Offline

8 Databases found for F Clear Filters/Browse All Databases

F

Feature Films for Education 17

Note: Feature Films will run best on Mozilla Firefox on the default settings.

This outstanding collection focuses on both current and hard-to-find titles for educational/instructional purposes, including themes, literary adaptations, blockbusters, classics, Academy Award® winners, and more. Teach with the best Hollywood has to offer and harness the storytelling power of film as a tool for engaging and inspiring students.
[more...](#)

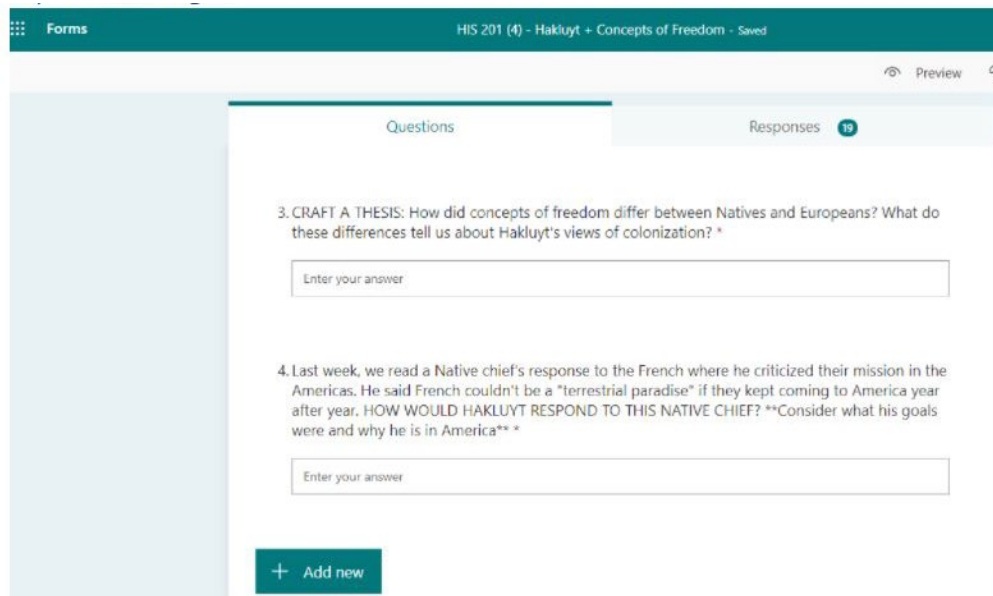
Films On Demand Master Academic Collection 17

At Films On Demand, we know that content matters. Our video library has been assembled not just with a focus on volume, but also with a discerning eye for quality and relevance. It is the result of decades of careful curating with a single guiding principle: providing every academic department on campus with the most essential video titles for their field of study. Always on the cutting edge, Films On Demand has been greatly enhanced with a brand-new platform that provides users with the content, tools, speed, and performance that today's online experience demands.

Popular Databases
We haven't yet identified any Popular databases. Check back soon!

New / Trial Databases
We are not evaluating any trial resources at this time.

SLO 1: Microsoft 360



The screenshot shows a Microsoft Forms quiz interface. The top bar indicates the form is titled "Forms" and is for "HIS 201 (4) - Hakluyt + Concepts of Freedom - Saved". The interface is split into "Questions" and "Responses" (19) tabs. Two questions are visible, each with a text input field for the answer. The first question asks about Hakluyt's views on colonization, and the second asks how Hakluyt would respond to a Native chief's criticism of the French mission.

Forms HIS 201 (4) - Hakluyt + Concepts of Freedom - Saved Preview

Questions Responses 19

3. CRAFT A THESIS: How did concepts of freedom differ between Natives and Europeans? What do these differences tell us about Hakluyt's views of colonization? *

Enter your answer

4. Last week, we read a Native chief's response to the French where he criticized their mission in the Americas. He said French couldn't be a "terrestrial paradise" if they kept coming to America year after year. HOW WOULD HAKLUYT RESPOND TO THIS NATIVE CHIEF? **Consider what his goals were and why he is in America** *

Enter your answer

+ Add new

SLO 2: Grading Rubric

HIS 101

SLO Assessment Essay

Name _____ Grade _____

History DBQ Grading Rubric

	Exemplary	Above Average	Average	Below Average	Not Evaluated
Document Usage (SLO 2)	The student correctly identifies the content of the required number of documents, provides a relevant 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, provides similar 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 document (failure to do so will result in an automatic failure of the event).
Thesis (SLO 2)	The student has a clear 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 consistent argument supported by textual and contextual evidence that also speaks to the larger significance of the question in theme.	The student maintains a consistent argument throughout the essay and provides substantial evidence (quotes & paraphrase) 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 & Coverage of Content (SLO 1)	The student manages to provide accurate and relevant context that addresses the argument & understanding of the documents throughout the entire essay.	The student manages to provide accurate and relevant context occasionally 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, unclear, inconsistent, and/or insufficient.	There was no real attempt to provide context or outside information.
Clarity of Writing & Information	The language is short, specific, and clear.	The language is short, specific, and is 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 frustrated somewhat due to poor or vague word choice, poor structure, or unclear grammatical usage.	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 want my right to challenge the grade)

_____ The rubric & the grade will suffice

_____ Comments, rubric, & grade, please

SLO 2: Microsoft 360

Forms
HIS 201 (4) - Hakluyt + Concepts of Freedom - Saved

Preview

Questions
Responses 19

3. CRAFT A THESIS: How did concepts of freedom differ between Natives and Europeans? What do these differences tell us about Hakluyt's views of colonization? *

Enter your answer

4. Last week, we read a Native chief's response to the French where he criticized their mission in the Americas. He said French couldn't be a "terrestrial paradise" if they kept coming to America year after year. HOW WOULD HAKLUYT RESPOND TO THIS NATIVE CHIEF? **Consider what his goals were and why he is in America** *

Enter your answer

+ Add new

SLO 3: Grading Rubric

HIS 101

SLO Assessment Essay

Name _____		Grade _____							
History DBQ Grading Rubric									
	Exceptional	Above Average	Average	Below Average	Non-Existent				
Document Usage (SLO 2)	The student correctly identifies the content of the required number of documents, provides a created 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 outlines 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 outlines 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 or will result in an automatic failure of the essay).				
Thesis (SLO 2)	The student has a clear & centered 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 reasoned argument supported by textual and contextual evidence that also speaks to the larger significance of the question in history.	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 restatement.				
Thoroughness & Attention to Context (SLO 3)	The student manages to provide accurate and relevant context that addresses the question & understanding of the documents throughout the entire essay.	The student manages to provide accurate and relevant context occasionally 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, unclear, inconsistent, and/or insufficient.	There was no real attempt to provide context or outside information.				
Clarity of Writing & Information	The language is clear, specific, and concise.	The language is clear, specific, and concise.	The language is, for the most part, clear. There may be some areas with word choice or repetition 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, generalized notes.	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									
<p>How much feedback do you want?</p> <p>_____ Just a grade, please (I waive my right to challenge the grade)</p> <p>_____ The rubric & the grade will suffice</p> <p>_____ Comments, rubric, & grade, please</p>									

SLO 3: Post-assignment Feedback

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

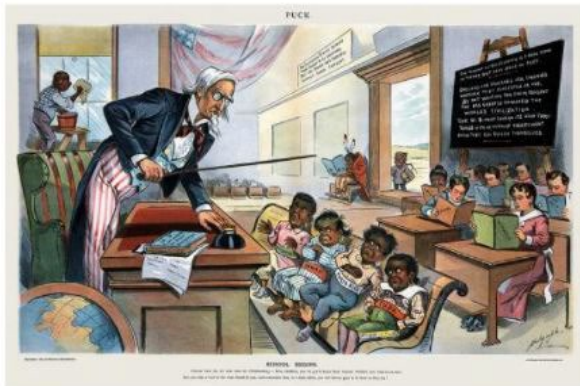
SLO 3: Online Video Tutorials

List of Potential Videos/Tutorials for 2021-2022

1. Babylonian Psalm
2. Narmer Palette
3. Res Gestae
4. Perspectives on 1st Crusade
5. Medieval Architecture
6. Images of the Black Death
7. Renaissance Art

SLO 3: ProProf

19 Questions



Complete the following tutorial and then move on to rest of the assignment. There are 19 multiple choice questions (no fill-in the blank, matching, or multiple answers).

Start



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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.

HIS 102 Course Student Learning Outcomes & Assessment Plan 2020-2021

Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:

- 1: The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the Renaissance/Reformation era to the modern period using information from primary and/or secondary sources.
- 2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.
- 3: Student used 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: Show mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the Renaissance/Reformation era to the modern period using information from primary and/or</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>AY 2020-2021 7 Sections 174/204 = 85% Fall 2020 4 Sections 108/126 = 86%</p> <p>Spring 2021 3 Sections 66/78 = 85%</p>	<p>Observations/Changes: The ability of students to appropriately review and grasp historical context from research resources requires instructors to utilize carefully crafted teaching methods. These strategies can vary for each specific instructor and assignment. Therefore, multiple assignment resources were used by faculty members to focus on reaching this goal. One instructor used an activity on Japanese Internment during WWII which used primary and secondary research materials to assist students in gaining a consistent and intellectually capable</p>

<p>secondary sources.</p>				<p>understanding of historical context to determine if the actions were appropriate.</p> <p>Going forward, instructors plan to utilize additional primary source documents and include focused questions to help students expand their ability to glean historical context from the documents. Instructors expect that further assignments like the WWI Soldier Journal will not only foster engagement with the personal story, but will also continue to increase students' mastery of obtaining context from primary sources</p>
<p>2: Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</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>AY 2020-2021 9 Sections 193/247 = 78%</p> <p>Fall 2020 4 Sections 108/126 = 86%</p> <p>Spring 2021 5 Sections 193/247 = 78%</p>	<p>Observations/Changes</p> <p>History faculty members utilized several different approaches in instructional planning for purposes of assisting students on the goal of proper thesis creation. One productive strategic element was the use of assignment brainstorming questions. These preparation questions allowed students to create various main thesis focus points. In turn, students could</p>

				<p>broaden and/or narrow thesis emphasis as needed for a given research essay assignment. To continue helping students improve upon their competency in thesis understanding and implementation, faculty plan to create more detailed assignment instructional descriptions. Creating a vivid and descriptive picture for students about the biggest focus points for drafting a research essay will strengthen their capability to properly develop and implement relevant thesis points in their assignments.</p>
<p>3: Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.</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>AY 2020-20219 Sections 190/247 = 77%</p> <p>Fall 2020 4 Sections 108/126 = 86%</p> <p>Spring 2021 6 Sections 82/121 = 68%</p>	<p>Observations/Changes: History instructors utilized several positive strategies for assisting students in the process of understanding how to best make use of historical evidence to support a thesis. One approach the faculty used was the development of</p>

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				<p>carefully crafted assignment instructional lecture videos and handouts. This audiovisual teaching method, coupled with the handout, allowed for the opportunity to provide students an in depth recorded lecture on the appropriate use of historical evidence to support thesis points in a research assignment. In addition, because of on demand technology, students were able to revisit a video lecture multiple times to gain relevant assignment related insight.</p>
Plan submission date: September 18, 2020				Submitted by: Liberal Arts Department

HIS 102- Research assignment

THE HIS 102 2ND RESEARCH MODULE ASSIGNMENT INSTRUCTIONAL HANDOUT

1. REFER TO THIS HANDOUT FOR ALL SPECIFIC INSTRUCTIONS ON HOW TO COMPLETE THIS ASSIGNMENT.

2. On this assignment, you must complete a critical analysis historical review essay on 1 of the below listed historical primary document topics and their assigned research materials. On the primary document topic you choose to review, you must have a well thought out 500 to 750 word essay of proper details and analysis. To facilitate the content for the essay, you will also offer your analysis on the vital historical details of at least 4 of the listed allowed research sources for the selected historical topic.

3. In using the assigned research and drafting your review essay, 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 informed analysis on the review essay.

B. Do not plagiarize any part of this assignment. If you plagiarize parts of this assignment, then you will fail this assignment! If you have any questions about whether or not your assignment may contain plagiarized material, then you should contact me, your course instructor.

C. YOU MAY NOT USE ANY OTHER RESEARCH OUTLETS. You are only allowed to use the assigned research options.

4. Here is a sample of how a typical essay should look:

A. List the Primary Document Title Topic of Your Essay

B. List the 4 or more specific assigned sources you chose to review to help create this essay. Simply type the website link or research outlet's title/name for each utilized resource.

C. Your Essay Review:

This should be a good 500 to 750 word review of what you observed and learned from the selected assigned primary document and the respective 4 or more associated historical research resources utilized for creating this critical analysis essay.

D. Here are several Brainstorming questions you should consider when examining a given primary document historical topic and their associated research options:

Does the historical topic seem transformative and if so or not what is your explanation for why or why not?

Who are some of the key historical figures of the historical topic's time period and what were their major impacts?

What were the biggest events of the historical topic's era of time and how would you explain the significance of them?

Did religion or politics play a great role in shaping this time period? What are some developments that verify the significance of impact from these political or religious concepts?

Were there cultural or social advancements that impacted history from this time period? What are some items you can offer insight on to verify this claim or claims?

Were their major military and diplomatic developments that impacted this period? How would you explain these matters?

Would this be a historical topic that you would have liked to experience in person and what is your basis for why or why not?

What are great positives and or negatives that developed during this historical topic's era and what is your basis for these choices?

5. Regarding the word count for each essay review, the proper word count for each one should total between 500 and 750 words. Going too short or too long on this essay can impact the quality of your work and your final grade.

6. I am glad to give rough draft feedback on this assignment via office visit, Blackboard email, or phone call. If you would like optional rough draft assistance, you need to send in the rough draft request by the date and time listed in the course syllabus schedule.

7. If you email in an assignment version to me, you must state in your email that you would like rough draft assistance to actually receive it. Otherwise, a submitted assignment will be viewed as a final draft version.

8. I am glad, after grades are posted, to give post assignment feedback. This can be done by student request via office visit, Blackboard email, or phone conference. In addition, I will also post a general assignment feedback handout after final grades get updated.

9. Turn this assignment in as a single word doc, pdf, rich text, or other easy to open format attachment. You can also send the essay in as a copy and paste in the blackboard email message box. DONOT SEND it in as a Google Drive Link, cloud drive link, or an

Apple Pages attachment as I cannot open these items. You are responsible for sending the assignment to me in a way that can be opened. If I cannot open it, you will not get credit. Also, you must send it in via blackboard email by the syllabus class schedule listed due date.

10. Below are the historical essay primary document topic options and their respective assigned historical research materials.

ESSAY TOPIC CHOICE 1: Declaration of Independence and the American Revolution

This is the link to the Primary Document "Declaration of Independence":

https://avalon.law.yale.edu/18th_century/declare.asp

PLEASE RECALL TO PROPERLY COMPLETE THIS REVIEW ESSAY YOU MUST UTILIZE AND SPECIFICALLY CITE ATLEAST 4 OR MORE OF THESE ASSIGNED RESOURCES ACCORDING TO THE GUIDELINES OF THIS HANDOUT

Our Western World Textbook Chapter 3

The Chapter 3 Our Western World Textbook Volume 2 Website Video: The American Revolution

Link: <https://kh-westernworldvolume2.mobius.cloud/login>

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=2>

<http://www.sparknotes.com/history/american/revolution/>

<http://www.ushistory.org/us/9b.asp>

<http://www.ushistory.org/us/10g.asp>

<http://www.ushistory.org/us/11a.asp>

<http://www.ushistory.org/us/11e.asp>

<https://learner.org/series/a-biography-of-america/the-coming-of-independence/>

<https://history.state.gov/milestones/1776-1783>

ESSAY TOPIC CHOICE 2: Declaration of the Rights of Man and the French Revolution

This is the link to the Primary Document “Declaration of the Rights of Man”:

https://avalon.law.yale.edu/18th_century/rightsof.asp

PLEASE RECALL TO PROPERLY COMPLETE THIS REVIEW ESSAY YOU MUST UTILIZE AND SPECIFICALLY CITE ATLEAST 4 OR MORE OF THESE ASSIGNED RESOURCES ACCORDING TO THE GUIDELINES OF THIS HANDOUT

Our Western World Textbook Chapter 3

The Chapter 3 Our Western World Textbook Volume 2 Website Video: The French Revolution

Link: <https://kh-westernworldvolume2.mobius.cloud/login>

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

<http://www.historyguide.org/intellect/lecture11a.html>

<http://www.historyguide.org/intellect/lecture12a.html>

<http://www.historyguide.org/intellect/lecture13a.html>

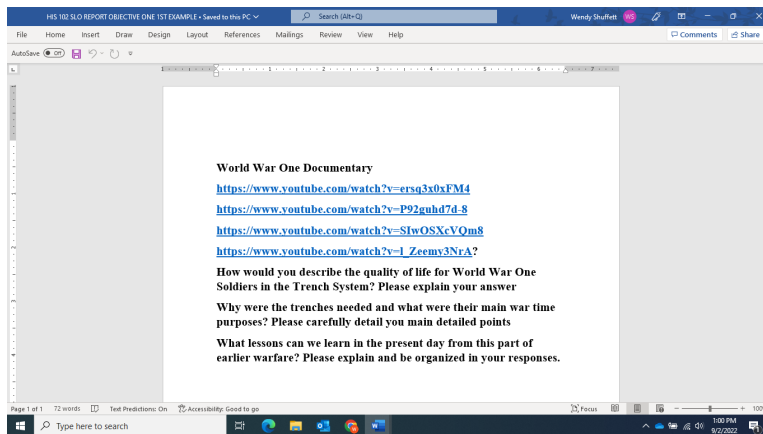
<http://chnm.gmu.edu/revolution/exhibits/show/liberty--equality--fraternity>

<https://ovc.yale.edu/history/hist-202/lecture-6>

<https://ehistory.osu.edu/biographies/napoleon-bonaparte>

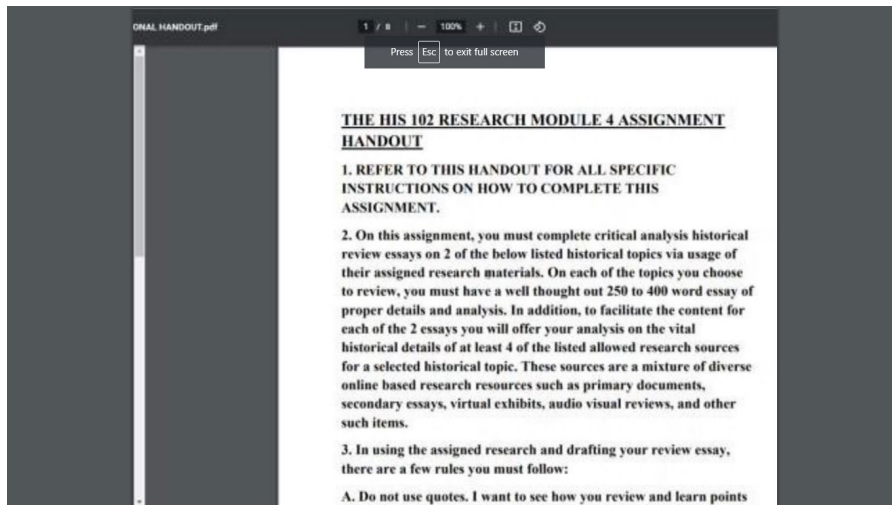
<https://www.smithsonianmag.com/smart-news/can-napoleons-defeatwaterloo-be-traced-volcanic-eruption-indonesia-180970211/>

Evidence of SLO 1- World War One journal prompt



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Evidence of SLO 2- Newly developed extended instructions for assignments





Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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.

HIS 121 Course Student Learning Outcomes & Assessment Plan 2020-2021

Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:

1: The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the prehistoric to the early modern era using information from primary and/or secondary sources.

2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.

3: Student used 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: Show mastery of relevant context using information from primary and/or secondary sources.</p>	<p>Students completed an essay based several primary document sources</p>	<p>70% of students should meet the intended outcome</p>	<p>AY 2020-2021 5 sections 169/203 = 88%</p> <p>Fall 2020 3 Sections 105/120 = 88%</p> <p>Spring 2021 2 sections 64/83 = 77%</p>	<p>Observations/Changes: World History is a new sequence that we started in the 2018-2019 year. It has been a challenge for us since most instructors are more actuated toward the Western world. However, more colleges/universities are requiring World History and we decided that it would be good if Jefferson State also offered the sequence. We were pleased that the criteria for success was met, but recognized that, this being a new sequence of courses for us, that we needed to fine tune our approach. Context gives meaning to the details. An understanding of proper context was presented to the students through exposure to the historical period via their textbook.</p> <p>Moving forward, we believe students need more guided direction. For example, when students hear the word myth, they often associate that word with something</p>

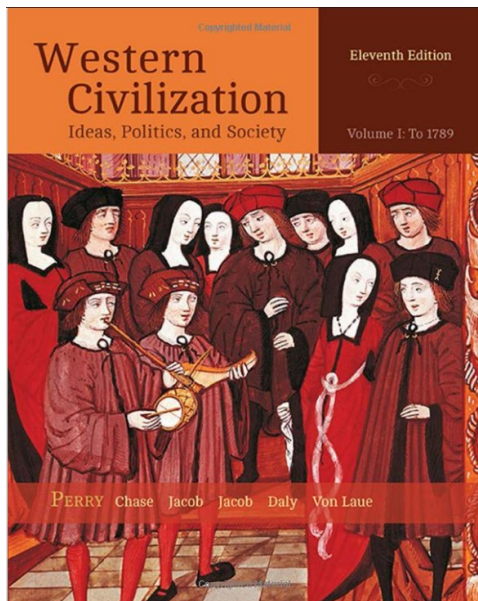
			<p>being untrue. But, in a literary sense and taking in the historical period, myth can mean something quite different. More varied examples are being presented orally in class to help students better understand the role context plays in understanding a historical topic. When discussing a mythic view of the world I gave the example of "there is a pot of gold at the end of a rainbow." To our knowledge, that is a false statement. But, traditionally speaking, mythic thinking is essentially a story that tells the history of an individual or people, or either a natural or social phenomenon referencing the supernatural. To a modern observer, salt is sodium but to a person of the ancient world salt has a life force behind it. In other words, it is either a god or a god somehow infuses it with life energy. The subjects of myths reflect the universal concerns of mankind throughout history: birth, death, the afterlife, the origin of man and the world, good and evil and the nature of man himself. The actual story may not be literally true, but the story is meaningful because it speaks to these age-old issues and</p>
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				questions that remain as relevant today as ever.
2: Construct/Organize a satisfactory thesis using clear, organizational structure and coherent language.	Students completed an essay based several primary document sources	70% of students should meet the intended outcome	AY 2020-2021 5 sections 156/203 = 77% Fall 2020 3 Sections 98/120 = 82% Spring 2021 2 sections 58/83 = 70%	Observations/Changes: Again, most students are not familiar or that comfortable with constructing an appropriate and coherent thesis. Thesis examples were provided to the students and who were then instructed to select the one that is best supported by evidentiary material. Instructors noted that students continued to find creating their own theses difficult. A new strategy is to provide a partial thesis frame that the students then complete. This is designed to challenge the student to think more independently about the role of the thesis in historical understanding, as well as to help them work through the process.
3A: Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.	Students completed an essay based several primary document sources	70% of students should meet the intended outcome	AY 2020-2021 5 Sections 162/203 = 80% Fall 2020	Observations/Changes: The overall results of this learning outcome were positive. Students were provided appropriate documents and they had to explain how those documents connected to the thesis.

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			3 sections 98/120 = 82% Spring 2021 2 sections 64/83 = 77%	Moving forward, we want students to begin to think more independently. Therefore, while we still provide the documents, students will use only the documents that they can connect to the thesis. They will now need to be more discriminating in their selection of evidentiary material .
Plan submission date:			Submitted by: Liberal Arts Department	

Evidence of SLO 1- Screenshot of textbook used in class



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Evidence of SLO 2- Thesis examples

- A. The people of the ancient world shared a common belief in an afterlife.
- B. Religions of the ancient world stressed loving one's fellow man
- C. Civilizations of the ancient world were often mythic in their worldview; they had stories and writings that explained natural or social phenomenon by referencing the supernatural.
- D. Religions of the ancient world were united in the view that humans were confused about how best to live

Evidence of SLO 2- Thesis frame

People of the ancient world were inclined to view their world from a mythic perspective; _____.
_____.

Evidence of SLO 3- Evidentiary material

The Epic of Gilgamesh:

Amos & Isaiah:

Enuma Elish:

Personification of Natural Objects:

Hymn to the Aton:

Job:



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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.

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

Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:

1: The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of World History from the early modern era to the post-modern era using information from primary and/or secondary sources.

2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.

3: Student used 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. Show mastery of the relevant context using information from primary and/or secondary sources</p>	<p>Students complete an assignment based on the essay portion from the book <i>How We Survived Communism and Even Laughed</i>.</p>	<p>70% of students should meet intended outcomes</p>	<p>AY 2020-2021 2 sections 54/62 = 87%</p>	<p>Observations/Changes based on Current Year (20-21) to be implemented in upcoming year (21-22): It was decided that teaching context with primary sources should be more defined and offer opportunities for evaluation. The use of the Primary Source Packet 2 was continued to introduce the concept of learning to answer questions in historical context. However, the assignment for this SLO changed from reading the entire book to reading specific excerpts related to the topics at hand and analyzing the material from the primary source considering the required question topics. Thus, the assignment will be revised: Communism Reaction paper- SLO 2020. This succinct version</p>

				<p>allowed students the opportunity to explain the material they are reading within the context of the required topics in their essay responses. The students also demonstrated their mastery of the context by synthesizing the examples they were reading within the context of the topic at hand.</p> <p>Moving forward the instructor will provide more opportunities for learning to read primary sources within context through online resources and videos. Other formats of interacting with primary/secondary sources will also be provided, including the use of Venn Diagrams, use the college's online video resources, and world history podcasts. Thus, this assignment will change to include a broader array of primary and/or secondary sources.</p>
<p>2. Construct/organize a satisfactory thesis using clear, organizational structure and coherent language</p>	<p>Students complete and essay based on the essay portion from the book "How We Survived Communism and Even Laughed."</p>	<p>70% of students should meet intended outcomes</p>	<p>AY 2020-2021 2 sections 54/62 = 87%</p>	<p>Observations/Changes based on Current 20-21 data to be Implemented in 21-22: Students met the required threshold for this SLO. Due to the continuation of the pandemic, instruction for how to write a thesis shifted to an online format. This included early introductions to what a thesis is through direct instruction in video. Moving forward, the</p>

			<p>department will continue to expand the way we can provide students with the practice of thesis-writing and outlining.</p> <p>The instructor will also consider changing this SLO. This SLO does not help students engage with primary and/or secondary sources in ways that allow them to synthesize and evaluate material. This needs to be a departmental decision that the instructor will initiate.</p>
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<p>3. Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis</p>	<p>Students complete and essay based on the essay portion from the book "How We Survived Communism and Even Laughed."</p>	<p>70% of students should meet intended outcomes</p>	<p>AY 2020-2021 2 sections 54/62 = 87%</p>	<p>Observations/Changes: Students met the threshold for this SLO as they supported their thesis with coherent and thoughtful interactions with the primary source. Use of the direct instruction video, as used in SLO 2, will provide a means for this.</p> <p>Moving forward, the use of scaffolding videos that students could watch on their own may help contribute to their success in interacting with primary and/or secondary sources in a coherent manner. Also, the department agreed to create more video online tutorials to guide students through the difficulties of primary source analysis. The instructor plans to address this SLO with history colleagues. The synthesis and analysis of primary and/or secondary material in a thoughtful and coherent manner is important.</p>
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			<p>However, the need for tying this to the thesis is redundant with SLO #2. The primary instructor plans to move forward with proposing changes to outcomes two and three for the end of the current cycle.</p>
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<p>Plan submission date:</p>	<p>Submitted by: Liberal Arts Department</p>
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HIS 122- Essay prompt

**Reaction Assignment to
"How We Survived Communism and Even Laughed"**

Slavenka Drakulic grew up under communist rule and, during her adult life, experienced the fall of communism in her home country. Her book, *How We Survived Communism and Even Laughed*, provides an inside glimpse of life under this type of government as well as the challenges she faced after communism fell.

The following quote is Drakulic's thesis. Use this quote from the book to develop a responsive paper:

Growing up in Eastern Europe you learn very young that politics is not an abstract concept, but a powerful force influencing people's everyday lives. It was this relationship between political authority and the trivia of daily living, this view from below that interested me most. (xv)

Drakulic shares a series of essays explaining how the relationship between political authority and the trivialities of daily life was expressed.

Several factors are explored by Drakulic, including:
**individualism,
 privacy,
 women and feminism, and
 government control.**

Assignment: Using the provided excerpts in the reading packet, write a responsive paper explaining how Drakulic develops the concepts of individualism, privacy, women and feminism, and government control in light of living under a communist government. Using examples from the reading packet, explain how Drakulic witnessed the relationship between political authority and daily trivialities in her daily life. Spend the last paragraph of the paper reflecting on this type of government and life and discuss your reaction to Drakulic's story.

The paper should be at least 3 pages using MLA style. Any quotes must be followed with the page number in parentheses.

Worth 75 pts.

Evidence of SLO 1- Primary source packet

Primary Source Packet #2

For this assignment, you will read the required readings from our World History Sources book and answer the following questions.

The answers to these questions require that you read the primary source in context. This means that you are reading the source through the eyes of the French Revolution (for part A) and the Industrial Revolution (for part B). We have covered these sections in class through lecture and notes; they have also been covered in our World History textbook.

Part A: French Revolution:

1. Sources book: 16.1: "*The French Revolution and the 'Rights of Man'*" p. 247-249. Answer the 3 questions at the beginning of the reading. (context: analyze this reading of the "*Declaration of the Rights of Man*" in light of the early stages of the French Revolution)
2. Attached is the reading: "*A Vindication of the Rights of Woman.*" Read through this primary source and answer the following:
 - a. According to Wollstonecraft, what is the source of woman's misery?
 - b. What is the first object of laudable ambition for a woman to obtain?
 - c. How do men typically view women?
 - d. How did Wollstonecraft believe women could contribute to society?

Part B: Industrial Revolution:

1. Sources book: 17.1: "*The Experience of an English Factory Worker*" p. 263-265. Answer the 3 questions at the beginning of the reading (Answer these questions within the context of the Industrial Revolution. Pay particular attention to the working experiences of the lower-class individuals)

Evidence of SLO 1- Revised assignment

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Reaction Assignment to "How We Survived Communism and Even Laughed"

Slavenka Drakulic is a woman who grew up under communist rule and, during her adult life, experienced the fall of communism in her home country. Her book, *How We Survived Communism and Even Laughed*, provides an inside glimpse of life under this type of government as well as the challenges she faced after communism fell.

The following quote is Drakulic's thesis. Use this quote from the book to guide your assignment:

*Growing up in Eastern Europe you learn very young that politics is **not an abstract concept, but a powerful force influencing people's everyday lives. It was this relationship between political authority and the trivia of daily living**, this view from below, that interested me most.* (xv)

Drakulic shares a series of essays explaining how the relationship between political authority (communist rule) and the trivialities of daily life was expressed. Several factors are explored by Drakulic, including the lack of individualism and privacy, the role of women and feminism, and the power of government control.

Assignment: Write a responsive paragraph on each of the following topics explaining how these areas of "trivial living" were affected by a communist government. **Using examples from the book explain** how the relationship between the communist government and these daily life experiences played out. Each paragraph should **be at least 100 words** long and should include examples from the book.

Your responses should be in **paragraph form** and have **at least two examples** from the reading.

Topics are:

- Individual expression under communism
- Sacredness of privacy
- Women and the feminist movement under communism

- The last paragraph of your assignment is your **personal response** to the essays. What did you learn? How does this line up with your definition of communism? What types of insight did you gain?

Scroll below to find an example of the paper responses...

Example of paper:

Individual expression under communism

In this essay Drakulic provides several examples of how the communist government did not allow individual expression amongst the people. For example...

Sacredness of Privacy

Growing up and living under communist rule does not provide any concept of privacy. Drakulic explains in her essays how privacy was unattainable in communist Yugoslavia. For example _____

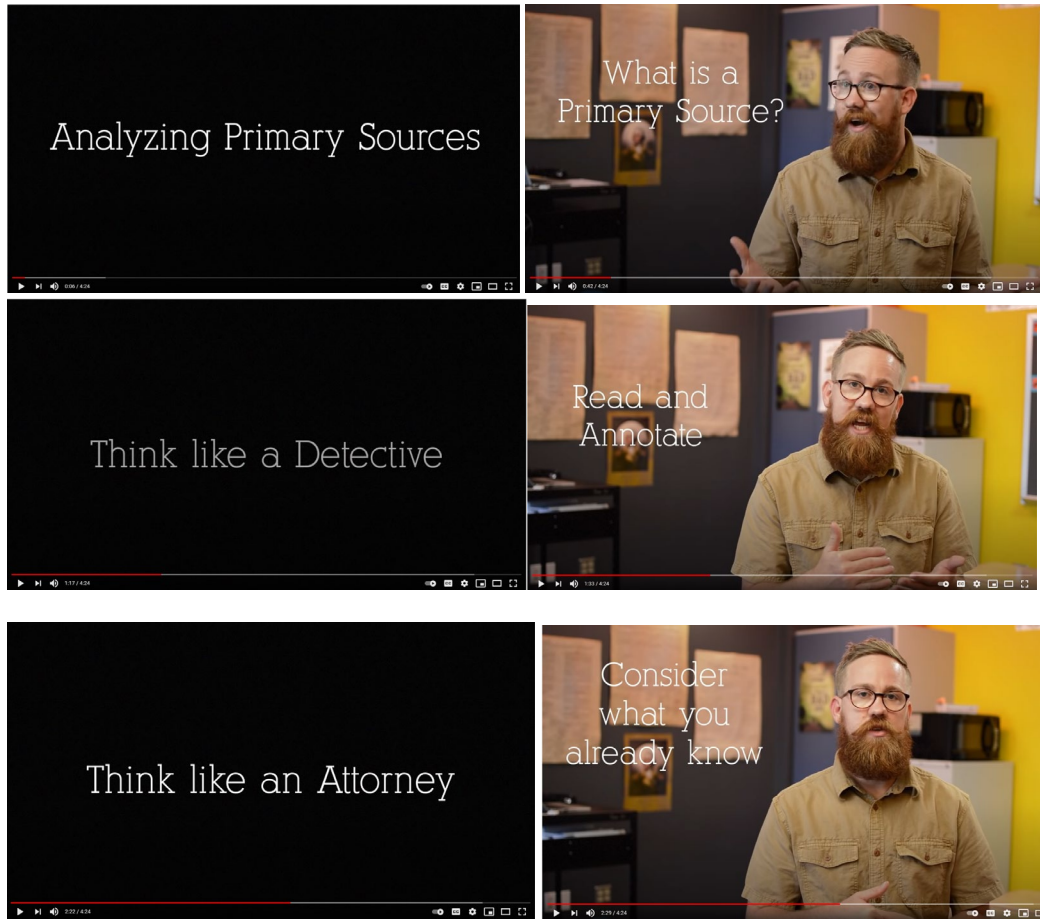
Women and Feminism

Drakulic explains the role of feminism in communist Russia as...

My Response

I believe living under this type of government

Evidence of SLO 2- Videos used to teach primary sources



Evidence of SLO 2- Department email discussing possible change

From: Wendy Shuffett <wshuffett@jeffersonstate.edu>

Sent: Wednesday, September 15, 2021 2:09:49 PM

To: Joseph Irvin <kirvin@jeffersonstate.edu>; Zachary Alexander <zahalexander@jeffersonstate.edu>; David McRae <dmcrae@jeffersonstate.edu>; Pamela West <pwest@jeffersonstate.edu>

Subject: SLO changes

Hi all,

As I have been working on my HIS 122 SLO, I'm rethinking some of our SLOs. Would you be open to the possibility of changing SLO #2 and maybe #3? I wrote in my Looking Forward section that I would begin a discussion about this. What are your thoughts?

Wendy Shuffett
History Instructor, Women's Golf Coach
Jefferson State Community College



Assessment Record

Program: History- HIS 201

Assessment period: 2020-21

Program or Department Mission:

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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>SLO 1: 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>Book Assignment</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2020-2021 15 Sections: 457/513 = 89%</p> <p>Fall 2020 Online: 12 sections 372/421 = 88%</p> <p>Spring 2021 Online: 3 Sections 85/92 = 92%</p>	<p>Observations/Changes: The department not only met the threshold for success in the current year, but success improved by 11%. As noted, the COVID-19 pandemic accelerated the inclusion of online videos and formative assessments shown to increase understanding and retention of knowledge. As the department looks to the next school year, instructors will take better advantage of the college library's online video resources.</p> <p>Databases like Films on Demand Master Collection and Feature Films for Education are excellent resources instructors will use to diversify the voices in their classroom. As instructors re-enter the classroom, they will continue to expand the use of formative assessment with the use of Microsoft 360 technology in the classroom.</p>
<p>SLO 2: 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>Book Assignment</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2020-2021 17 sections: 502/597 = 84%</p> <p>Fall 2020 Online: 12 sections 348/421 = 83%</p> <p>Spring 2021 Online: 5 sections 154/176 = 88%</p>	<p>Observations/Changes: The department met the threshold for success and improved success by 2% for the year. Consistent and continual practice appears to be an important key to success with this learning outcome. As the department shifts back to more face-to-face instruction for the 2021-2022 school year, instructors will continue to expand the way in which students can practice thesis-writing and outlining</p>

				since it proved to be a successful strategy in the 20-21 academic year. The use of Microsoft 360 technology will provide faculty a way to facilitate on-going discussions with students beyond the classroom when developing thesis statements.
SLO 3: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.	Essay Assessment based on a non-fiction book and a prompt relating to the book. Book Assignment	70% of students should meet intended outcome.	AY 2020-2021 17 sections 476/597 = 80% Fall 2020 Online:12 sections 332/421 = 79% Spring 2021 Online: 5 sections 144/176 = 82%	Observations/Changes: The department showed a 7% growth in success over the previous semester. Growth during the spring semester was particularly notable. The use of scaffolding videos that students could watch at their own leisure and multiple times may have contributed to this success. As a result, the department agreed to create more online tutorial videos to guide students through the difficulties of primary source analysis. Instructors will use online platforms like ProProfs .
Plan submission date:			Submitted by:	

SLO 1: Book Assignment

HIS 201 Book Assignment

Choose **one** of the following non-fiction American history books and write a response to the book based on the prompt provided below. **Worth 75 points.**

Book Choices:

1776, by David McCullough

Killing Lincoln: the Shocking Assassination that Changed America Forever, by Bill O'Reilly and Martin Dugard

Ladies of Liberty, by Cokie Roberts

George Washington's Secret Six: The Spy Ring that Saved the American Revolution, by Brian Kilmeade

Assignment:

Write a paper based on the prompt below. The paper should be typed, MLA format, double-spaced, and 4-5 pages long.

Paper is graded on content (does student answer questions within the prompt? Does student provide examples from the book?), flow of paper, grammar, and spelling. Paper should have an introductory paragraph with a thesis statement, including the name of the book and author, a body (several paragraphs), and a concluding paragraph. Extra research should not be used with the paper and will result in loss of points.

SLO 1: Databases

The screenshot shows the JSCC Libraries website interface. At the top, there is a navigation bar with links for COVID-19 Response, Research, Services, About, and Follow Us. Below the navigation bar, the page title is "Databases A to Z: F" with the subtitle "Find the best library databases for your research." There are three dropdown menus for "All Subjects", "All Database Types", and "All Vendors / Providers", followed by a "Search for Databases" input field and a "Go" button. Below the search filters, there is a row of letters from A to Z, with the letter "F" highlighted. To the right of the letters is an "Offline" button. Below the letters, it says "8 Databases found for F" and "Clear Filters/Browse All Databases". There are two database entries listed under the "F" section. The first entry is "Feature Films for Education" with a note that it will run best on Mobile Firefox on the default settings. The second entry is "Films On Demand Master Academic Collection" with a note that it has been assembled not just with a focus on volume, but also with a discerning eye for quality and relevance. To the right of the database list, there are two sections: "Popular Databases" and "New / Trial Databases". The "Popular Databases" section states "We haven't yet identified any Popular databases. Check back soon!". The "New / Trial Databases" section states "We are not evaluating any trial resources at this time."

SLO 1: Microsoft 360

Forms HIS 201 (4) - Hakluyt + Concepts of Freedom - Saved Preview

Questions Responses 19

3. CRAFT A THESIS: How did concepts of freedom differ between Natives and Europeans? What do these differences tell us about Hakluyt's views of colonization? *

Enter your answer

4. Last week, we read a Native chief's response to the French where he criticized their mission in the Americas. He said French couldn't be a "terrestrial paradise" if they kept coming to America year after year. HOW WOULD HAKLUYT RESPOND TO THIS NATIVE CHIEF? **Consider what his goals were and why he is in America** *

Enter your answer

+ Add new

SLO 2: Book Assignment

HIS 201 Book Assignment

Choose **one** of the following non-fiction American history books and write a response to the book based on the prompt provided below. **Worth 75 points.**

Book Choices:

1776, by David McCullough

Killing Lincoln: *the Shocking Assassination that Changed America Forever*, by Bill O'Reilly and Martin Dugard

Ladies of Liberty, by Cokie Roberts

George Washington's Secret Six: *The Spy Ring that Saved the American Revolution*, by Brian Kilmeade

Assignment:

Write a paper based on the prompt below. The paper should be ~~typed, MLA format, double-spaced, and 4-5 pages long.~~

Paper is graded on content (does student answer questions within the prompt? Does student provide examples from the book?), flow of paper, grammar, and spelling. Paper should have an introductory paragraph with a thesis statement, including the name of the book and author, a body (several paragraphs), and a concluding paragraph. Extra research should not be used with the paper and will result in loss of points.

SLO 2: Microsoft 360

Forms HIS 201 (4) - Hakluyt + Concepts of Freedom - Saved Preview

Questions Responses 19

3. CRAFT A THESIS: How did concepts of freedom differ between Natives and Europeans? What do these differences tell us about Hakluyt's views of colonization? *

Enter your answer

4. Last week, we read a Native chief's response to the French where he criticized their mission in the Americas. He said French couldn't be a "terrestrial paradise" if they kept coming to America year after year. HOW WOULD HAKLUYT RESPOND TO THIS NATIVE CHIEF? **Consider what his goals were and why he is in America** *

Enter your answer

+ Add new

SLO 3: Book Assignment

HIS 201 Book Assignment

Choose one of the following non-fiction American history books and write a response to the book based on the prompt provided below. Worth 75 points.

Book Choices:

1776, by David McCullough

Killing Lincoln: the Shocking Assassination that Changed America Forever, by Bill O'Reilly and Martin Dugard

Ladies of Liberty, by Cokie Roberts

George Washington's Secret Six: The Spy Ring that Saved the American Revolution, by Brian Kilmeade

Assignment:

~~Write a paper based on the prompt below. The paper should be typed, MLA format, double-spaced, and 4-5 pages long.~~

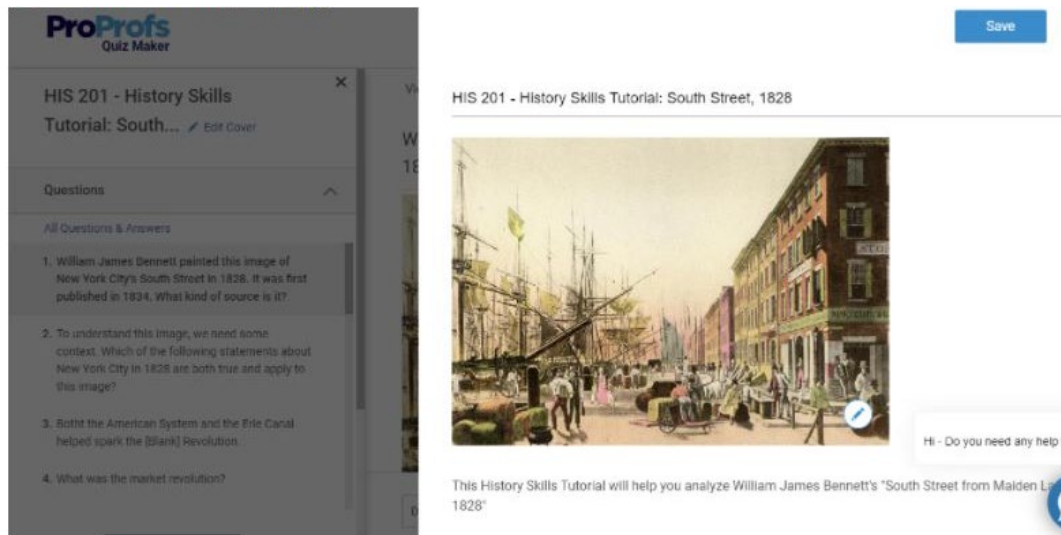
Paper is graded on content (does student answer questions within the prompt? Does student provide examples from the book?), flow of paper, grammar, and spelling. Paper should have an introductory paragraph with a thesis statement, including the name of the book and author, a body (several paragraphs), and a concluding paragraph. Extra research should not be used with the paper and will result in loss of points.

SLO 3: Tutorial Videos

List of Potential Videos/Tutorials for HIS 201

1. Hakluyt's Argument for Colonization
2. Declaration of Independence
3. U.S. Constitution
4. Hudson River School Paintings
5. Bennett, "South Street, 1828"
6. Pro and Anti-Slavery Cartoons
7. Gast's "American Progress"
8. Articles of Secession or the Cornerstone Speech

SLO 3: ProProfs



The screenshot shows a ProProfs Quiz Maker interface. On the left, a sidebar displays the quiz title "HIS 201 - History Skills" and the tutorial name "Tutorial: South...". Below this, a "Questions" section lists four questions related to the image of South Street in 1828. The main content area features a "Save" button at the top right, the title "HIS 201 - History Skills Tutorial: South Street, 1828", and a large image of the painting "South Street from Maiden Lane, 1828" by William James Bennett. A chat bubble at the bottom right says "Hi - Do you need any help to".

ProProfs
Quiz Maker

HIS 201 - History Skills
Tutorial: South... Edit Cover


Questions

All Questions & Answers

1. William James Bennett painted this image of New York City's South Street in 1828. It was first published in 1934. What kind of source is it?
2. To understand this image, we need some context. Which of the following statements about New York City in 1828 are both true and apply to this image?
3. Both the American System and the Erie Canal helped spark the [Blank] Revolution.
4. What was the market revolution?

Save

HIS 201 - History Skills Tutorial: South Street, 1828



Hi - Do you need any help to

This History Skills Tutorial will help you analyze William James Bennett's "South Street from Maiden Lane, 1828"



Assessment Record

Program: History- HIS 202

Assessment period: 2020-2021

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. The student shows 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. Student used 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>SLO 1: Show mastery of relevant context using information from primary and/or secondary sources.</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>AY 2020-2021 15 Sections: 363/415 = 87%</p> <p>Fall 2020 4 Sections: 121/130 = 93%</p> <p>Spring 2021 11 sections: 242/285 = 85%</p>	<p>Observations/Changes: The department focused strengthening content knowledge by diversifying delivery methods. Instructors began to utilize short video lectures students could watch and review at home, in addition to textbook readings and homework quizzes.</p> <p>The department's methods for teaching content to students proved successful. However, the success rate decreased by 2% during academic year. Instructors will continue to diversify their delivery methods but work more diligently on reinforcement. Low-stakes, formative assessments will be provided in conjunction with video lectures and readings. Instructors may choose the platform they want to use to assess students like ProProfs or InQuizitive.</p>
<p>SLO 2: 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>AY 2020-2021 15 Sections: 356/415 = 86%</p> <p>Fall 2020 4 Sections: 118/130 = 91%</p> <p>Spring 2021 11 Sections: 238/285 = 84%</p>	<p>Observations/Changes: The department made a concerted effort to provide more classroom instruction to thesis writing. Instructors gave students class time to workshop thesis sentences, provided more specific directions on prompts, and provided guiding outlines to remind students that a thesis was central to their entire essay.</p> <p>The department's efforts not only proved successful, they aided in the growth of success by 4%. As a result, instructors will continue in their efforts to provide more formal and collaborative instruction. To increase rigor, instructors have brainstormed</p>

				more nuanced questions for students to answer in potential essays.
SLO 3: Utilize primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.	Students wrote a paper based on a non-fiction book and a prompt relating to the book	70% of students should meet intended outcome.	<p>AY 2020-2021 15 Sections 361/415 = 87%</p> <p>Fall 2020 4 Sections 113/130 = 87%</p> <p>Spring 2021 11 sections 248/285 = 87%</p>	<p>Observations/Changes: The department continued to provide students with instruction on how to understand, contextualize, and use primary sources. Instructors used class time to discuss primary sources and to scaffold close reading/analysis.</p> <p>The department was successful in the academic year, yet saw its sharpest decline (4%) with this outcome. SLO #3 is the most complex SLO because it requires numerous skills: identification, analysis, and application. Instructors recognized that it takes time to move from low-order skills to high-level skills. Instructors decided to create formative assessments to allow students practice in developing these skills and allow instructors to measure progress.</p>
Plan submission date:			Submitted by: Liberal Arts Department	

SLO 1: Writing Prompts

- **OPTION 3:** What modern-day “thing” (book, speech, tv show, painting, etc.) does this document remind you of? What does that tell you about us today?
 - *TIP #1: A modern-day thing is something created in the 21st century.*
 - *TIP #2: Be sure to use specific details from the document AND the modern-day “thing”*
- **OPTION 4:** What does the tone, word choice, and/or use of emotion reveal about the author?
 - *TIP: Be sure to really dig into the way the author writes on this one; you may be analyzing a word or phrase for part of it*

V. Thesis (1-2 sentences)

A thesis is an argument that tells a reader what the author intends to prove. For this assignment, tell me why this document is important or significant.

- Your thesis reflects what you wrote in your essay
- A thesis is NOT a statement of fact; rather it can be disputed.
- A thesis usually goes at the end of the 1st paragraph, but for this assignment you'll put it at the end, separate from essay.
 - When you type yours, please make it bold so I can see it clearly.

[Return to SLO 1](#)

[Return to SLO 2](#)

[Return to SLO 3](#)

SLO 1: Lecture Video



Search

The video player displays a music score for the hymn "I Know That My Redeemer Lives". The score includes a title card, a circular portrait of a man, and musical notation for voice and piano. The lyrics are: "I know that my Redeemer lives, who once for me was slain; who paid the price that I might live, who bore the cross and crown of pain; who died to save my soul from sin, who rose again to live again; who sits at God's right hand, who reigns with Him to this day; who will come back to judge the world, who will be with me every day; who will be with me every day, who will be with me every day." The video player shows a progress bar at 0:01 / 9:11 and various control icons.

SLO 1: Textbook

★ CHAPTER 22 ★

FIGHTING FOR THE FOUR FREEDOMS: WORLD WAR II

1941-1945

FOCUS QUESTIONS

- *What steps led to American participation in World War II?*
- *How did the United States mobilize economic resources and*

Chapter 22: Fighting for the Four Freedoms: World War II, 1941-1945

[Return to SLO 1](#)

[Return to SLO 2](#)

[Return to SLO 3](#)

SLO 1: Quizzes



Module 5 Test

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

SLO 1: ProProfs

HIS 202 - Checkpoint 5.1: The Triumph of Nonviolence

13 Questions



This checkpoint has 13 questions

Start

by ProProfs

[Return to SLO 1](#)

[Return to SLO 2](#)

[Return to SLO 3](#)

SLO 1: InQuizitive



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

dmcrae@jeffersonstate.edu

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](#)

SLO 2: Writing Prompts

- **OPTION 3:** What modern-day “thing” (book, speech, tv show, painting, etc.) does this document remind you of? What does that tell you about us today?
 - *TIP #1: A modern-day thing is something created in the 21st century.*
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A thesis is an argument that tells a reader what the author intends to prove. For this assignment, tell me why this document is important or significant.

- Your thesis reflects what you wrote in your essay
- A thesis is NOT a statement of fact; rather it can be disputed.
- A thesis usually goes at the end of the 1st paragraph, but for this assignment you’ll put it at the end, separate from essay.
 - When you type yours, please make it bold so I can see it clearly.

SLO 2: Thesis Statements

The image shows a presentation slide with a sidebar on the left containing numbered navigation buttons (1-6). The main content area has the following text:

THESIS SENTENCES

Q: Which is the better sandwich? Peanut butter and jelly or ham and cheese?

1. Both are really good sandwiches.
2. Ham and cheese is the better sandwich.
3. Peanut butter and jelly is the better sandwich because it is more nutritious, is scientifically proven to halt other cravings, and is more humane toward animals.

[Return to SLO 1](#)

[Return to SLO 2](#)

[Return to SLO 3](#)

SLO 2: Workshop

The slide is titled "Evaluating the New Deal". It features two political cartoons. The first cartoon shows a man in a suit (representing the New Deal) surrounded by children, with a speech bubble that says "These cartoons present two contrasting ideas about the New Deal." The second cartoon shows a man in a suit sitting at a table with a woman, with a speech bubble that says "Was the New Deal effective at recovering the economy?". Below the cartoons, there are two text boxes: a blue one with the text "Step 1: Write a thesis sentence for this question" and "Step 2: Share & critique with your partner. Does it effectively communicate an answer & roadmap?" and an orange one with the text "Was the New Deal effective at recovering the economy?".

[Return to SLO 1](#)

[Return to SLO 2](#)

[Return to SLO 3](#)

SLO 2: Outlines

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.

SLO 2: Questions

Example of a More Difficult/Nuanced Essay Question:

Old Question: Was the New Deal effective at recovering the U.S. economy?

New Question: How effective was the New Deal at accomplishing the goals President Roosevelt laid out in his 1st term?

[Return to SLO 1](#)

[Return to SLO 2](#)

[Return to SLO 3](#)

SLO 3: Writing Prompts

- **OPTION 3:** What modern-day “thing” (book, speech, tv show, painting, etc.) does this document remind you of? What does that tell you about us today?
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V. Thesis (1-2 sentences)

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 - When you type yours, please make it bold so I can see it clearly.

SLO 3: Scaffolding

[Return to SLO 1](#)

[Return to SLO 2](#)

[Return to SLO 3](#)



SLO 3: Formative Assessments

Primary Source Graphic Organizer

Fill out this chart for each primary source

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



Assessment Record

Program: Music- MUS 101

Assessment period: 2020-21

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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Course Student Learning Outcomes & Assessment Plan

Course Student Learning Outcomes

1. Apply appropriate terminology to explain musical elements (i.e., rhythm, melody, harmony, form, instruments, ensembles, etc.).
2. Explain the aesthetic/stylistic characteristics of a minimum of three historical periods (i.e., styles, forms, composers, and representative works).
3. Demonstrate an aural perception of style and structure in music (i.e., form, instrumentation, and musical elements).

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Apply appropriate terminology to explain musical elements (i.e., rhythm, melody, harmony, form, instruments, ensembles, etc.).</p>	<p>Embedded exam questions: the content, format, and number of questions varies by individual instructor.</p>	<p>70% of students should answer questions successfully.</p>	<p>AY 2020-2021 7 sections 187/201 = 93%</p> <p>Fall 2020 2 sections 82/82 = 100%</p> <p>Spring 2021 3 sections 67/77 = 87%</p> <p>Summer 2021 2 sections 38/42 = 90%</p>	<p>Observations/Changes: The instructors utilized directed quizzes to continue the success of this SLO. The success rates for this SLO are extremely high. The instructors believe the directed quizzes are a very successful strategy. As an additional strategy, instructors will use Quizlet flashcards for help in learning the terminology before the quizzes take place, as well as using them for reinforcement throughout the course. In addition, instructors will implement a class discussion activity using directed questions to foster student engagement. This activity will allow students to demonstrate an understanding and appropriate use of music terminology.</p>
<p>SLO 2: Explain the aesthetic/stylistic characteristics of a minimum of three historical periods (i.e., styles, forms, composers, and representative works).</p>	<p>Embedded exam questions: the content, format, and number of questions varies by individual instructor.</p>	<p>70% of students should answer questions successfully.</p>	<p>AY 2020-2021 7 Sections 192/201 = 96%</p> <p>Fall 2020 2 sections 80/82 = 98%</p> <p>Spring 2021 3 sections 77/77 = 100%</p> <p>Summer 2021 2 sections 35/42 = 83%</p>	<p>Observations/Changes: Again, this outcome is extremely successful and instructors plan to continue existing strategies. Another strategy that will be implemented is the expansion of journal assignments to give students more practice with this analysis prior to writing the essay assignment. Students will also be encouraged to attend a live performance or virtual performance when possible and write a musical summary of the performance. This performance can be used as a journal assignment.</p>

<p>SLO 3: Demonstrate an aural perception of style and structure in music (i.e., form, instrumentation, and musical elements).</p>	<p>Embedded exam questions: the content, format, and number of questions varies by individual instructor.</p>	<p>70% of students should answer questions successfully.</p>	<p><u>AY 2020-2021</u> 2 sections 78/82 = 95%</p> <p>Fall 2020 2 sections 78/82 = 95%</p>	<p>Observations/Changes: Instructors will continue building on this outcome by expanding strategies to help students develop their aural processing using different complex musical elements within a composition and identifying voice classifications and instrumentation within a piece. These expanded strategies will culminate in a synthesized writing assignment about the composition. Students will do research on the composition of a past or current composer, singer(s), or instrumentalist as part of the synthesized writing assignment.</p>
<p>Plan submission date: June 24, 2022</p>			<p>Submitted by: Liberal Arts Department</p>	

SLO 1: Embedded Exam Questions

1. All world musics feature a strong regular pulse or beat.
 - A. True
 - B. False
2. Meter is marked off in groupings known as:
 - a. phrases.
 - b. cadences.
 - c. chords.
 - d. measures.
3. The process of passing from one key to another is known as:
 - a. modulation.
 - b. development.
 - c. transposition.
 - d. transformation.
4. The deliberate shifting of the accent to a weak beat or an offbeat is called:
 - a. compound meter.
 - b. meter.
 - c. rhythm.
 - d. syncopation.
5. The distance between two pitches is called a(n):
 - a. interval.
 - b. phrase.
 - c. cadence.
 - d. countermelody.

SLO 1: Quizlet

MUS 101

SLO 1 Quizlet Example

Melody

The line or tune in music. It's made up of a succession of single pitches organized (or perceived) as a recognizable whole

Harmony

the simultaneous combination of sounds, the way pitches sound together.

SLO 1: Class Discussion Questions

Class Discussion Questions for Listening Activities: A selection will be chosen from a vocal composition or instrumental composition to engage students in a class discussion. Questions will be used to guide students in articulating their initial impression of the selection and a critical assessment of the musical elements used in the chosen composition.

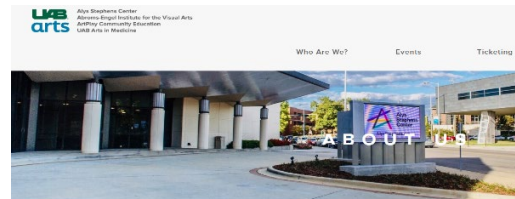
Essential Questions

1. Describe your initial reaction to the composition
2. Indicate whether the composition is a vocal or instrumental piece
3. Describe what you hear in the music
4. Describe the tempo of the composition
5. Identify an appropriate tempo term based on what you hear
6. Describe the musical texture of the composition
7. Identify an appropriate musical texture based on what you hear
8. Describe the dynamics used in the composition
9. Identify an appropriate dynamic term based on what you hear
10. If the selection is a vocal composition, describe how the lyrics influence the piece musically

SLO 2: Embedded Exam Questions

18. A single-voiced texture is called monophony.
 - a. True
 - b. False
19. A texture featuring a single, unaccompanied line is called:
 - a. contrapuntal.
 - b. polyphonic.
 - c. monophonic.
 - d. homophonic.
20. A vocal work in which each poetic stanza is sung to the same melody is in:
 - a. refrain form.
 - b. chorus form.
 - c. variation form.
 - d. strophic form.

SLO 2: Live/Virtual Performance



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UAB's Abrams Engel Institute for the Visual Arts, Alys Stephens Center, ArtPlay Community Art Education and UAB Arts in Medicine provide our community with challenging and thoughtful art experiences.

Collectively, we are able to bring our community together through free and fee-based events, classes and performances that immerse individuals in a world of creativity.

We believe that the arts are transformative – that they entertain, educate and heal. Along with our resident partners, UAB Department of Art and Art History, Department of Music, Department of Theatre, and the Alabama Symphony Orchestra, we are able to inspire our community, students, performers, employees and you.

SLO 3: Composition Research at JSCC Library

Journals

- [Action, Criticism, and Theory for Music Education](#)
Peer-reviewed journal with critical, analytical, theoretical, and policy development articles of international interest.
- [Analytical Approaches to World Music](#)
Double-blind reviewed articles that engage the analytical, theoretical, and cultural aspects of the panoply of world musical traditions.
- [Music and Arts in Action](#)
A peer-reviewed journal publishing works related to the empirical study of the everyday interplay of people and the arts.
- [Music & Science](#)
Peer-reviewed journal from SAGE publishing that focuses on the role of science in understanding music.

Databases

- [Oxford Music Online](#) [↗](#)
Oxford Music Online is the gateway offering users the ability to access and cross-search multiple music reference resources in one location. With Grove® Music Online as its cornerstone, Oxford Music Online also contains The Oxford Companion to Music (revised 2011), which offers more than 8,000 articles on composers, performers, conductors, instruments and notation, forms and genres, and individual works; and The Oxford Dictionary of Music, 2nd edition (revised 2006), which supplements Grove's more-extensive articles with content geared toward undergraduates and general users. Both of these sources are included in subscriptions to Grove Music Online.
- [Academic Search Complete](#) [↗](#)
Designed for academic institutions, this database is the leading resource for scholarly research with more full-text journals and more peer-reviewed journals than any other database available. It supports high-level research in the key areas of academic study by providing journals, periodicals, reports, books, and more.
- [Credo Reference Library](#) [↗](#)
Credo Reference offers over 3,000,000 reference entries from all the major academic subject areas to offer a great starting point for your research! Tons of images, audio files, videos and full text articles on any Topic you can think of, all with full citations that your teachers will applaud.
- [Gale General OneFile](#) [↗](#)
General OneFile is a comprehensive general-interest resource providing periodical and news information through an intuitive, state-of-the-art interface.

Streaming Videos

- [Music & Dance](#)
Streaming videos in Music & Dance from Films On Demand.
- [The Score: Classical Music Appreciation Through Listening Series](#)
With the help of the Scottish Chamber Orchestra conducted by William Conway, this informative series explores the musical essence of five well-known works. The focus is on training the student to truly listen to musical effects created by the composers through the use of instrumentation, melody, timing, key change, and rhythmic patterns. Appreciation of classical music is enhanced through the development of more discerning listening skills. 5-part series, 15 minutes each.
- [Exploring the World of Music](#)
Gain an understanding of the basic elements of music with this 12-part Annenberg Learner series, an introduction to music with a global perspective. The series shows how elements such as melody, rhythm, and texture create an infinite variety of sounds and serve as expressions of culture. Through rare archival footage and contemporary performances, the series presents themes such as music and the environment, music as cultural memory, and how technology changes music. The featured artists perform music from around the world, including American jazz, gospel, and rock, and traditional music from Bosnia, the Caribbean, India, Ireland, Japan, and West Africa.
- [Classical Music Appreciation Through Listening](#)
With the help of the Scottish Chamber Orchestra conducted by William Conway, this informative series explores the musical essence of five well-known works. The focus is on training the student to truly listen to musical effects created by the composers through the use of instrumentation, melody, timing, key change, and rhythmic patterns. Appreciation of classical music is enhanced through the development of more discerning listening skills. 5-part series, 15 minutes each.



Assessment Record

Program: Psychology – PSY 200

Assessment period: 2020-21

Program or Department Mission:

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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
<p>SLO 1: Identify the goals of psychology.</p>	<p>Midterm and/or final exam embedded questions, or a separate survey.</p>	<p>70% of students should meet intended outcome.</p>	<p>Academic Year 25 sections 608/814 = 75%</p> <p>Fall Semester Online 13 sections 343/440 = 78%</p> <p>Spring Semester Online 12 sections 265/374 = 71%</p>	<p>Summary: The outcome was successful as 75% of students successfully identified the goals of psychology.</p> <p>Observations/Changes: The student success rate increased by nearly 3% from the previous year. Strategies that will be implemented for improvement, are discussions of the importance for students to read all the materials assigned, detailed lecture notes on the goals of psychology, additional activities including discussion to allow students to investigate the goals, and quizzes to gauge understanding and providing feedback to improve understanding.</p>
<p>SLO 2: Explore various methods of psychological research.</p>	<p>Midterm and/or final exam embedded questions, or a separate survey.</p>	<p>70% of students should meet intended outcome.</p>	<p>Academic Year 2020-2021 25 Sections 680/802 = 85%</p> <p>Fall 2020 Online 13 Sections 371/440 = 84%</p> <p>Spring 2021 Online 12 sections 309/362 = 85%</p>	<p>Summary: This outcome was met as 85% of students were able to demonstrate knowledge of psychological research methods.</p> <p>Observations/Changes: The number of successful students stayed the same in AY 2020-2021 as in AY 2019-2020. Instructors will implement an activity to explore research methods.</p>

				There are many ways to creatively explore this topic and as a result there can be tremendous variation in the activities used. These activities should enable students to explore research methods and help them develop a deeper understanding of the topic which is ultimately objectively measured by a set of standardized questions on an exam/survey. An example of a research activity is provided.
SLO 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.	Academic Year 2020-2021 25 Sections 665/808 = 82% Fall 2020 Online 13 Sections 381/440 = 87% Spring 2021 Online 12 sections 284/368 = 77%	Summary: The outcome was met as 82% of students successfully distinguished the major schools/perspectives of psychology. Observations/Changes: Theory is always a challenging topic so it makes sense to look for ways to improve. Small changes like recorded lectures with examples, practice quizzes , supplemental videos , anecdotal stories of the founders of each theory, and encouraging student participation all have the potential to impact student learning. Researching and implementing additional resources for student engagement is another area for improvement. Faculty

				have set up a Teams Psychology Group to facilitate idea sharing and planning, since instructors are all at different campuses.
Plan submission date:			Submitted by: Sarah Gasper	

SLO 1: Students will explain the goals of psychology

- A. Description B. Explanation C. Prediction D. Influence/Control

1. _____ Identify all the antecedent and preceding conditions and forecast the behavior.
2. _____ Tells what occurred as accurately and completely as possible.
3. _____ Outlines the causes of behavior.
4. _____ Apply principles to prevent unwanted occurrences or bring about desired outcomes that affect behaviors.

SLO 1 Example Lecture

Psychology Will Teach You About Critical Thinking

When a commercial tries to sell you a product by advertising amazing outcomes or unrealistic promises, it may be employing **pseudopsychology**. These may look real and impressive, but they are based on claims that are not supported by a true science. (Think "Six Minute Abs" and you'll know what this refers to!)

A true science employs **critical thinking**, which is a thought process that involves analyzing and evaluating information and then applying it to other situations.

What Are Psychology's Goals?

- Describe
- Predict
- Explain
- Control

Description - "What happened?"

Explanation - "Why did it happen?"

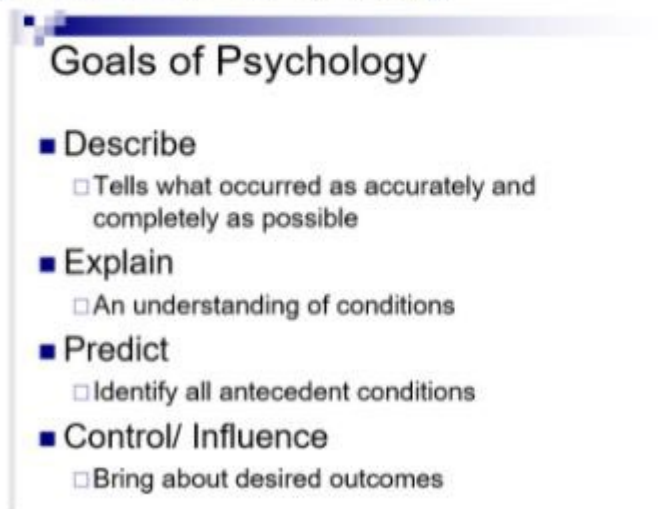
Prediction - "Will it happen again? If so, how?"

Control - "Can we influence if and how it will happen again?"

Note that this last goal, control, is easy to misunderstand. Psychologists are not interested in "controlling people," per se. Rather, they are interested in controlling situations so that they can improve others' lives. As an example, can we control the symptoms of schizophrenia so that a person with the condition can be happier and more productive in his or her life?

PSY 200

§LO 1: Goals of Psychology



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

§LO 1 Example Quiz

Match the goal of psychology with its definition. Select only one letter per blank.

A. Describe B. Explain C. Predict D. Control/Influence

- . _____ Identify the all antecedent conditions and forecast the behavior.
- . _____ Tells what occurred as accurately and completely as possible.
- . _____ Outlines the causes of behavior.
- . _____ Apply principles to bring about desired outcomes that affect behaviors.

SLO 2: Research Methods Activity

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.

PLU 2 Objective Assessment

SLO: 2 Match the research method with the correct description. Select only one letter per blank.

a. Case study b. Correlation c. Experiment d. Observation e. Survey

6. ___ Recording of behavior in its natural setting.
7. ___ In-depth study of one or a few individuals.
8. ___ Cause and effect relationship determined by manipulation of variables.
9. ___ Interviews and questionnaires used to gather information from large sample.
10. ___ Determines relationship between two variables.

SLO 2: Research Article Assignment

Read the chapter 1 Milgram article (in your lecture reader and attached here) and answer the questions in the MILGRAM ARTICLE REVIEW below. (Not a formal essay. Respond in Question/Answer format.) To complete this assignment, you need the article, book, and notes/lectures. Do not use Google to find answers or definitions. Milgram conducted many studies on the topic of obedience. Students who use Google generally fail the assignment because they are not getting accurate results for this particular study and find non-credible definitions. It is also plagiarism to use material and not cite it. I reiterate: DO NOT GOOGLE!

If you haven't read the article, you won't be able to answer most of the questions.

This does not have to be formatted as a paper. You should answer the questions as numbered.

1. How many subjects/participants were in the study?
2. Review your notes or textbook and be sure you understand the *experimental* research method. Briefly explain what makes *this study* experimental.
3. What did the researchers tell the participants the study was about?
4. What was the study actually about?
5. **Results** of the study (In other words "what the researchers found"); answer the 3 questions below.
 - a. How many participants administered shock?
 - b. How many refused to go beyond 300 volts? and what did 300 volts indicate on the meter?
 - c. How many participants went "all the way" to 450 volts? and, what did 450 volts indicate on the meter?
6. Ethics: We can't argue the importance of Milgram's findings, but we can talk about ethical violations! Answer the 2 questions below.
 - a. How was deception used in the study?
 - b. List several ethical violations in this Milgram study.

SLO 2 Objective Assessment

SLO 3: Exam Questions

SLO: 3 Match the psychological perspective (to the right) with the correct description.

- | | |
|--|---------------------------------------|
| 11. ___ Focuses on distorted thinking, judgment, and perceptions. | A. <i>Psychodynamic</i> |
| 12. ___ Focuses on the "self", free will, and reaching potential. | B. <i>Humanistic-
Existential</i> |
| 13. ___ Focuses on genetic inheritance and/or structural abnormalities in the brain. | C. <i>Behaviorism</i> |
| 14. ___ Focuses on the environment and the effects of previous learning. | D. <i>Biological</i> |
| 15. ___ Focuses on unconscious conflicts and interactions between id, ego, and superego. | E. <i>Cognitive</i> |

SLO 3 Video Supplements Example Screenshot



The 5 Schools of Psychology Today

- Behavioral** • Emphasizes learning and environment
- Biological** • Emphasizes the role of the brain, genes and hormones
- Cognitive** • Emphasizes mental processes (thought patterns)
- Humanistic** • Emphasizes free will and choice
- Psychoanalytic** • Emphasizes the role of the unconscious and Childhood experiences

SLO 3 Practice Quiz

1. Dr. **Medson** is interested in how environmental rewards affect helping behaviors among children. Dr. **Medson** would probably identify closely with the _____ perspective.
 - A) behavioral
 - B) psychodynamic
 - C) humanistic
 - D) neuroscience
 2. Whereas the _____ perspective suggests that people have little control over their lives, the _____ perspective suggests that people do have control over their lives.
 - A) cognitive; neuroscience
 - B) psychodynamic; humanistic
 - C) neuroscience; behavioral
 - D) humanistic; behavioral
 3. _____ psychologists focus on internal factors that influence behavior, and _____ focus on external factors that influence behavior.
 - A) Behavioral; cognitive psychologists
 - B) Neuroscience; psychodynamic psychologists
 - C) Humanistic; cognitive psychologists
 - D) Psychodynamic; behavioral psychologists
 4. Because of its emphasis on observable phenomena, _____ psychologists emphasize objective measurement.
 - A) humanist
 - B) cognitive
 - C) behavioral
 - D) psychodynamic
 5. Dr. **Klate** is interested in how young children come to understand their social world and the people around them. Dr. **Klate** most likely identifies with the _____ perspective.
 - A) neuroscience
 - B) psychodynamic
 - C) cognitive
 - D) behavioral
-

Teams Psychology Instructor Group



Microsoft Teams chat interface showing two meeting end notifications:

- Message 1: "New channel meeting ended: 48s" (48 seconds ago)
- Message 2: "Meeting ended: 55m 13s" (55 minutes and 13 seconds ago)

Each message includes a 'Reply' button with a left-pointing arrow icon. The second message also shows three user avatars on the right side of the message box.



Assessment Record

Program: Psychology – PSY 210

Assessment period: 2020-21

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 embedded questions 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>AY 2020-2021 11 Sections 342/391 (= 87%) scored 70% or higher on the assessment questions.</p> <p>Fall 2020 4 sections 122/146 (= 84%) students scored 70% or higher on the assessment questions.</p> <p>Spring 2021 7 Sections 220/245 (= 90%) students scored 70% or higher on the assessment questions.</p>	<p>The department noted a modest improvement as in students understanding of major theorist and their contribution to the study of human development. Student learning objectives were met as 87% of the students met intended outcomes. The department continued successful instructional methods identified in AY 2019-2020. Methods include providing video lectures, supplemental resources, and formative assessments.</p> <p>Due to COVID-19, traditional lecture classes shifted to online. To meet students' needs, instructors provided additional video resources that illustrate concepts and theories. Concept-based assignments were implemented to aid students' understanding of the material. Moving forward, the department will continue to implement successful instructional methods and faculty will share assignments that have yield student success with each other.</p>

<p>SLO #2: Identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive).</p>	<p>Students answer <u>embedded exam questions</u> 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>AY 2020-2021 12 Sections 395/429 (= 92%) students scored 70% or higher on the assessment questions.</p> <p>Fall 2020 5 Sections 169/184 (= 92%) students scored 70% or higher on the assessment questions.</p> <p>Spring 2021 7 Sections 226/245 (= 92%) students scored 70% or higher on the assessment questions.</p>	<p>Faculty observed a slight increase in students' understanding of the major theories of human development. The objective was met as 92% of students scored successful in this leaning objective. The psychology department continued to facilitate instructional methods deemed successful in AY 2019-2020. Instructional methods include <u>standard lectures</u>, <u>learning objectives with answers</u>, <u>formative assessments</u>, and <u>new concept-based assignments</u>. New strategies included providing more <u>supplemental videos</u>. In the future, faculty will continue the above instructions methods and create a PSY 210 instructional resource to share assignments with all psychology instructors. The psychology department will meet to determine if they want to modify SLO #2.</p>
<p>SLO #3: Recognize various research</p>	<p>Students answer <u>embedded exam questions</u> related to various</p>	<p>70% of students will correctly answer questions related to the</p>	<p>AY 2020-2021 12 Sections 373/411 = 91%</p>	<p>The department identified a slight improvement in students' ability to recognize various research methods. Instructional</p>

<p>methods used in the study of the lifespan.</p>	<p>methods used in the study of the lifespan.</p>	<p>various methods used in the study of the lifespan.</p>	<p>Fall 2020 5 sections 152/168 = 90%</p> <p>Spring 2021 7 Sections 221/243 = 91%</p>	<p>methods facilitated in 2019-2021 were successful as 90% of students meet the intended outcomes. The department continued to implement strategies that were successful in the AY 2019-2021 school year. The strategies include 1) Video lectures/mini-recording, 2) learning objectives and answers, and 3) interactive assignments (i.e. reasearch assignment) prompts deeper level thought. In the future, the psychology department will also add a“research” assignment to the instructional resource document and implement the assignment to improve outcomes.</p>
<p>Plan submission date:</p>			<p>Submitted by: Phaer Bonner</p>	

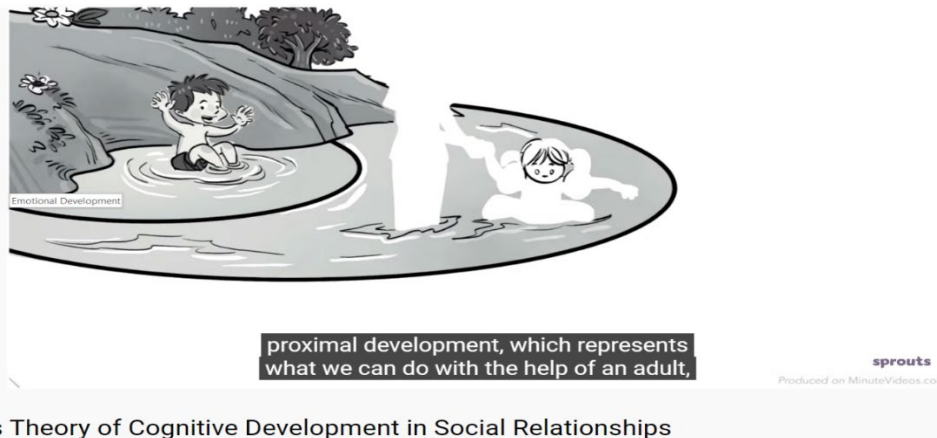
SLO 1: Example questions

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



Vygotsky's Theory of Cognitive Development in Social Relationships

SLO 1: Supplemental Resources



FREUD - PSYCHOSEXUAL DEVELOPMENT

↓ fixated ↘

	STAGE	AGE	FOCUS OF LIBIDO	Development	Adult Fixation
OLD	ORAL	0-1yr	MOUTH	Feeding	Smoke over-eat bite-nails
AGE	ANAL	1-3yr	ANUS	Toilet Training	Orderliness Messiness
PARROTS	PHALIC		GENITAL		
LOVE	LATENT		NO		
GRADES	GENITAL		GENITAL		

7:39 / 12:19

#YouCanLearnAnything

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

SLO 1: Formative Assessment

QUESTION 8

1 points [Save Answer](#)

Which term did Bronfenbrenner use to describe the impact of the specific time in history on a person's development?

- a. *macrosystem*
 - b. *exosystem*
 - c. *chronosystem*
 - d. *microsystem*
-

QUESTION 9

1 points [Save Answer](#)

The socioeconomic status of an individual includes, among other things, the person's:

- a. neighborhood.
- b. religion.
- c. ethnicity.
- d. political beliefs.

SLO 1: Additional Video Resources

Psychoanalytic Theory

Erickson's Ideas

- Erik Erikson (1902–1994)
- Described eight developmental stages, each characterized by a challenging developmental crisis.
- His first five stages build on Freud's theory; but he also described three adult stages.

SLO 1: Concept-based Assignments



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: Example Questions

Match the theory below with the correct description:

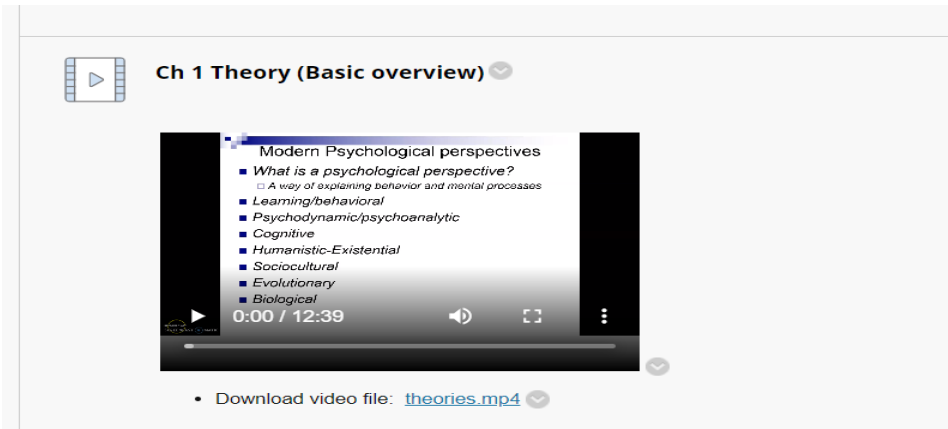
a. Psychoanalytic theory b. Cognitive theory c. Behaviorism/learning theory

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: Standard Lectures



Ch 1 Theory (Basic overview)

Modern Psychological perspectives

- What is a psychological perspective?
 - A way of explaining behavior and mental processes
- Learning/behavioral
- Psychodynamic/psychoanalytic
- Cognitive
- Humanistic-Existential
- Sociocultural
- Evolutionary
- Biological!

0:00 / 12:39

• Download video file: [theories.mp4](#)

SLO 2: Learning Objectives with Answers

Chapter One's Learning Objectives & Answers

Understanding How and Why

1. What are the five steps of the scientific method?

Ans: (1) Pose a question; (2) develop a hypothesis; (3) test the hypothesis (usually by doing research); (4) draw conclusions; and (5) report the results.

2. Why is replication important?

Ans: Replication confirms, modifies, or refutes the conclusions of a scientific study. Replication is needed before conclusions are considered solid.

3. What basic question is at the heart of the nature–nurture controversy?

Ans: The basic question is: How much of any characteristic, behavior, or emotion is the result of genes, and how much is the result of experience?

4. How might differential susceptibility apply to adults?

Ans: Answers will vary, but this concept explains that people vary in how sensitive they are to particular experiences, depending on their genetic makeup. Some adults might interpret a job layoff to mean that they are failures, while others shrug off the layoff and use the opportunity a new career.

The Life-Span Perspective

1. How can both continuity and discontinuity be true for human development?

Ans: Human development is marked both by sameness (all humans acquire language, age, and acquire expertise) and sudden shifts (children reach puberty at different ages; adults may marry and have children and others may not).

SLO 2: Formative Assignment

14. Multiple Choice: Behaviorism has also been referred to...

Points: 1

Question	Behaviorism has also been referred to as " ____ theory."
Answer	<p>a. conditioning</p> <p><input checked="" type="radio"/> b. learning</p> <p>c. modeling</p> <p>d. operant</p>

15. Multiple Choice: With regard to cognitive development,...

Points: 1

Question	With regard to cognitive development, Piaget argued that ____ is more revealing than:
Answer	<p>a. what children know; how they think.</p> <p><input checked="" type="radio"/> b. how children think; what they know.</p> <p>c. the cultural context; what children know.</p> <p>d. what children know; their cultural context.</p>

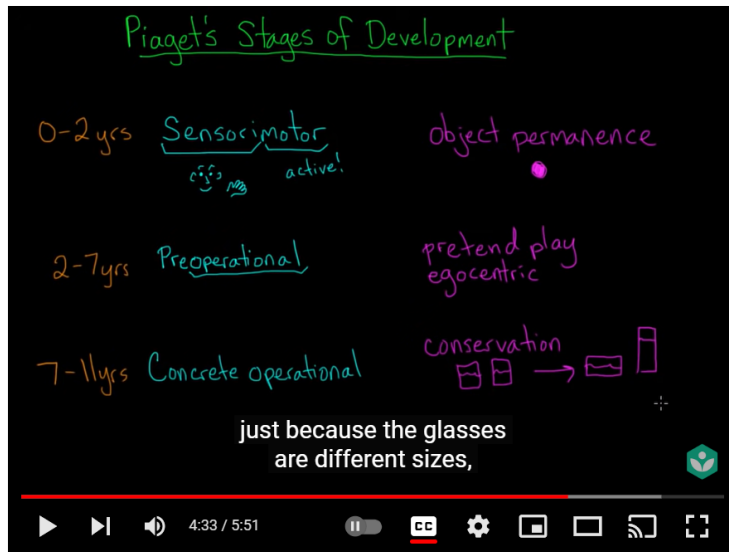


SLO 2: Concept-based Assignments

For high school students, these teens were a teacher's dream: mild-mannered, articulate, hardworking, and studious. The 15-year-old boy and two girls, ages 14 and 16, earned high grades. "Pleasant" is how their teachers described them. The boy's writing so impressed his English instructor that she recommended him for the International Baccalaureate Program. However, to the string of carjacking victims they left behind during a one-night crime spree, the teens were a living nightmare. This case is unusual in that three normally well-behaved kids got together for a night of carjacking. What might have inspired these kids to go on their crime spree?

Make sure you use at least two reasons for why the teens might have performed the behavior. Your reason must be supported by evidence (e.g. theories or research).

SLO 2: Supplemental Videos



Cognition

Piaget's stages of cognitive development | Processing the Environment | MCAT | Khan Academy

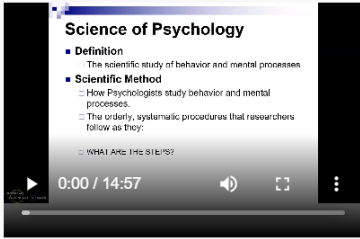
SLO 3: Example Questions

Match the research method with the correct description

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

SLO 3: Video Lectures

Ch 1 Research (Basic overview) ✓



Science of Psychology

- **Definition**
The scientific study of behavior and mental processes
- **Scientific Method**
 - How Psychologists study behavior and mental processes
 - The orderly, systematic procedures that researchers follow as they:

0:00 / 14:57

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

SLO 3: Mini-recording of Lectures



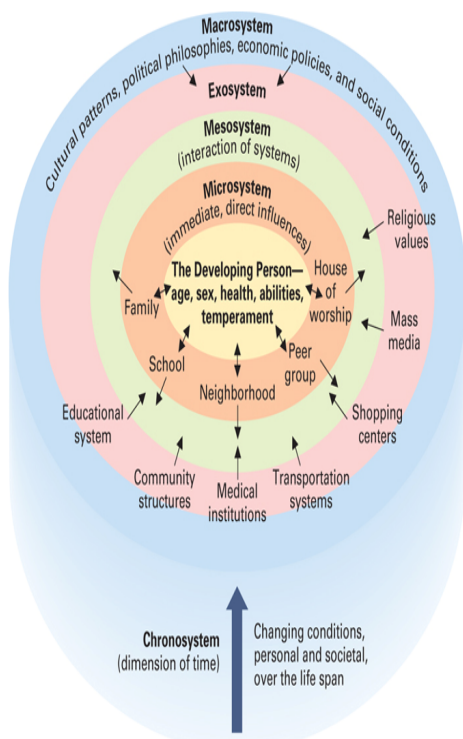
Case studies Naturalistic observations Survey research



Psychology

Research Designs | Psychology

SLO 3: Resource



Assignment: Create an oral presentation, Pecha Kucha style, that outlines your subject's middle childhood development using the ecological systems approach.

This presentation must inform the class on how each system affected the physical, social, emotional, cognitive and psychological development of the subject. To do this, create useful questions to ask the subject based on your understanding of human development.

- **Potential Questions:** Tell me about your parents, siblings, other family, friends, neighbors, pets, school, teachers, favorite foods, favorite activities, etc. What are your responsibilities at home? What was your parents parenting style? Did your parents introduce religion to you? If so, tell me about the religion and how did that effect your behavior? How did you view money as a child? What was your family structure and family function? What was your self-concept and how was it shaped? What did you want to be/do when you grow up? Tell me about the community structures and educational system like.

- Then, create an outline for your presentation. Keep in mind, Pecha Kucha is a fast-past presentation in which the entire presentation is 6 minutes and 40 minutes total. Each slide should last **20 seconds** and there should only be **20 slides**. Make sure you are highlighting important factors of your subject's development

- Next, identify pictures that will help you best tell your subject's story. You may use pictures from your subject's younger years or you can find images from the internet. All pictures must be approved by the subject and speaker. **BE CREATIVE!** Refer to the links below:

For details, review the following websites:

- How to set up your power point - <https://www.youtube.com/watch?v=YGVCkCn6jBc>
- Pecha Kucha: Tips, Resources and Examples - <https://catherinecronin.wordpress.com/2012/06/13/pecha-kucha>
- Guide to Making a Pecha Kucha Presentation - www.avoisson.com/pechakucha

Due to the rapid nature of these presentations, **slides full of words/bullets are NOT recommended**. The use of images will help the flow. Try these sources:

- Flickr Commons - <https://www.flickr.com/commons>
- Pixabay - <https://pixabay.com/>



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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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PSY 230 Course Student Learning Outcomes & Assessment Plan 2020-2021

Course Student Learning Outcomes

1. Identify the multipath dimensional term of abnormal behavior.
2. Students will be able to identify, describe, and 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
<p>1. Identify the multipath dimensions of abnormal behavior.</p>	<p>Students answer embedded questions on an exam related to the multipath dimensions of abnormal behavior.</p> <p>Example questions</p>	<p>70% of students will correctly answer questions relating to the multipath dimensions of abnormal behavior.</p>	<p>Fall 2020 (1 section)</p> <p>24 out 26 students scored 70% or higher on the assessment questions.</p> <p>Spring 2021 (1 section)</p> <p>31 out 35 students scored 70% or higher on the assessment questions.</p>	<p>The department observed no significant change in students' performance. Students continued to demonstrate an understanding of the multipath dimensions of abnormal behavior. Instructional strategies includes providing case studies/problem-based assignments. The assignment required students to identify components of multipath dimensions of abnormal behavior as factors that lays the foundation of a subject's mental health disorder. The assignment gave students a glimpse into a clinician's perspective and increased student's working knowledge of the multidimensions of abnormal behavior.</p> <p>The instructor will continue to</p>

				implement instructional methods in AY 2020-2021.
SLO #2: Identify, describe, and categorize mental disorders.	<p>Students answer embedded questions in an exam related to mental disorders.</p> <p>Example questions</p>	70% of students will correctly answer questions relating to mental disorders.	<p>Spring 2020 (1 section)</p> <p>23 out 26 students scored 70% or higher on the assessment questions.</p> <p>Fall 2021 (1 section)</p> <p>32 out 35 students scored 70% or higher on the assessment questions.</p>	<p>The department observed no significant change in students' performance. Students continued to demonstrate an understanding of mental disorders. Instructional strategies include providing additional opportunities to engage the material (e.g., mental health disorders). Students were given the opportunity to diagnosis a "patient" after reading a case study. Students were required to provide a rationale for their diagnosis. JSCC library resources were provided to help students determine the most suitable diagnosis.</p> <p>In the future, the instructor will continue successful instructional methods noted in AY 2020 – 2021. Supplemental videos will be provided to</p>

				accurately depict mental disorders.
SLO #3: Identify treatment models.	<p>Students answer embedded questions in an exam related to treatment models</p> <p>Example questions</p>	70% of students will correctly answer questions relating to treatment models	<p>Fall 2020 (1 section)</p> <p>23 out 23 scored 70% or higher on the assessment questions.</p> <p>Spring 2021 (1 section)</p> <p>29 out 35 students scored 70% or higher on the assessment questions.</p>	<p>The department observed no significant change in students' performance. Students continued to identify treatment models. Instructional strategies going forward include providing more project-based learning assignments. Students were required to read a case study and act as a patient advocate for the subject. Students identified the treatment model(s) the clinicians were attempting to facilitate and provide a significant rationale to the patient for why the treatment model is recommended or is being used. Research and statistics were required to support the effectiveness (or the lack thereof) of the treatment. If the student were uncomfortable with</p>

			<p>supporting the treatment model, students created a statement for why they feel the treatment model may not be beneficial. Students then identified beneficial treatment protocol and presented research that supports their opinion. Moving forward, additional sources will be provided to aid students success in completing project-based assignments.</p>
Plan submission date:			Submitted by: Liberal Arts Department

PSY 230- Example assignment questions

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 of SLO 1- Case study instructions

Case Formulation

Once Ax is complete, case formulation is the next step. This leads into setting therapeutic goals and tailoring a treatment plan for that meets the specific needs and presentation of the client.

A case formulation is a **working hypothesis** (proposed explanation) about the factors that have contributed to or caused; and also maintained the client's presenting problems. This hypothesis is held lightly and is adjusted as ongoing Ax yields more information (Marsh, Dale, O'Toole, 2013).

think of rational responses more readily with practice.

Another problem deriving from the misapplication of cognitive therapy techniques occurs when the therapist uses a particular technique inflexibly. It is often necessary for the therapist to try out several behavioral or cognitive techniques before finding an approach to which a patient responds well. The cognitive therapist must stay with a particular technique for a while to see whether it works, but he or she must also be willing to try an alternative technique when it becomes apparent that the patient is not improving. To give a specific example, behavioral homework assignments are sometimes more helpful with particular patients, even though the therapist has every reason to predict in advance that cognitive assignments will be more effective.

In some instances in which it appears that little progress is being made in therapy, it turns out that the therapist has selected a tangential problem. The cognitive therapist should be alert to this possibility, especially during the early stages of therapy. When there appears to be little or no significant change in depression level, even when the patient seems to have made considerable progress in a problem area, the therapist should consider the possibility that the most distressing problem has not yet been uncovered. A typical example of this kind of difficulty is the patient who presents difficulty at work as the major problem, when it turns out that couple problems are contributing significantly to the work difficulties. The real issue may be withheld by the patient because it seems too threatening.

dysfunctional thoughts, they will be better able to concentrate on helping patients find solutions to their problems.

Case Study of Denise: Nonchronic Depression

In the case study that follows, we describe the course of treatment for a nonchronically depressed woman seen at our center. Through the case study, we illustrate many of the concepts described earlier in this chapter, including elicitation of automatic thoughts, the cognitive triad of depression, collaborative empiricism, structuring a session, and feedback.

Assessment and Presenting Problems

At the initial evaluation, Denise reported that she was a 59-year-old widow, who had been living alone for the last year. Denise's husband had been diagnosed with brain cancer three years prior and died approximately one year ago. She had two grown unmarried children (27 and 25 years old) who were pursuing careers in other parts of the country. Denise had an undergraduate degree and had worked until age 30 but stopped after marrying. Denise described her major problems as depression (over the last year and a half), difficulty coping with daily life, and loneliness. She reported one prior episode of major depression around age 25, following the death of her father.

Denise said she had become increasingly socially isolated with the onset of her husband's illness (brain cancer). She reported having had normal friendships as a child, teenager, and

-

This assignment addresses all three student learning objectives for abnormal psychology.

Student Project

As you know, people are often afraid to receive mental health treatment. Your job is to provide guidance for patient as he/she must be fully aware of the basics of abnormal psychology, to feel comfortable with treatment. You are to take on the role of a patient advocate and your patient is experiencing a mental health challenge. Read the attached scenario and help your patient navigate this new experience. You are to:

1. Identify factors contributing to your patient's current diagnosis, using the multipath model of abnormality (e.g., social & psychological dimension). The information is provided in the case study. Make sure to provide a clear explanation for how diagnosis is made based upon this information.
 2. a. Identify the assessment measures used to quantify the intensity and duration of the symptom(s). Provide a clear explanation for the purpose of the assessment and help the patient determine if the assessment strategy is sufficient. This is needed as some people believe certain assessments scales have low validity and reliability. This form of thought often leads patients to discount a clinicians' diagnosis.
b. Identify the diagnosis and provide a discussion on how many people within the U.S. and the world experience this diagnosis. Make sure you're encouraging in the
-

Evidence of SLO 2- Example case study

Psychopathology Case Vignette

Case Description:

Roy is a 21-year-old college senior. He was referred to you by his parents after an event in the dining hall at school. Roy was standing on the table in the middle of the café proclaiming, "I am beyond all of you in my intelligence. I am now Dr. Roy Lauper." Roy then pointed his fingers at people saying he had been sucking the knowledge from their minds all semester. Roy has been reported as "rude" and "distracting" by his professors. Although he is quite engaged in class, it is as if he is purposefully baiting others, including the professor, to engage him in conversation so he can outwit them. He on several occasions stayed after class to tell his professors how their lectures could be improved and has at least to one of them said that he is smarter than them. All of this aside, Roy's friends still report him as friendly, and his partner describes him as emotionally present unless he's talking about school or his career.

Additional, Relevant Details:

No hallucinations have been reported and there is no history of depressive or manic episodes.

Diagnosis and Diagnostic Rationale:

- Delusional Disorder; Grandiose Type with Bizarre content.

References:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>



Assessment Record

Program: Sociology- SOC 200

Assessment period: 2020-21

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: Differentiate between micro (individual) and macro (general) social processes and appraise the impact of the macro on the micro.</p>	<p>Written assessment graded by a rubric.</p>	<p>70% of students should successfully discuss the topic, using sociological terms correctly and going beyond a simple summary to address deeper levels of thought.</p>	<p>AY 2020-2021 6 sections online 203/243 = 84%</p> <p>Fall 2020 3 sections 88/108 = 81%</p> <p>Spring 2021 3 sections 115/135 = 85%</p>	<p>Observations/Changes: The success rate decreased by 4.5%. The instructor felt that an objective assessment would better determine students' grasp of the important terminology. The determination was made to keep the written instrument as a practice assignment for students to receive feedback and prepare for a final objective assessment of the outcome.</p>
<p>SLO 2: 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>Written assessment graded by a rubric.</p>	<p>70% of students should successfully discuss the topic, using sociological terms correctly and going beyond a simple summary to address deeper levels of thought.</p>	<p>AY 2020-2021 6 sections online 230/242 = 95%</p> <p>Fall 2020 3 Sections 104/107 = 97%</p> <p>Spring 2021 3 Sections 126/135 = 93%</p>	<p>Observations/Changes: The success rate increased by 25%. While this increase is excellent, to eliminate subjectivity, the instructor will use the written assessment as a learning activity and include an objective test as the assessment model for this outcome.</p>
<p>SLO 3: 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.</p>	<p>Written assessment graded by a rubric.</p>	<p>70% of students should successfully discuss the topic, using sociological terms correctly and going beyond a simple summary to address deeper levels of thought.</p>	<p>AY 2020-2021 6 sections online 182/238 = 76%</p> <p>Fall 2020 3 Sections 83/107 = 76%</p> <p>Spring 2021 3 sections 99/131 = 76%</p>	<p>Observations/Changes: The success rate decreased by 10.5%. Due to the nature of the SLO being assessed, students are better equipped to showcase this knowledge through an objective test. Therefore, the instructor is opting to use the previous written assessment as a learning activity and a place for students to receive</p>

				feedback prior to taking an objective assessment on the outcome.
Plan submission date:			Submitted by: Lucy Lewis	

SLO 1: Assessment

 **A1** 

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.

Assignment Rubric

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

SLO 1 New Assessment Example Questions

QUESTION 1

1. According to the sociological perspective...
 - All societies view concepts like deviance, marriage, family in the same way
 - The importance of a concept is socially defined.
 - Cultural relativity is useless.
 - Ethnocentrism is a good thing

QUESTION 2

1. Sociology developed...
 - During the time of the Enlightenment
 - To study the human brain
 - After World War Two
 - In Classical Greece

QUESTION 3

1. Sociology is...
 - The scientific study of the development of the human mind in society
 - The scientific study of human behavior in society
 - The scientific study of languages and cultures around the world
 - The scientific study of childhood development

QUESTION 7

1. Gender, deviance, family, the importance of female virginity, are all _____
 - Conventional wisdom, thus what everyone knows and does
 - Socially defined, therefore social constructions
 - Universally defined, therefore universal in form
 - General knowledge, thus the same everywhere

QUESTION 8

1. The theory that focuses on power and inequality.
 - Functionalist theory
 - Conflict theory
 - Feminist theory
 - Queer theory

SLO Assessments

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

1

SLO 2

Rectangular Soup

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 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? Which of her steps did you feel is the strongest proposal to overcome the problem? Do you have a proposal of your own? Use these questions to guide your essay

SLO 2 New Assessment Example Questions

QUESTION 6

1. Where a person is located in the social strata of his or her society has a large impact on that individual's opportunities in life.

- True
 False

1 points

QUESTION 7

1. The condemnation of other cultures because they are different.

- culture shock
 cultural relativity
 subculture
 ethnocentrism

1 points

QUESTION 8

1. In our society, the more power, privilege, status, and reward associated with an occupation, the more likely it is to be held by a man.

- True
 False

1 points

QUESTION 9

1. A member of a minority group in a society is more likely to be in poverty than a member of a majority group.

- True
 False



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 in college? What does each mean? Although this is addressed to a particular social institution - education, and a particular set of statuses and roles - students and teachers, are his points generalizable, meaning 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."

SLO 3 New Assessment Example Questions

QUESTION 5

1. The basic Social Institutions of society - marriage, education, family, religion, government, are..
 - Socially defined, thus social constructions
 - Universally defined, thus universal constructions
 - General knowledge, thus the same everywhere
 - Conventional wisdom, thus what everyone knows and does

QUESTION 6

1. The form(s) of marriage found in the societies of the world today is/are..
 - polygamy
 - polygyny
 - polyandry
 - monogamy
 - all of the above

QUESTION 7

1. Socialization is a latent function of education.
 - True
 - False

QUESTION 8

1. The original and possibly most important social institution is the family.
 - True
 - False



Assessment Record

Program: Liberal Arts

Assessment
period:

AY 2020-2021

Program or Department Mission:

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SOC 210 Course Student Learning Outcomes & Assessment Plan 2020-2021

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>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 rubric.</p>	<p>70% of students should meet intended outcome.</p>	<p>Spring 2021 1 Section 29/29 = 100%</p>	<p>Observations/Changes: The intended outcome for this SLO was rewritten to reflect more action and deeper understanding, and the assessment was changed to measure more specifically that understanding and application. To engage the students in more active learning, the instructor provided chapter study guide questions the students use to create their study guides/notes, rather than simply posting notes to passively study.</p> <p>Students will be assigned a TED Talk assignment designed to apply the concepts in the study guide to make a more active learning experience. Exam questions will be created from that material to test students' understanding. The instructor is interested to evaluate if the increase in the outcome results is a result of directly targeting the intended outcome, or</p>

				if the results indicate the method is too simple.
Evaluate the impact of social problems on society and will correlate those problems with social policy.	Written assessment graded by a rubric	70% of students should meet intended outcome.	Spring 2021 1 Section 29/29 = 100%	Observations/Changes: This intended outcome and assessment were also rewritten to reflect more action and application. 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.
Plan submission date:			Submitted by: Liberal Arts Department	

Evidence of SLO 1- Study guide questions from LMS

 **Ch 1**   Rectangular Snap

Definitions: social problem, social constructionist view,

When is an issue considered to be a social problem? Does a social problem impact all members of a society the same? Stages in the natural history of a social problem

What is the sociological imagination? Who developed the concept? What is blaming the victim?

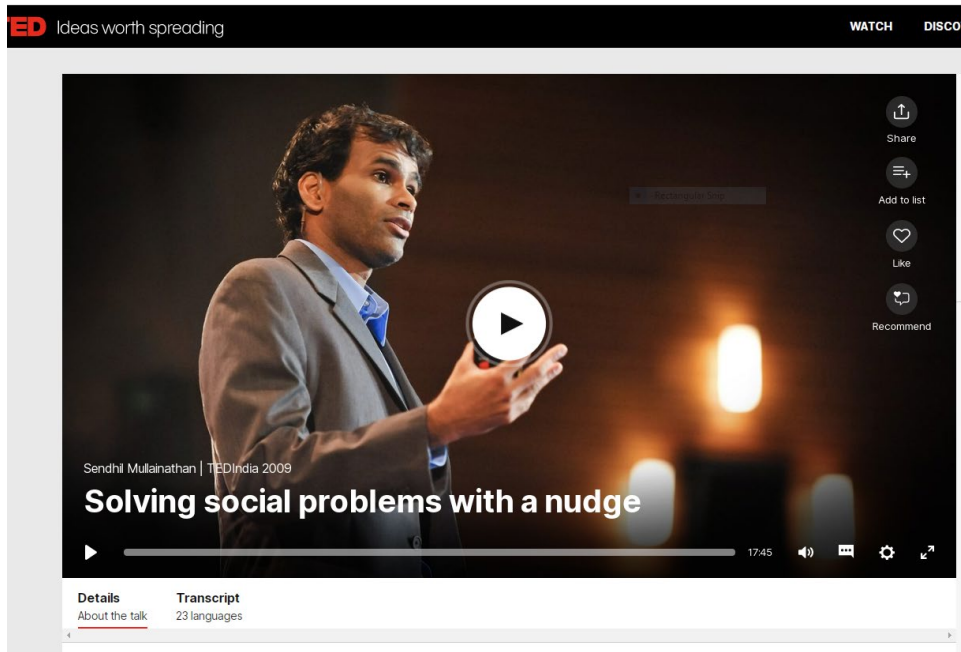
What is a theoretical perspective? Structural-Functional approach? Early and more recent Functionalist thoughts.

Conflict Approach? Who developed it? What is a class consciousness? Feminist Theory? Symbolic Interactionism? Continuity and Change approach?

The 4 research methods.

Chapter summary

Evidence of SLO 1- TED Talk assignment



A2

Availability: Item is hidden from students. It was last available on May 2, 2021 11:59 PM.

Listen to the TED Talk, *Solving Social Problems with a Nudge*. Summarize the talk. What is his main point? What examples does he use to make the point? What is the Last Mile Theory? What are the challenges? What does he see as the solution? What is his conclusion?

Due Jan. 24

Evidence of SLO 1- Sample new exam questions

A Social Problem has two components:

- A. Objective and Subjective
- B. Simple and Compound
- C. Rational and Irrational
- D. Functional and Conflict

What court ruling outlawed the sodomy laws that had been used for years to punish gay couples?

- A. Lawrence v. Texas
- B. Plessey v. Ferguson
- C. Dred Scott v. Virginia
- D. Gay v. Straight



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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SOC 247 Course Student Learning Outcomes & Assessment Plan 2020-2021

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
Examine the history of marriage and chart and evaluate the changes through time and across place.	<p>10 point quiz for each SLO.</p> <p>Sample Question-</p> <p>Throughout history, marriage has provided a socially acceptable division of labor between partners. True or False?</p>	70% of students should meet intended outcome.	<p>Fall 2020</p> <p>1 Section</p> <p>8/10 = 80%</p>	<p>Observations/Changes:</p> <p>This result is lower than the previous year which was 100%. The instructor believes that there was a decrease in student learning due to the change of assignments from a chapter study guide to be completed to viewing and analyzing a TED Talk on the subject of the intended outcome.</p> <p>The instructor intends to continue to use the TED Talks but to increase the number of questions in the instructions and add an assignment for the students to create an actual chart of the changes of marriage and the family through time.</p> <p>(The former assignments will now be study guides that do not have to be submitted.)</p>

<p>Appraise the problems confronting contemporary families and will compare those to past generational problems.</p>	<p>10 point quiz for each SLO.</p> <p>Sample Question-</p> <p>For most of human history, marriage united not just two individuals, but two families. True or False?</p>	<p>70% of students should meet intended outcome.</p>	<p>Fall 2020</p> <p>1 Section</p> <p>8/9 = 89%</p>	<p>Observations/Changes:</p> <p>The instructor believes there was a decrease in intended outcome due to the change from a more elementary assignment of using questions to guide students through the chapters to viewing and analyzing Ted Talks.</p> <p>The instructor plans to continue to use the TED Talks and add an essay comparing the student's current family to the family of their preceding generation.</p>
<p>Examine the family forms existing in society today and will critique the reasons for the development of new family forms.</p>	<p>10 point quiz for each SLO.</p>	<p>70% of students should meet intended outcome.</p>	<p>Fall 2020</p> <p>1 Section</p> <p>9/9 = 100%</p>	<p>Observations/Changes:</p> <p>The instructor believes there was a decrease in intended outcome due to the change from a chapter study guide to a more interesting and active learning strategy is very likely the reason.</p> <p>The instructor will continue to use the TED Talks and add an essay for the students to discuss their perceptions of how the family is changing.</p>

Plan submission date:			Submitted by: Liberal Arts Department	

Evidence of SLO 1- Previously used study guide assignment from LMS

Introduction

Read the Introduction to *Marriage, a History...* and address the following points.

What question made the author begin to focus on researching marriage? What answers did she discover? What did she come to believe about "the current rearrangement of both married and single life?"

What are some of the interesting and contrasting concerns of different countries regarding marriage? What are the different "culprit" areas to blame for problems in marriage? What common themes did she find underlying the differences? What did she conclude about the marriages of the 1950's? What radical new idea concerning marriage emerged in the 18th century?

Why was the love-based marriage considered unstable? What were the traditional roles of marriage? How did these goals change with stratification?

What new demands arose with the ideal of the love match? Why does she feel marriages began to fall apart in the 1970's?

While ancient Rome did not condemn homosexuality, what was the reason they found same sex marriage repugnant?

What is her hope for those reading this book?

Evidence of SLO 1- New assignment to replace the above

ASSIGNMENT INFORMATION

Name and Color: A1 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 of SLO 2- Elementary assignment used in class from LMS

A5

Watch the video *Traditional vs. Non-Traditional families*. What is a traditional family? What is a non-traditional family? What statistics are given concerning families? What are the common variations of families is discussed? Describe each. How has each changed?



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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REL 151 Course Student Learning Outcomes & Assessment Plan 2020-2021

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. 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.</p> <p>Example: Why is context and history important in studying the Old Testament?</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2020-2021</p> <p>4 Sections</p> <p>108/126 = 86%</p> <p>Fall 2020</p> <p>2 sections</p> <p>57/69 = 83%</p> <p>Spring 2021</p> <p>2 Sections</p> <p>51/57 = 89%</p>	<p>Observations/Changes:</p> <p>Numbers for student engagement continue to be strong. Based on data from the previous year, more discussions were added to help students digest the material and allow for clarification of any difficult questions they might have.</p> <p>After looking at the data, the instructor will emphasize more interaction with the readings by formulating discussions with clearer expectations as to what the student should get from weekly readings.</p>
<p>2. 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</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2020-2021</p> <p>4 Sections</p> <p>104/126 = 83%</p> <p>Fall 2020</p> <p>2 sections</p>	<p>Observations/Changes:</p> <p>Like the previous question, more discussions continued to help students with this learning outcome. Specifically, questions that emphasize diversity in interpretation helped</p>




-

	<p>studying the Old Testament.</p> <p>Example- Why are there so many interpretations of a book like Genesis?</p>		<p>58/69 = 84%</p> <p>Spring 2021</p> <p>2 sections</p> <p>46/57 = 81%</p>	<p>students achieve this outcome.</p> <p>The use of multi-layered video and media clips, from outside if the instructor's recordings and lecture notes, will be integrated to allow students a different perspective on material taught.</p>
<p>Plan submission date:</p>			<p>Submitted by: Liberal Arts Department</p>	


Evidence of SLO 1- Discussion prompts from LMS

<input type="checkbox"/> FORUM	DESCRIPTION	TOTAL POSTS
<input type="checkbox"/> How does Context affect my reading of the Bible?	<p>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.</p>	65
<input type="checkbox"/> Joshua and Judges Discussion Board	<p>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?</p>	44

Evidence of SLO 1- Assigned weekly readings in LMS

 Numbers Lecture ✓
 Deuteronomy Lecture ✓
 Numbers Deuteronomy Quiz ✓ <small>Availability: Item is hidden from students. It was last available on Sep 19, 2021 11:00 PM.</small>
 A Difficult Question for Thought ✓ ⬆ <small>Why are the men in Genesis allowed to have more than one wife? Why are they allowed to have other women bear more children for them? Isn't this wrong? Is this inconsistent?</small>


Evidence of SLO 2- Diversity in interpretation discussion board from LMS

 <input type="checkbox"/> Prophets Discussion ✓	<p>https://www.youtube.com/watch?v=Oehry1JC9Rk</p> <p>https://www.youtube.com/watch?v=rYxt0BeTrT8</p> <p>https://www.youtube.com/watch?v=6gadFazToBM</p> <p>https://www.youtube.com/watch?v=RNCoevpt5TE</p> <p>https://www.youtube.com/watch?v=6d8fV7ONAxM</p> <p>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.</p>
<input type="checkbox"/> A Difficult Question for Thought	<p>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?</p> <p>What do you think? Is there inconsistency here?</p>

-

Evidence of SLO 2- Outside videos used to support instructor's work

Survey of Old Testament 10945.202210 ... Week of March 1 - March 7 Amos and Hosea 1



A screenshot of a Windows desktop environment. The wallpaper is a scenic landscape featuring a large tree with vibrant yellow autumn leaves in the foreground, with a sunburst effect breaking through the branches. The background shows rolling green hills under a clear sky. The desktop has several icons on the left side, including 'My Games', 'Recycle Bin', 'Computer', 'Network', and 'Control Panel'. The taskbar at the bottom contains various application icons and the system tray on the right shows the date and time as 1:00 PM.

1 Kings 17-19, Amos, and Hosea Pt 1



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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REL 152 Course Student Learning Outcomes & Assessment Plan 2020-2021

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
<p>1. Identify the basic structure, themes, and genres of the New Testament.</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>AY 2020-2021 4 Sections 114/133 = 86%</p> <p>Fall 2020 2 sections 60/67 = 90%</p> <p>Spring 2021 2 Sections 54/66 = 82%</p>	<p>Observations/Changes: The instructor provided written lecture notes that included the vital stats of each New Testament writing. When a book was especially difficult as in Revelation different views were given.</p> <p>A new strategy implemented will ask students to choose a passage from the New Testament and provide the literature, history, and culture of that passage to attain success with this learning outcome.</p>
<p>2. Describe the historical context and development of early Christianity and its writings.</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</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2020-2021 4 Sections 113/133 = 85%</p> <p>Fall 2020 2 Sections 58/67 = 87%</p>	<p>Observations/Changes: When understanding the historical context of Christianity and its writings students need to understand the culture around the text. A discussion post was given about groups and factions in New Testament times. The students used role play to discuss.</p>

	<p>so many interpretations of a book like Revelation?</p>		<p>Spring 2021 55/66 = 83%</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>Observations/Changes: A Bible paper of 3-5 pages was assigned that would use research. Questions were given to guide the paper. The student would use the research tools to complete this assignment. A rubric was used to help guide the students. R1</p> <p>A list of biblical tools will be added to help students know where to look for the answers to the questions when writing the research paper. These research tools will help the students attain success with this learning outcome. The students will be able to turn in the answers to the questions before the paper is due for feedback from the professor.</p>
<p>Plan submission date:</p>			<p>Submitted by: Liberal Arts Department</p>	

Evidence of SLO 1- Sample of Instructor's lecture notes

REL 152: Survey of the New Testament
Jefferson State Community College

Jeff State Online

Lecture 11

1) The Book of Revelation

a) Revelation (Vital Statistics)

- i) Purpose: To reveal the full identity of Christ and to give warning and hope to believers.
- ii) Author: The apostle John. (Although some think it another John - possibly John the elder who lived in Ephesus around 100 C.E.)
- iii) Original Audience: The seven churches in Asia, and all believers everywhere.
- iv) Date Written: About A.D. 95, from Patmos.
- v) Setting: Most scholars believe that the seven churches of Asia to whom John writes were experiencing the persecution that took place under Emperor Domitian (A.D. 90-95). It seems that the Roman authorities had exiled John to the island of Patmos (off the coast of Asia). John, who had been an eyewitness of the incarnate Christ, had a vision of the glorified Christ. God also revealed to him what would take place in the future -- judgment and the ultimate triumph of God over evil.
- vi) Key Verse: "Blessed is the one who reads the words of this prophecy, and blessed are those who hear it and take to heart what is written in it, because the time is near" (Revelation 1:3).
- vii) Key People: John, Jesus.
- viii) Key Places: Patmos, the seven churches, the new Jerusalem.
- ix) Special Feature: Revelation is written in "apocalyptic" form -- a type of Jewish literature that uses symbolic imagery to communicate hope (in the ultimate triumph of God) to those in the midst of persecution. The events are ordered according to literary, rather than strictly chronological, patterns.
- x) Mega Themes: God's Sovereignty, Christ's Return, God's Faithful People, Judgment, Hope
- xi) Blue Print:
(1) LETTERS TO THE CHURCHES (Rev 1:1 -- Rev 3:22)

Evidence of SLO 1- Sample of different views discussion

bogged down in the details of each vision. John gives hints throughout the book to indicate a change of scene, a change of subject, or a flashback to an earlier scene.

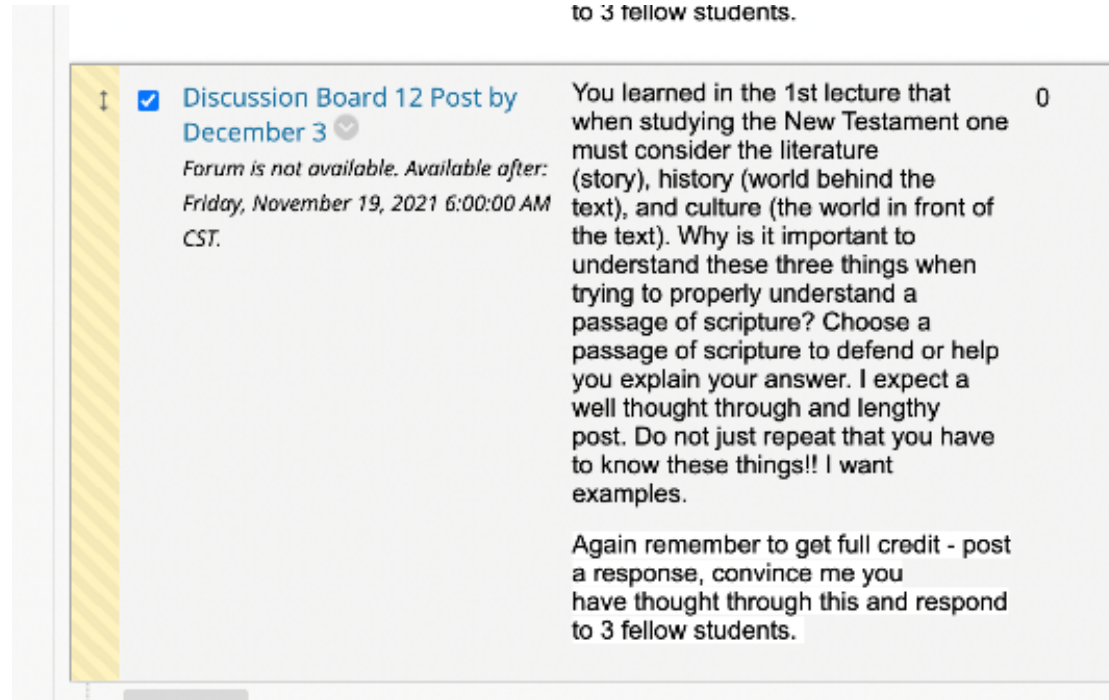
ii) Interpreting the Book of Revelation (Approach – Description – Challenge – Caution)

- (1) PRETERIST VIEW - John is writing to encourage Christians in his own day who are experiencing persecution from the Roman empire. - To gain the same kind of encouragement John's first readers gained from the vivid images of God's sovereignty. - Do not forget that most Biblical prophecy has both an immediate and a future application.
- (2) FUTURIST VIEW - Except for the first three chapters, John is describing events that will occur at the end of history. - To see in contemporary events many of the characteristics John describes and realize that the end could come at any time. - Do not assume that we have "figured out" the future, since Jesus said that no one will know the day of his return before it happens.
- (3) HISTORICIST VIEW - The book of Revelation is a presentation of history from John's day until the second coming of Christ and beyond. - To note the consistency of human evil throughout history and recognize that names may change but the rebellion against God has not. - Be careful before identifying current events or leaders as fulfilling aspects of the book of Revelation.
- (4) IDEALIST VIEW - The book of Revelation is a symbolic representation of the continual struggle of good and evil. It does not refer to any particular historical events. It is applicable at any point in history. - Read the book to gain insight into the past, to prepare for the future, and to live obediently and confidently in the present. - Do not avoid the book because it is difficult. Try to understand Revelation within its broader literary context.

Over the centuries, four main approaches to interpreting the book of Revelation have developed. Each approach has had capable supporters, but none has proved itself the only way to read this book. However, the most basic application question for each approach can be summarized by asking yourself, "Will this help me become a better follower of Jesus Christ today?"

Evidence of SLO 1- New assessment method using literature to study the New Testament

to 3 fellow students.

A screenshot of a discussion board post. The post title is "Discussion Board 12 Post by December 3" with a checkmark icon and a dropdown arrow. Below the title, it says "Forum is not available. Available after: Friday, November 19, 2021 6:00:00 AM CST." The main text of the post is a paragraph asking students to discuss literature, history, and culture in relation to the New Testament. It asks why it's important to understand these three things and to choose a passage of scripture to defend or help explain an answer. It expects a well-thought-out and lengthy post, not just a repetition of knowledge. It also includes a reminder to post a response, convince others, and respond to at least 3 fellow students. There is a small "0" in the top right corner of the post area.

1 Discussion Board 12 Post by December 3 0

Forum is not available. Available after: Friday, November 19, 2021 6:00:00 AM CST.

You learned in the 1st lecture that when studying the New Testament one must consider the literature (story), history (world behind the text), and culture (the world in front of the text). Why is it important to understand these three things when trying to properly understand a passage of scripture? Choose a passage of scripture to defend or help you explain your answer. I expect a well thought through and lengthy post. Do not just repeat that you have to know these things!! I want examples.

Again remember to get full credit - post a response, convince me you have thought through this and respond to 3 fellow students.

Evidence of SLO 2- Group and factions discussion prompt

In this weeks lecture we examined five of the parties and/or factions that influenced the New Testament. These included the Sadducee, Pharisees, Essenes, Samaritans, and Zealots.

In this weeks discussion go back in time to join one of these groups. Research the background of the group so that you know details concerning the group you have joined. This is a role play discussion! Now, use your discussion to persuade your classmates to join your group. Be sure to present a compelling case and have fun with this assignment.

Again remember to get full credit - post a response, convince me you have thought through this and respond to at least 3 fellow students.

Evidence of SLO 3- Paper prompt

Class Paper Instructions

The paper is intended to help each student read and study the New Testament with emphasis on the historical content, contemporary theological and cultural significance, and personal application.

The paper should read smoothly from beginning to end demonstrating continuity of thought. Be sure to include a cover sheet and bibliography. (This is a class paper, not a list of questions and answers) The student should use 3 different sources with only one Internet source. You can access the Jeff State Library online and use books from the library that way.

The paper will be graded according to the outline and scale below. **(Follow the outline)**

Begin with a short paragraph introducing the passage.

1) What is the historical-grammatical background of the passage? (25 points)

- a) Setting - When and where was the book and/or passage written? (3 points)
- b) Author - Who was the author? (2 points)
- c) Purpose - Why was it written? (3 points)
- d) Context - What is the book about as a whole? (5 points)
- e) Form - What form was it written? (Literary Genre) (2 points)
- f) Words - What are the meanings of some of the important words in the passage? (10 points.)
 - i) Choose two important words.
 - ii) Give definition and explain significance.
(5 points each: 1 point for word selection, 2 points for definition, and 2 points for significance)

2) What did the passage mean to its original audience? (25 points)

- a) Who was the original audience? (1point)
 - i) What is the main point or teaching of the passage? (14 points)
 - ii) How does it compare with other Bible passages? (10 points)

3) What is the contemporary theological importance of the passage? (10 points)

- a) What are the specific teachings about God, man, the world, the church etc? (10 points)

4) What is the cultural significance of the passage? (15 points)

- a) What does the passage mean to readers today? (5 points)
- b) What is an equivalent situation today to that of the original text? (5 points)
- c) Is there an example to follow, or a warning, or a promise? (5 points)

5) Personal Application (15 points)

- a) How does the passage apply to me personally? (15 points)

End with a short paragraph of your conclusions.

Evidence of SLO 3- Biblical study tools list

Bible Study Tools

3

Below is a list of Bible Study tools to help you in the Research of the Bible Paper.

www.biblegateway.com

Bible Commentaries – these can be accessed from the Library online or in person. You may also find some in a church library – this is just a sampling of available commentaries you may use others.

Holman Illustrated Bible Commentary Series

The Moody bible Commentaries

Matthew Henry's Commentary of the Whole Bible

King James Version bible commentary

Other books that may be used

Haley Bible Handbook

Zondervan Handbook to the Bible
or other Bible Handbooks

Dictionaries that are helpful –

Nelson Illustrated Bible Dictionary

Websites with sermon notes are useful or blogs. #



Assessment Record

Program: Liberal Arts

**Assessment
period:**

AY 2020-2021

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 2020- 2021

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
Recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments.	Exams/Quizzes, discussions, script reviews, and performance attendance will assess the students understanding and importance of theatrical plays and performances	70% of students should meet intended outcome.	<p>FALL 2019</p> <p>ONLINE: 3 SECTIONS 73/95 77%</p> <p>Jefferson campus: 1 section 15/26 58%</p> <p>Shelby Campus: 1 section 32/42 76%</p> <p>Pell City Campus 1 section 19/22 86%</p> <hr/> <p>SPRING 2020</p> <p>Online: 1 section 22/25 88%</p> <p>Jefferson Campus: 1 section 14/20 70%</p> <p>Shelby Campus: 1 section 18/20 90%</p> <p>Pell City Campus: 1 section 10/13 77%</p>	<p>Observations/Changes: To give students a more guided format, a dramatic terms PowerPoint recording, and then a dramatic terms quiz will be created .Theatrical terminology will be embedded into future exams on recorded play viewings. Students will write an original script.</p>
Differentiate and explain the origins, forms, and functions of different periods, styles, and genres of theatre.	Exams/Quizzes, discussions, script reviews, and performance attendance will assess the students understanding and importance of theatrical plays and performances.	70% of students should meet intended outcome.	<p>FALL 2019</p> <p>ONLINE: 3 SECTIONS 62/95 65%</p> <p>Jefferson campus: 1 section 12/26 46%</p> <p>Shelby Campus: 1 section 29/42 69%</p> <p>Pell City Campus 1 section 19/22 86%</p> <hr/> <p>SPRING 2020</p> <p>Online: 1 section 22/25 88%</p>	<p>Observations/Changes: Students will be introduced to various genres during weekly lectures, which will include representative plays. Students will take weekly quizzes to reinforce material related to genre.</p>

			Jefferson Campus: 1 section 14/20 70% Shelby Campus: 1 section 18/20 90% Pell City Campus: 1 section 10/13 77%	
Apply critical viewing methods for live theatre and recorded theatre performances using written assessments.	Students will submit a performance review rubric form after attending direct observation of live or watching recorded theatrical performances.	70% of students should meet intended outcome.	FALL 2019 ONLINE: 3 SECTIONS 71/95 75% Jefferson campus: 1 section 15/26 58% Shelby Campus: 1 section 31/42 75% Pell City Campus 1 section 19/22 86% <hr/> SPRING 2020 Online: 1 section 22/25 88% Jefferson Campus: 1 section 14/20 70% Shelby Campus: 1 section 18/20 90% Pell City Campus: 1 section 10/13 77%	Observations/Changes Improvement: The current rubric is far too specific, and students treat it as a checklist instead of a guide. 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. Instructors will collaborate and share PowerPoint lectures to give different perspectives to students.
Plan submission date: March 15, 2022			Submitted by: Liberal Arts Department	

Evidence of SLO 1- Dramatic terms PowerPoint/video

The screenshot shows a PowerPoint slide titled "CONFLICT". The slide content is as follows:

- CONFLICT**
- ▶ 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

The slide also includes an image of two silhouetted figures on a balcony, one holding a red lightsaber and the other a blue one, set against a dark blue sky.

Below the slide, the video player interface shows the title "Theatre Dramatic terms Part 2" and navigation options like "Edit Details", "Share to Collection", "Share", and "More".

Evidence of SLO 1- Sample dramatic term quiz questions

1. **Multiple Choice: 1.: an act of speaking one's thoughts alo...** Points: []

Question: an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.

Answer:

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



2. **Multiple Choice: 2.: A form of theatre that tells a story ...** Points: []





Question: A form of theatre that tells a story about people, their actions, and conflicts that result.

Answer:

- Theme
- Drama
- Allegory
- Climatic Play

Evidence of SLO 1- Original script assignment information

**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 of SLO 2- Various genres to be discussed in class lectures

 **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!

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!

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!

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 of SLO 3- Performance 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: Liberal Arts

**Assessment
period:**

AY 2020-2021

Program or Department Mission:

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THR 131 Course Student Learning Outcomes & Assessment Plan 2020-2021

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, quizzes, journal reflections, and in-class exercises</p>	<p>70% of students will satisfactorily demonstrate the foundational principles.</p>	<p>AY 2020-2021 2 Sections 8/12 = 67%</p> <p>Fall 2020 4/6 = 67%</p> <p>Spring 2021 4/6 = 67%</p>	<p>Observations/Changes</p> <p>The Instructor led guided exercises from both the Stanislavski and Hagen textbooks as opposed to expecting students to read and perform these exercises independently.</p> <p>The instructor implemented more recorded guided exercises and weekly discussion boards (rather than previously used hand-written journals). Students were required to comment on each other's submissions.</p> <p>This was somewhat successful, though many students did not watch the recorded exercises. The Discussion Board feels very cold and the instructor does not believe the students are invested in it.</p> <p>The instructor will assign students to read, research, and teach various exercises to the class.</p>

				The instructor will shift journal entries/discussion board posts to video submissions rather than written.
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 rubric .	70% of students will competently distinguish between "good" and "bad" acting in written critiques.	<p>AY 2020-2021</p> <p>2 Sections</p> <p>8/12 = 67%</p> <p>Fall 2020</p> <p>4/6 = 67%</p> <p>Spring 2021</p> <p>4/6 = 67%</p>	<p>Observations/Changes implemented</p> <p>The instructor altered the assignment. Students watched two films starring the same "great" actor in two very different roles. Critique paper #1 was an analysis of their acting according to the rubric. Critique #2 analyzed the changes that actor made for the role. The students seemed to enjoy this.</p> <p>The instructor also implemented in-class viewings of scenes from plays and films and guided the students in discussing the success of the performances in order to better prepare them to write the critique papers. Also enjoyable.</p> <p>The instructor will encourage more directorial feedback from students.</p>

<p>3. Apply techniques of acting to the creation of an original interpretation of a role for performance.</p>	<p>Performance with supporting documentation of their process. (Hagen questions and scoring)</p>	<p>70% of students will competently apply acting techniques to the creation of an original interpretation of a role for performance.</p>	<p>AY 2020-2021 2 Sections 8/12 = 67% Fall 2020 4/6 = 67% Spring 2021 4/6 = 67%</p>	<p>Observations/Changes</p> <p>Rather than expecting students to turn in large amounts of paperwork on the performance date (which they tend to cram), the instructor awarded smaller, more frequent grades for each component. She also set the due date for all paperwork a week prior to the associated performance.</p> <p>This was somewhat successful, though many still did not complete the assignments.</p> <p>The instructor will also required proof of in-person and virtual rehearsals.</p> <p>The instructor will assign groups with each participant acting as the “director” of their classmates’ final scene performances. The goal is for students to gain a better grasp on acting by being the constant critic.</p>
<p>Plan submission date:</p>			<p>Submitted by: Liberal Arts Department</p>	

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THR 130- Discussion assignment

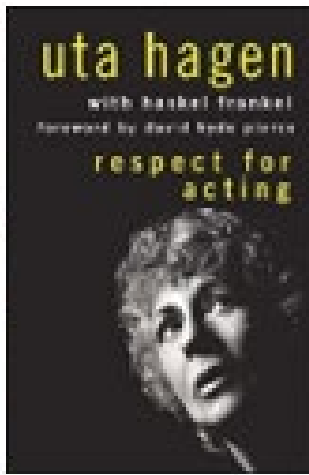
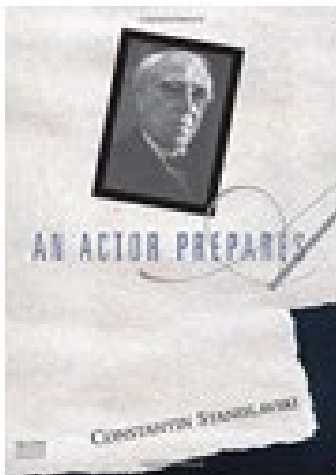
THR 131 – Acting Techniques I
Quiz I
Stan Chapters 4 and 7, Hagen Chapter 11

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?

THR 130, SLO 1- Journal assignment


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 of SLO 1- Textbooks used



Evidence of SLO 1- Recorded guided exercises

UNDO CHANGES SAVE



Video link
https://youtu.be/G_xFESRvo9c

Filename
 Warm Ups.mp4

Evidence of SLO 1- Discussion board assignment screenshot

Discussion Board

- Each week, I will post an assigned reading and related discussion board prompt. You are expected to respond and comment on each other's posts. 15@5 points each = 75 points



THR 131, 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 two 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 professional 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 **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.

____/20 **Paragraph 2 - Voice**
 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 **Paragraph 3 – Movement**
 Were movement and gestures suitable to the characters? Did the actor 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 **Paragraph 4 – Emotions**
 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 **Paragraph 5 - Characterization**
 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 **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.

THR 131, SLO 3- Sample Hagan Questions

Hagan Questions
Page 145 - 190

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

THR 131, SLO 3- Scoring guide

To Gillian on her 37th Birthday
Michael Brady

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

Objective	Obstacle	Tactic	
To get him to listen	He's talking to my belly	Push 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	Demand his 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.
	He rolls his eyes	Ridicule him	And let's face it, even though you're good at it, Hawthorne and Melville won't ever do much more than pay the rent.
	He starts to interrupt me.	Plead	So please don't ask me to do it all.
I want him to know I care about him and the baby	He looks confused	Lay it out	Now I will have this baby, since you're so set on it.
	He looks hurt	Cheer him up	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.
	He grabs my hand	Apologize	But right <u>now</u> ... Oh, David, I'm just not ready to be a mother.
I want to make sure he knows what's <u>actually going to happen</u>	He tries to pet my hair 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 get to do my work, no questions asked.
I want an answer <u>now</u>	He shakes his head "no"	Threaten	And if you can't accept this, if this isn't good enough, then I will get in the car, drive to the city, and take care of this tonight

Evidence of SLO 3- Recorded rehearsals



Evidence of SLO 3- "How to direct a scene" instructions

How to Direct

Written by Alexander Lee [Rebers](#) on November, 2nd 2021 | [Director's Chair](#)

Every actor should try their hand at directing. Setting aside the discoveries you'll make working with other actors and examining your craft from a fresh **perspective**, being a director is extremely **rewarding**; it's exciting, it's challenging, and it's up to you to shape the audience's experience of a story as you exercise total creative control. Of course, this isn't to say the job is an easy one. All too often, less experienced directors get so caught up in the multi-faceted nature of the role (flaunting with department heads, making creative decisions, honing their "vision"), they can lose sight of the core skill set required: working with actors to bring a text to life.

In this article, we are going to discuss the process of directing a single scene—film, television, theatre, any medium you can conjure. If you've grand designs for the director's chair, we guarantee that this is the best place for you to start. Start with a scene, make it sing. The rest will fall into place from there.

#1 Know The Material

The very first thing you'll need to do is study the script. Over, and over, and over. Learn what you can about the characters, the context, the world of the story—anything that might help you determine what the writer intended and how the scene should be played. Take extensive notes, write down your discoveries and any questions you might want to bring to the rehearsal room for the actors. If the scene is from a larger work, track down and read the entire script; it is horrifying how many actors and directors skip this vital step! Always give yourself the added advantage of contextual knowledge.

Don't panic if you end up with more questions than answers at this stage; at some point, your actors will step into the room with their own ideas/theories/questions and you can compare notes. But know that there is a difference between being undecided and unprepared. Most actors can sense it immediately—as we are sure you have with directors in the past...

#2 Read With Your Actors

Once you have your actors in the room, read the scene together at least twice before you start any discussion. How does the piece sound aloud as opposed to how it read on the page? Are the characters different to how you imagined them? Is anything **more, or less, clear?** Have any of your burning questions been answered?

As soon as you've read the piece through, ask your actors for their opinions on the scene and their characters; this is also the perfect time for you to discuss any questions that have arisen up to this point (for yourself as well as the actors). You are going to learn a lot of valuable tidbits doing "table work" of this kind; however, the most important thing you should be striving to establish is an objective for each character that relates to their scene partner/s. *What do each of these characters want, and what will they do to get it?* Finding this will give the scene its conflict—the essence of all good drama.

#3 Block the Scene

The trick with blocking—the planning of actors' physical movement and positioning in the scene—is to not overthink it. Block so that the audience/camera can see the action, and in a way that enhances the

directions you follow and disregard, it is up to you to decide which parts will help or hinder the performance. This will be especially true in the case of film scripts, in which the 'big print' in the scene may be more visually descriptive and therefore less vital to your actors' success. In any case, do think about why an author has included a particular stage direction; there may be an intention behind a seemingly innocuous action that is crucial to a character's objective.

#4 Plotting Actions

Once the scene has been interrogated, discussed and blocked, it's time for your actors to start running it. This is the point in the process where a lot of first-time or inexperienced directors trip themselves up by trying to tweak and shape the scene too much—or at least too much too quickly. Try to limit your notes to the end of each run, always speak to your actors as valued colleagues and never offer a reading of a line. If the actor's not saying something the way you've imagined it, it is never their fault: find a way to articulate your intention so they understand.

The best tool you will have in shaping a scene in rehearsal is to suggest and plot actions. Actions bring the *how* to an objective's *what*, and even a slight substitution from one to another can modify and enhance a scene in exciting ways. Actions are succinct units of direction, and often illustrate your point without robbing an actor of all control. If you tell an actor whose character wants to borrow money to "intimidate" rather than "beg", you are suggesting a more aggressive stance without ever saying "Get angry!". In fact, avoid directing with emotions all together. Any actor told "This is the part where you're sad" without provocation will look like they're playing make-believe. Emotions are the by-product of a well-chosen action.

#5 Giving Feedback

This relates to the above step but is important enough to warrant its own section: be polite, encouraging and respectful as a director. Begin each note with positivity, and then pivot to a suggestion that will help build on the actor's work already there. This acknowledges the effort they are making in doing their job, regardless of whether it is the best thing for the scene. Compare the following directions:

Trudy, your character needs to be angrier in this scene. Really attack your sister for missing your birthday.

There's some good points in this: "attack" is a strong action, and it's tied to an intention that may or may not be in the scene—Trudy's sister missing her birthday. But it's a little direct. It punishes the actor for not creating the emotion, rather than offer up why that emotion should be there.

That was a great run! I wonder if Trudy could try attacking her sister more in this scene? It occurs to me she's probably feeling some anger at this point because of her birthday being missed. Don't be afraid to hold back on that.

In this direction, we start with some praise, followed by the suggestion of a new action. Notice how it's posited as a suggestion for 'more' of something, rather than being there or not? This allows the actor to feel as though even though a change is needed, they've contributed something to the piece already that is working well. Emotion is still discussed, but within the context of the action. And finally, you give the actor the note to really let themselves go and try the action with total safety. It is always easier to dial a performance back than it is to wake a sluggish actor up.