



# Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

**2021-2022**

**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 2021-22**

**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
<p>1. The student will demonstrate knowledge of anthropology and the anthropological perspective.</p>	<p><a href="#">Final exam embedded questions.</a></p>	<p>70% of students will be able to give the definition of anthropology and demonstrate knowledge and application of anthropological concepts</p>	<p><b>AY 2021-22</b></p> <p>Fall 1 online section 36/37= 97%</p> <p>This course is taught online only.</p> <p>Spring 1 online section 21/22= 95%</p>	<p><b>Observations/Changes based on 2021-22:</b> The instructor relied on the <a href="#">smart text</a>, and updated content for timeliness and effectiveness. Students were able to summarize and explain these concepts through <a href="#">discussions</a>.</p> <p>The instructor will implement additional discussions to further reinforce the SLO. .</p>
<p>2. The student will be able to apply basic anthropological terms, concepts, principles, and theories.</p>	<p>Final exam embedded questions.</p>	<p>70% of students will be able to identify anthropological terms and general theoretical perspectives</p>	<p><b>AY 2021-22</b></p> <p>Fall 1 online section 34/37= 92%</p> <p>This course is taught online only.</p> <p>Spring 1 online section 21/22= 95%</p>	<p><b>Observations/Changes based on 2021-22</b></p> <p>The instructor used supplemental materials like the <a href="#">films</a> to engage students in better extrapolating data and applying it to situations in an anthropological context.</p>

<p>3. The student will be able to develop a multicultural perspective</p>	<p>Final exam embedded questions.</p>	<p>70% of students will demonstrate knowledge of cultural diversity in the world.</p>	<p><b>AY 2021-22</b></p> <p>Fall</p> <p>1 online section</p> <p>35/37= 95%</p> <p>This course is taught online only.</p> <p>Spring</p> <p>1 online section</p> <p>20/22= 91%</p>	<p><b>Observations/Changes based on 2021-22</b></p> <p>The instructor used supplemental materials like built-in resources within the program that accompanies the text.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b> Liberal Arts Department</p>	

39.

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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.

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An examination of racial classifications from around the world indicates that

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



## Evidence of SLO 1- Smart textbook



## Evidence of SLO 1- Discussion prompts in LMS

### 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%26pit%3dFOD%26loid%3d0%26w%3d640%26h%3d480%26fwid%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).

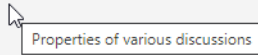
## Evidence of SLO 1- Additional discussion prompts

### 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).



## Evidence of SLO 2- Sample of film used in classes

What Makes Us Human? Full Video (04:12)



## Evidence of SLO 3- Online textbook resources

### 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**



## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

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

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## **Anthropology 220 Course Student Learning Outcomes & Assessment Plan 2021-22**

**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. The student will be able to recognize key concepts in cultural anthropology.	<a href="#">Final exam embedded questions.</a>	70% of students will be able to give the definition of cultural anthropology and demonstrate knowledge and application of key concepts	<b>AY 2021-22</b> FALL No classes offered  SPRING 1 online section 11/11= 100%  This course is taught online only.	<b>Observations/Changes based on 2021-22:</b>  Students performed better on tests after questions were rearranged. Some of the supplemental materials matched the chapter material more closely. Students were able to comprehend and distinguish key concepts more clearly.
2. The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world	Final exam embedded questions	70% of students will be able to identify anthropological terms and general theoretical perspectives and apply them to different cultures.	<b>AY 2021-22</b> FALL No classes offered  SPRING 1 online section 11/11= 100%  This course is taught online only.	<b>Observations/Changes based on 2021-22</b>  students answered this question correctly so students performed better the next year on this measurement.
3. The student will be able to gain a better understanding of what it means to be	Final exam embedded questions.	70% of students will demonstrate knowledge of cultural diversity in the world.	<b>AY 2021-22</b> FALL No classes offered	<b>Observations/Changes based on 2021-22</b>  Instructor replaced one of the films in the old syllabus with one that explains this concept

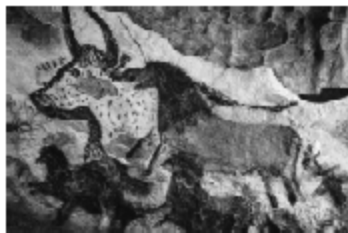
human in a diverse world.			SPRING 1 online section 10/11= 90% This course is taught online only.	further. Students were asked to extrapolate key concepts from the film and text and interpret them within an anthropological context.
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### ANT 220- Example embedded 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



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><b>SLO 1:</b> Identify the style or medium-based category of a work of art based on visual clues.</p>	<p><a href="#">Embedded multiple choice questions on exams</a>. 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 the questions correctly.</p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 13 Sections (8 online)</li> <li>• 380/421 = 90%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021 <ul style="list-style-type: none"> <li>○ 9 sections</li> <li>○ 255/285 = 89%</li> </ul> </li> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ 4 Sections</li> <li>○ 125/136 = 92%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To reinforce the objective, instructors included more <a href="#">detailed demonstration slides</a> and included <a href="#">an activity entitled “Write Me a Test Question”</a>. The objective was met. However, there was a 2.2 % decrease in the success rate with this SLO from the previous year. While the demonstration slides were helpful, the “Write Me a Test Question” strategy was not effective. Many students used online test maker apps instead of creating questions on their own and therefore gained little from this activity. Going forward, the instructors will have students use online textbook applications, such as <a href="#">Inquizitive</a> to practice identifying style and medium. In addition, the instructors will provide more opportunities for practice through <a href="#">low-stake assessments</a> prior to the high-stake assessment.</p>
<p><b>SLO 2:</b> Apply art terminology to describe the themes, intentions, and motivations of artists from different time periods.</p>	<p>Written Assignment: <a href="#">Descriptive Paragraph and Analysis of a Work of Art</a>.</p>	<p>70% of students will answer the questions correctly. <a href="#">Grading Rubric</a></p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 13 Sections (8 online)</li> <li>• 367/396 = 93%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021 <ul style="list-style-type: none"> <li>○ 9 sections</li> <li>○ 241/260 = 93%</li> </ul> </li> <li>• Spring 2022</li> </ul>	<p><b>Observations/Changes:</b> Instructors directed students to a website with <a href="#">lists of descriptive words</a> to critique works of art. This resource, as well as the online application, <a href="#">Inquisitive</a>, helped to prepare students to incorporate many of the visual elements, design principles, art</p>

			<ul style="list-style-type: none"> <li>○ 4 Sections</li> <li>○ 126/136 = 93%</li> </ul>	<p>terms, and art themes in their descriptive paragraph and analysis. There was a 2.2 % increase in the success rate with this SLO from the previous year. Instructors will continue to use the website that contains descriptive words for this assessment. In addition, instructors will provide instructional <a href="#">“how to” videos</a> for students that explain and demonstrate how to analyze a work of art and identify its theme. Identifying the theme will help students understand the motivations and intentions of artists.</p>
<p><b>SLO 3:</b> Analyze the cultural significance and influence of art and visual expression in society.</p>	<p>Written assignment: <a href="#">Descriptive Paragraph and Analysis of a Work of Art</a> – selected piece will vary by instructor.</p>	<p>70% of students will answer the questions correctly.</p> <p><a href="#">Grading Rubric</a></p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>● 13 Sections (8 online)</li> <li>● 416/479 = 87%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>● Fall 2021 <ul style="list-style-type: none"> <li>○ 9 sections</li> <li>○ 290/343 = 85%</li> </ul> </li> <li>● Spring 2022 <ul style="list-style-type: none"> <li>○ 4 Sections</li> <li>○ 126/136 = 93%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> Instructors changed the assessment model to an <a href="#">essay assignment</a> for a more appropriate assessment of this SLO. The revised assignment included a <a href="#">specific essay prompt</a> that required students to address the cultural significance of an artwork. To provide practice for the essay assignment, “Art in the News” articles from sites such as <a href="#">NPR’s Art &amp; Design Website were introduced into class discussions</a>. The teacher led discussions gravitated around the societal impact of artworks. Although the objective was met, the success rate in AY 2021-2022 decreased by 7% from the previous year. Instructors believe that all</p>



				<p>students were not actively engaged in the large class “Art in the News” discussions and did not benefit from this activity. <a href="#">The class discussions will be revised to include the “think-pair-share”</a>. Think-pair-share (TPS) strategy requires students to (1 First THINK to themselves prior to being instructed to 2) discuss their response with a person sitting near them (PAIR). 3.) Finally, the groups SHARE what they discussed with their partner to the entire class and discussion continues.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b> Liberal Arts Department</p>	

## 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: Demonstration Slides

Theme - Spirituality and Art

- Historical context of religious art
- The role of the church in the production and distribution of art
- The influence of the church on the development of art
- The role of the church in the patronage of art
- The influence of the church on the style of art
- The role of the church in the preservation of art

1

Theme: Identity, Race, and Gender in Art

- Historical identity became a central issue for artists during the 19th and 20th centuries
- Artists questioned common assumptions about identity
- Consider individual experience beyond class and stereotypes

2

Identity, Race, and Gender in Art

- Historical identity became a central issue for artists during the 19th and 20th centuries
- Artists questioned common assumptions about identity
- Consider individual experience beyond class and stereotypes

3

Theme: Identity, Race, and Gender in Art

- Historical identity became a central issue for artists during the 19th and 20th centuries
- Artists questioned common assumptions about identity
- Consider individual experience beyond class and stereotypes

4

Historical and Social Context Impressionism

- The second half of the nineteenth century saw rapid changes in society
- Urban development
- Expanding middle class
- Metal tubes of packaged paint more available with more colors
- Great strides made in optics, color theory, changed pairing

5

Impressionism Characteristics

- Artists responded with a new sense of spontaneity
- Experimentation, including color and brushwork
- Rejected the Academic tradition
- Inspired by Japanese prints
- Focus on light and color of everyday life

6

## 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 1: Inquizitive



### Chapter 1.1: Line, Shape, and the Principle of Contrast

Page(s) 47-48 1.1.1 Line

Use of implied line is important in which Jewish art form?

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

cavery@jeffersonstate.edu

Question Confidence  
I think I know it

You can gain or lose up to 60 points on this question.

Activity Score

60

Current Grade

0%

You must answer at least 19 more questions to receive a grade.

Question Help/Challenge

## SLO 1: Low-stakes Assessment

Art 100 Chapter Introduction, 4.1, 4.2, 4.3 Quiz

Name \_\_\_\_\_

1. In many societies, however, artworks were not made to be sold or displayed where they cannot be touched. **True or False**

2. The theme of this work is \_\_\_\_\_.



## SLO 2: Descriptive Analysis 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: Descriptive Analysis Assignment Rubric

Art Appreciation  
Descriptive Paragraph of a Work of Art  
Rubric

Category	Excellent 30-27	Good 26-21	Acceptable 20-19	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.  40-36	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.  35-32	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.  31-28	Descriptions are not detailed or complete. Did not use visual elements and design principle, plus art terms.  27-0
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.  15-14	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.  13-12	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.  11	Has trouble picking out the dominant elements. Has trouble identifying the significance of the work and its relation to society.  10-0
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.  15-14	Student identifies the literal meaning of the work.  13-12	Student can relate how the work makes him/her feel personally.  11	Student finds it difficult to interpret the meaning of the work.  10-0
4. Evaluation	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.  15-14	Uses 1-2 criteria to judge the artwork.  13-12	Tries to use aesthetic criteria to judge artwork but does not apply the criteria accurately.  11	Evaluates work as good or bad based on personal taste.  10-0

## SLO 2: Descriptive Words Website

### 75 Words to Describe Art Elements and Principles

Many words can help you be more descriptive when it comes to critiquing art. In fact, there are words to comment on every single aspect of art. The line, tone, movement, texture, and shape are just a few ways in which art can be critiqued. Discover many different words you can use to [critique](#) various elements and principles of art.

#### 10 Words to Critique Line

In art, a line can be described in several ways. The words used to describe line in artwork are not fancy terms that require formal education in art. They are ordinary terms often used in everyday conversation.

- flowing
- delicate
- simple
- bold
- thick
- thin
- fine
- vertical
- horizontal
- flowing

## SLO 2: Inquizitive



### Chapter 1.1: Line, Shape, and the Principle of Contrast

Page(s) 47-48 1.1.1 Line

Use of implied line is important in which Jewish art form?

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

cavery@jeffersonstate.edu

Question Confidence  
I think I know it

You can gain or lose up to 60 points on this question.

Activity Score

60

Current Grade

0%

You must answer at least 19 more questions to receive a grade.

Question Help/Challenge

## SLO 2: How-to-Videos

How to Videos-Descriptive Paragraph Assignment

Build Content Assessments Tools Partner Content



[How to Use the Art Terms to Write About a Work of Art edited](#)



[How to Evaluate or Judge a Work of Art edited](#)



[How to Analyze a Work of Art edited](#)



[Art Words Used to Describe Visual Elements & Principles](#)

List of Descriptive Words to Critique Art

In search of the right descriptive words to critique art? Get a list of 75 terms you can use to describe works of art accurately and precisely.



## SLO 3: Descriptive Analysis 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: Descriptive Analysis Assignment Rubric

Art Appreciation  
Descriptive Paragraph of a Work of Art  
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Category	Excellent 30-27	Good 26-21	Acceptable 20-19	Needs Improvement 18-0
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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.  15-14	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.  13-12	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.  11	Has trouble picking out the dominant elements. Has trouble identifying the significance of the work and its relation to society.  10-0
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.  15-14	Student identifies the literal meaning of the work.  13-12	Student can relate how the work makes him/her feel personally.  11	Student finds it difficult to interpret the meaning of the work.  10-0
4. Evaluation	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.  15-14	Uses 1-2 criteria to judge the artwork.  13-12	Tries to use aesthetic criteria to judge artwork but does not apply the criteria accurately.  11	Evaluates work as good or bad based on personal taste.  10-0

## 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 Prompt

### 2) What is where?

In the foreground/background you can see ...

In the foreground/background there is ...

In the middle/center there are ...

At the top/At the bottom there is ...

On the left/right there are ...

Behind/In front of ... you can see ...

Between ... there is ...

### 3) Who is doing what?

Here you describe the persons in the work of art (if they are part of the work), or you say what is happening just now. Use the Present Continuous

### 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 ...

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. Hint: Review Unit 4. 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 ...

### 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 .....

### 7) Evaluate – Use multiple criteria to judge the artwork, such as composition, expression, creativity



## SLO 3: NPR's Art and Design Website



America, the (disappearing) beautiful



<https://www.npr.org/2022/08/12/1116565243/robert-adams-photography-national-gallery>

This photograph by the artist, Robert Adams is a perfect choice to express Adams' obsession: the American landscape, and what's happened to it in the 85 years he's been looking at it.

Do you see the message in the photo? Notice that the word FRONTIER is missing its final R? The letter has disappeared just like the landscape itself: lost to over-development, clear-cutting, various human abuses.

"He's passionate about our relationship to the world around us," says National Gallery senior curator and head of the photography department (and friend) Sarah Greenough.

## SLO 3: Class Discussions: Think, Pair, and Share



<https://www.npr.org/2022/08/12/1116565243/robert-adams-photography-national-gallery>

This photograph by the artist, Robert Adams is a perfect choice to express Adams' obsession: the American landscape, and what's happened to it in the 85 years he's been looking at it.

Do you see the message in the photo? Notice that the word FRONTIER is missing its final R? The letter has disappeared just like the landscape itself: lost to over-development, clear-cutting, various human abuses.

"He's passionate about our relationship to the world around us," says National Gallery senior curator and head of the photography department (and friend) Sarah Greenough.

Read the above article.

**THINK.** How has America's landscape began to change? Does this look like the landscape paintings that we have viewed in class?

Let's "Pair and discuss".

Now the two can share with the larger class.



## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

**2021-2022**

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

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

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

## **ART 113 Course Student Learning Outcomes & Assessment Plan 2021-2022**

### Course Student Learning Outcomes

1. The student will competently create receptive drawings from observation and still life.
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.

This class is cross listed with ART 114. Students in ART 113 are not judged on the same level of proficiency as students in ART 114.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Create receptive drawings from observation and still life.</p>	<p>Means of assessment may vary by instructors' uses of different still life props; however, each assessment should specifically focus on the development of hand/eye coordination.</p> <p><a href="#">Rubric is attached.</a></p>	<p>70% of students will successfully meet the outcome.</p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 3 Sections</li> <li>• 29/30 = 97%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021               <ul style="list-style-type: none"> <li>○ 2 sections</li> <li>○ 22/23 = 96%</li> </ul> </li> <li>• Spring 2022               <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 7/7 = 100%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To reinforce the objective, instructors continued to <a href="#">modify studio assignments to require studio participation</a> and interaction. In addition, instructors included class critiques during the artmaking process that allowed students to synthesize, reflect, and revise. Additional focused critiques were included to improve this SLO, including the "<a href="#">Glow and Grow Critique method</a>," where students wrote down two "Glows" (what is working well) and one "Grow" (what should be improved and why and how) on sticky notes that were attached to the drawing.</p> <p>The success rate for this SLO increased by 10% from the previous year. The instructors will continue with the critique methods listed above and add <a href="#">short activities</a> at the beginning of class to increase</p>

				observation skills. Coupled with actual drawing from observation assignments, these drills should improve observation skills.
Analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.	<p>Assessment-Rubric</p> <p>Final Student Critique of Final Portfolio</p> <p><a href="#">Rubric is attached.</a></p>	70% of students will successfully meet the outcome.	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 3 Sections</li> <li>• 27/30 = 90%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021 <ul style="list-style-type: none"> <li>○ 2 sections</li> <li>○ 20/23 = 87%</li> </ul> </li> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 7/7 = 100%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To reinforce the objective, instructors increased the number of critiques prior to the final high-stakes critique for the course. They also developed a <a href="#">critique form and format</a> that included a list of key art terms to aid students during the critique process.</p> <p>The success rate for this SLO increased by 6.6 % from the previous year. Instructors will continue to use the critique form and will also require students to use their <a href="#">sketchbooks to take notes</a> during critique.</p>
Create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner.	<p>Assessment-Rubric</p> <p>Final Student Critique of Final Portfolio</p> <p><a href="#">Rubric is attached.</a></p>	70% of students will successfully meet the outcome.	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 3 Sections</li> <li>• 27/30 = 90%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021 <ul style="list-style-type: none"> <li>○ 2 sections</li> <li>○ 20/23 = 87%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To reinforce the objective, the instructors continued to provide Blackboard video recorded demos on how to use the new drawing media. In addition, instructors included <a href="#">demo videos</a></p>

			<ul style="list-style-type: none"> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 7/7 = 100%</li> </ul> </li> </ul>	<p><a href="#">featuring professional artists in the studio.</a></p> <p>Although this objective was met, there was not a significant change in the success rate from the previous year. Instructors will encourage students to develop a practice routine by incorporating <a href="#">home assignments with Blackboard demo videos featuring professional artists.</a></p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b> Liberal Arts Department</p>	

**ART 113(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.*

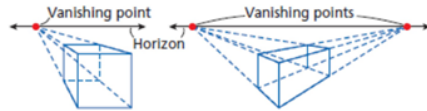
Rubric Components	No/ Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
<b>The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination.</b>	Unable to create completed artworks/projects from personal observation 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.
<b>Ability to analyze and critique the work of peers in a constructive manner using art terminology.</b> <i>(Design elements to include value &amp; 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.
<b>Ability to use a variety of tools, techniques, methods, and materials.</b>	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 number 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 all materials and art techniques without the assistance of the instructor. Spent more than required or additional time with art media. Completed all projects at proficient level.

Name: Camilla Avery Date \_\_\_ CRN# \_\_\_\_\_

## Evidence for SLO 1- Assignment for studio participation

### Perspective

Linear perspective is a system of creating an illusion of depth on a flat surface. All parallel lines (orthogonals) in a drawing using this system converge in a single vanishing point(s) on the composition's horizon line.



One-Point Perspective

Two-Point Perspective

Examples of One Point and Two Point Perspective

### Instructions

Using an ebony drawing pencil, 18" x 24" drawing paper, straight edge, and eraser, create a drawing in linear perspective of a corner of a room or hallway in or near **HYCarson 300**.

### Things to Think About:

- Generally, the corner of a room will be in two-point perspective and a hallway will use one-point perspective. (see visuals above)
- Include draft lines and vanishing point(s) (draft lines should be drawn with a light pencil).
- Initially, keep lines light in case you have to erase.
- Identify the horizon line at the start of the drawing.
- All guidelines should converge to one or more vanishing points.

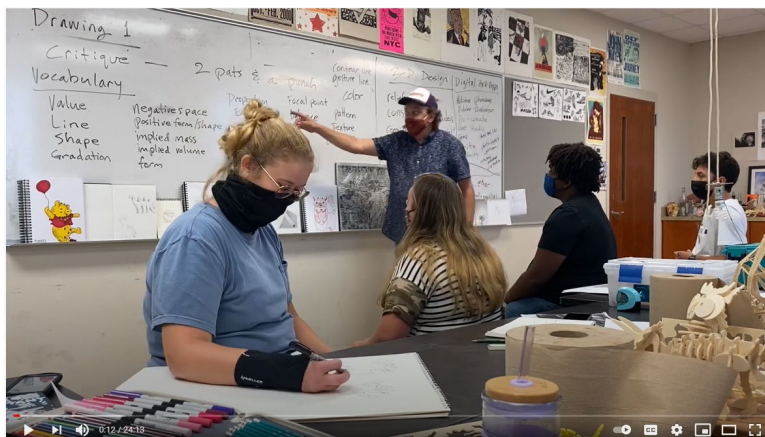
### Evaluation:

- Craftsmanship
- Creativity
- Accuracy of linear perspective



Student example of one-point perspective drawing, hallway

## Evidence for SLO 1- "Glow and grow" critique example

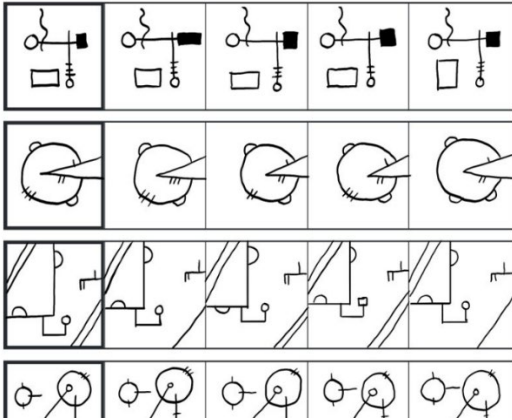


# Evidence for SLO 1- Example of short exercises

## Observation Exercises

In the first exercise, you are presented with five squares. In the first square, you are presented with the "original doodle". Your job is to find the "match" from the other four squares that follow. One of the four squares has a drawing that is very similar to the original, while the other three have a doodle that is different. Not only should you find the "match", but also notice how the other doodles are different.

No drawing is involved here – just pure observation. Remember, representational drawing is 50% observation.



# Evidence for SLO 2- Critique form

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

### Critique

A critique is an oral or written discussion strategy used to analyze, describe, and interpret works of art. Critiques help students hone their persuasive oral and writing, information-gathering, and justification skills.

#### Still Life Assignment Objective:

Using a graphite pencil and 11X24 paper, create a realistic drawing of the still life that is accurate and faithful to the display.

**Directions:** Choose one work of art from the critique wall and use that work of art to complete the check list below. You may also use the check list to make notations about your observations. The check list will help, but always be able to defend their responses with supporting evidence from the artwork. Be prepared to share the check list with the class, as well as other observations about the work of art. Describe and discuss the work without using value words such as "beautiful" or "ugly" if you cannot think of what to say, start with some of the key terms below:

**Key terms** to use in your discussion (if and where applicable):

Line	Vanishing Point	Placement
Shape	Perspective	Repetition
Tone/Value	Proportion	Unity
Space	Emphasis	Variety
Depth	Focal Point	Scale
Dimension	Balance	Color
Negative Space	Rhythm	Overlapping
Positive Space	Pattern	Tonal range
Solidity	Cast Shadow	Contour line
Weight	Highlight	Gestural line
Implied Mass	Middle ground	Hatching/Cross hatching
Implied Volume	Foreground	
Form	Texture	
Gradation	Composition	

### Check list

\_\_\_\_ **Composition:** Drawing displays good use of space (negative and positive).

\_\_\_\_ **Solidity:**

\_\_\_\_ **Uses** surface lines that move around the form of the object.

\_\_\_\_ **Uses** thicker lines to indicate the weight of objects, thinner lines to push objects back.

\_\_\_\_ **Uses** two or more shapes to create the illusion of 3-D objects.

\_\_\_\_ **Uses** value (variation of at least 3 tones on objects) to indicate solidity.

### Space:

\_\_\_\_ **Position:** Higher placement of objects creates the illusion of being further away.

\_\_\_\_ **Overlapping:** Overlapping of objects or forms creates an illusion of space.

\_\_\_\_ **Value:** Darker tones with more variation and detail creates the illusion of closer objects.

\_\_\_\_ **Size:** Larger objects create an illusion of the being closer.

### Accuracy:

\_\_\_\_ **Objects** in the drawing appear as they do in the still life. Correct size, space, proportion and position.

Please include any additional thoughts about the artwork you chose to discuss. Also, include helpful suggestions that would help to make the artwork **better**.

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## Evidence for SLO 2- Sketchbook used for taking notes



## Evidence for SLO 3- Video with professional artist in LMS



### Charcoal Drawing

Create a large drawing of at least 5 objects or human form. Use at least 5 objects or combination of human form and objects. **Practice with the charcoal and get to know the material.** Watch the videos (below) of the artists in the studio.

Materials: Paper larger than 18 x 24 (Use the entire paper.) Place paper on the floor or wall.  
Compressed Charcoal and paper towel or brush to smear etc.

Before proceeding please read the following: **Watch the artists in process** in your browser.

Evaluation: Composition  
Variation of value and tone  
Variation of line  
Creativity

<https://www.youtube.com/watch?v=6wb71HWGrBA>  
William Kentridge Process in the Studio with Charcoal



William Kentridge Quick Sketch



George Condo: The Artist at...

## Evidence for SLO 3- Home assignments and practice videos

ART 113 - Drawing I (10263)

- Home Page
- Course Introduction
- Supply List
- Assignments
- Critique Information
- Discussions
- Help
- Tools
- Information
- Content
- Groups
- How to Use the Mail
- Course Mail
- Syllabus Quiz
- Home Assignments & Practice

Home Assignments & Practice

Build Content Assessments Tools Partner Content

Home Assignments and Practice

Little Lesson at Home: Obs...



## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

2021-2022

### 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 114 Course Student Learning Outcomes & Assessment Plan 2021-2022

### 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  <a href="#">Rubric is attached.</a></p>	<p>70% of students will successfully meet the outcome.</p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 2 Sections</li> <li>• 7/7 = 100%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021               <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 3/3 = 100%</li> </ul> </li> <li>• Spring 2022               <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 4/4 = 100%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To increase student interest and participation, instructors implemented a greater variety of <a href="#">assignment choices</a>. Instead of 5 required assignments, instructors provided 10 assignments and allowed students to choose the 5 that they liked. The assignments still involved the fundamental traditional drawing assignments like linear perspective...etc., but provided students with additional drawing assignment choices of 21<sup>st</sup> century themes, such as Manga and video games etc.</p> <p>Providing choice and more relevant assignments worked well and helped peak student interest. The success rate for this SLO increased by 8.7 % from the previous year. The instructors will continue</p>

				<p>with drawing assignment choices and add <a href="#">short activities</a> at the beginning of class to increase observation skills. Coupled with drawing from observation, these drills should improve observation skills.</p>
<p>Analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.</p>	<p>Assessment- Rubric  Final Student Critique of Final Portfolio  <a href="#">Rubric is attached.</a></p>	<p>70% of students will successfully meet the outcome.</p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 2 Sections</li> <li>• 7/7 = 100%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021 <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 3/3 = 100%</li> </ul> </li> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 4/4 = 100%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> A new instructional approach was implemented in 2020-2021. Students were allowed to <a href="#">build their own still-life</a> as a team and then complete the still-life drawing assignment. This activity gave students more of a personal investment. In addition, instructors implemented the <a href="#">Glow and Grow or Two Pats – One Punch methods</a> during critique sessions. These methods allowed for constructive criticism during the process of completing the drawing assignment, rather than afterwards. Students were allowed to participate both in verbal and written form.</p> <p>The success rate for this SLO increased by 8.7 % from the previous year.</p>

				<p>Instructors will continue to utilize Glow and Grow or Two Pats – One Punch methods during critique sessions, during and after. In addition, students will be required to use their <a href="#">sketchbooks to take notes</a> during the critique.</p>
<p>Create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner through consistent, precise, and distinctive application of media.</p>	<p>Assessment- Rubric Final Student Critique of Final Portfolio <a href="#">Rubric is attached.</a></p>	<p>70% of students will successfully meet the outcome.</p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 2 Sections</li> <li>• 7/7 = 100%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021 <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 3/3 = 100%</li> </ul> </li> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 4/4 = 100%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> Instructors continued the technique of <a href="#">low-stakes assignments</a> in between major assignments. By allowing students to create simple applications of the medium that did not have to “be something,” more “free play” was allowed leading up to major projects. Also, instructors implemented a <a href="#">“drawing to music”</a> project, as well as extra practice with materials.</p> <p>The success rate for this SLO increased by 8.7 % from the previous year. Going forward, instructors will continue the techniques of low-stakes assignments to make the class work more fun and engaging.</p>

				In addition, they will encourage students to develop a practice routine by incorporating home assignments utilizing Blackboard demo videos.
Plan submission date:			Submitted by: Liberal Arts Department	

## 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
<b>The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination.</b>	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.
<b>Ability to analyze and critique the work of peers in a constructive manner using art terminology.</b> <i>(Design elements to include: value &amp; 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.
<b>Ability to use a variety of tools, techniques, methods, and materials.</b>	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 all materials 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- Assignment choices presented to students

### 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?

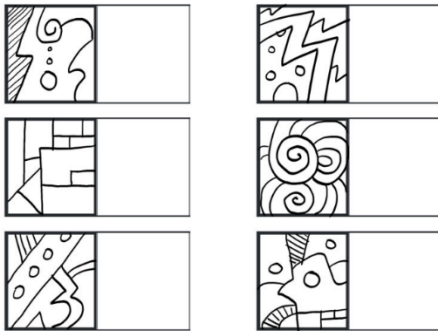
Theoretically, yes. Five is the minimum you are required to complete to meet the requirements. However, keep in mind the goal of QUANTITY as an artist. If you are asked to submit 20 pieces of art to apply to a school or for a scholarship, having completed 100 pieces and choosing the best 20 is WAY better 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 1- Examples of short exercises

[Click here for a printable PDF file](#)

In exercise 2, you are presented with two boxes. The first box has a non-objective doodle. In the second box, your task is to draw a "copy" of the doodle.

Since the drawings are non-objective, you are forced to observe purely the lines and shapes without allowing the subject matter to influence your drawing.

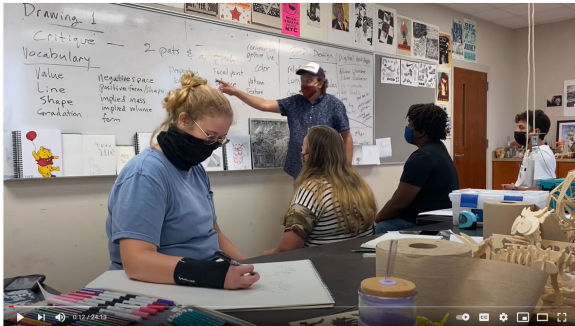


## Evidence of SLO 2- Student built still life





Evidence of SLO 2- Example of "Glow and Grow" critique



Evidence of SLO 2- Sketchbook used for note taking during critique



## Evidence of SLO 3- Low-stakes assignment example

### 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- Drawing to music assignment

### Non-Objective Drawings to Music

#### Playlist

Dave Brubeck: Don't worry about me <https://www.youtube.com/watch?v=rw40kJLydk>

Daikaju: Laser Runner Studio version [https://www.youtube.com/watch?v=LfKS7SOi7\\_g](https://www.youtube.com/watch?v=LfKS7SOi7_g)

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

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=Dxc65VxrBns>

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 boarders, and one that is 18 x 24 with masked boarders. 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:**

2021-2022

### 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 2021-2022

### 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><a href="#">Embedded multiple choice questions on exams</a>. 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><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 3 sections</li> <li>• <b>79/81 = 98%</b></li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• <b>Fall 2021</b> <ul style="list-style-type: none"> <li>○ 1 Trad. &amp; 2 sections online</li> <li>○ 79/81 = 98%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To reinforce this objective, instructors used <a href="#">study guides, slide lists, and included an activity in which students created a virtual art gallery</a> from important artworks discussed in the course.</p> <p>The success rate for this SLO increased by 1% from the previous year. Instructors will continue to use <a href="#">study guides, slide lists, and virtual art gallery activity</a>. In addition, instructors will introduce educational game activities, such as <a href="#">“Arnolfini Trial”</a> and <a href="#">“Battle of the Boring Baroque”</a>.</p>
<p>Compare and contrast artistic styles from different periods.</p>	<p><a href="#">Embedded multiple choice questions on exams</a>. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically</p>	<p>70% of students will successfully meet the outcome.</p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 3 sections</li> <li>• <b>75/81 = 93%</b></li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• <b>Fall 2021</b> <ul style="list-style-type: none"> <li>○ 1 Trad. &amp; 2 sections online</li> <li>○ 75/81 = 93%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To reinforce the objective, instructors made <a href="#">discussions a required</a> part of their course. In these discussions, students were provided with a prompt that required them to compare works of art from different time periods. Students were encouraged to use <a href="#">“Mindmeister”</a>, a graphic organizer, to aid them when comparing the works.</p>

	related to this outcome.			<p>Although this objective was met, there was a decrease in the success rate for this SLO of 4% from the previous year. Instructors will continue to use class discussions in which students compare artworks from different time periods, using graphic organizers. However, instructors found that the online graphic organizer, “Mindmeister” was too cumbersome and complicated for students. Many students opted to not use it. Instructors have agreed to replace it with a digital Venn Diagram, PDFfiller.com, when comparing works of art.</p>
Discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events.	<a href="#">Embedded multiple choice questions on exams</a> . 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><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 3 sections</li> <li>• <b>78/81 = 96%</b></li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• <b>Fall 2021</b> <ul style="list-style-type: none"> <li>○ 1 Trad. &amp; 2 sections online</li> <li>○ 78/81 = 96%</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To reinforce the objective, Instructors continued to use <a href="#">additional online educational resources</a> that would engage students and supplement learning, such as digital timelines, maps, and video clips.</p> <p>Although this objective was met, there was a slight decrease in the success rate for this SLO by 1% from the previous year. Instructors will continue to use additional</p>

				<a href="#">educational resources to engage students, but will provide music and images of furniture, clothing, technological advancements, and cultural</a> events for each art period taught. This should help students connect to the material and therefore make it more relevant.
<b>Plan submission date:</b>			<b>Submitted by:</b>	

## ART 203- Example embedded test 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- Study guide/virtual gallery activity

### 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-Serapis*, Toulouse, France, 1070-1120
2. *Chartres Cathedral*, France, 1194
3. *Bronze Doors with relief panels*, Saint Michael's, Hildesheim, Germany, 1015
4. *Justinian, Bishop Meletios, and Attendants*, San Vitale Ravenna, Italy, 547
5. *Theodora and Attendants*, San Vitale Ravenna, Italy, 547
6. *Chi-rho-tota*, 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. *Kritias Boy*, Athens, Greece, 480 BCE
12. *Kourou*, 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*, Giza, Egypt, 2520-2494 BCE
26. *Great Pyramids*, Giza, Egypt, 2490-2528 BCE
27. *Nefertiti, Thutmose*, *Akhenaten* 1353-1335 BCE, Egypt
28. *Death Mask of Tutankhamun*, 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.

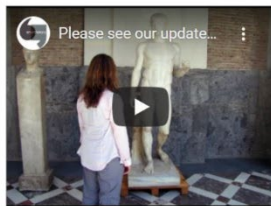


## The Arnolfini Trial

There has long been debate about the meaning of the [Arnolfini portrait](#). Some say the way Van Eyck signed the painting proves it is an official wedding certificate. Other experts claim the woman in the painting is pregnant and the painting celebrates the couple's pending parenthood. Still others point out the symbolism in the painting, like the blown out candle, and claim this is a memorial for Ms. Arnolfini who died during childbirth. Then, there is always the official claim of the National Gallery in London that this is simply a portrait of two people.

To have a little fun with all these different theories I divide the class into five teams. To four of those teams I provide information in the form of handouts. I give each team a separate theory so each group knows about only one meaning for the painting. Each team is given about 15 minutes to review the information and build a case as to what the meaning of the painting is. Meanwhile, I give instructions to the fifth team. I let them know a trial is about to occur and they are the jury. Then the fun begins. I don my black robe and bang my gavel on my

### 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.

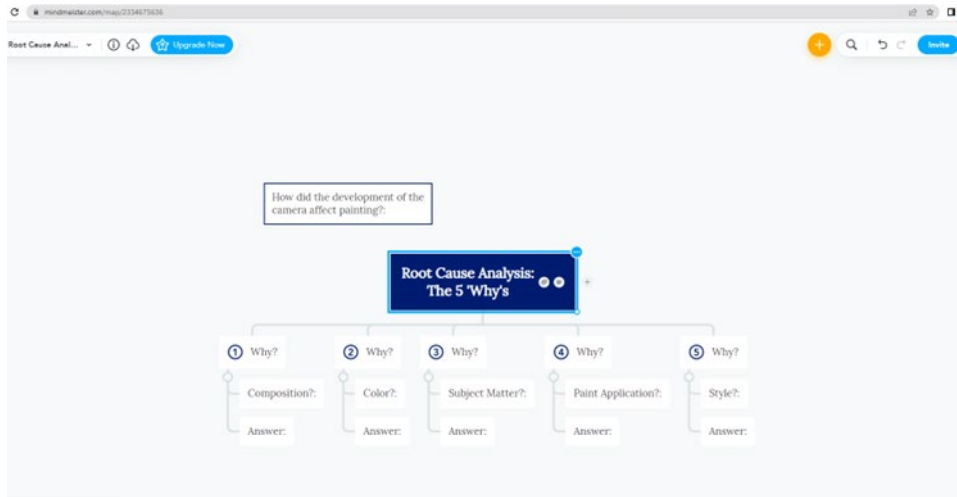
You will not be able to see others' replies before you yourself post.

Worth 8 Points





## Evidence of SLO 2- Mindmeister discussion



## Evidence of SLO 3- Online resources/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.)

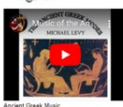
## Evidence of SLO 3- Fashion and furniture

Chapter 5 Ancient Greece - Week 4 & 5 © A\*


**GREEK CLOTHING**



Ancient Greek Music



Chapter 6 Etruscans - Week 5 & 6 ©





## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

**2021-2022**

### **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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## **ART 204 Course Student Learning Outcomes & Assessment Plan 2021-2022**

### 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><a href="#">Embedded multiple choice questions on exams</a>. 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><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 2 sections</li> <li>• <b>48/49 = 98%</b></li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• <b>Spring 2022</b> <ul style="list-style-type: none"> <li>○ 1 Trad. &amp; 1 section online</li> <li>○ 48/49 = 98%</li> </ul> </li> </ul> <p>This course was offered during the spring semester only.</p>	<p><b>Observations/Changes:</b> To reinforce this objective, instructors used <a href="#">study guides</a>, <a href="#">slide lists</a>, and <a href="#">included an activity in which students created a virtual art gallery</a> of important artworks discussed in the course.</p> <p>Although this objective was met, there was a slight decrease of 2% from the previous year. Instructors will continue to use study guides, slide lists, and virtual art gallery activity. In addition, instructors will introduce educational game activities for traditional and online classrooms, such as “<a href="#">Arnolfini Trial</a>” and “<a href="#">Battle of the Boring Baroque</a>”.</p>
<p>Compare and contrast artistic styles from different periods.</p>	<p>Embedded multiple choice questions on exams. The number and</p>	<p>70% of students will successfully meet the outcome.</p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 2 sections</li> <li>• <b>49/49 = 100%</b></li> </ul>	<p><b>Observations/Changes:</b> To reinforce the objective, instructors made <a href="#">discussions a required</a> part of their course. In these discussions, students</p>

	<p>content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.</p>		<p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• <b>Spring 2022</b> <ul style="list-style-type: none"> <li>○ 1 Trad. &amp; 1 section online</li> <li>○ 49/49 = 100%</li> </ul> </li> </ul> <p>This course was offered during the spring semester only. The course was offered online.</p>	<p>were provided with a prompt to compare works of art from different time periods. They were encouraged to use the graphic organizer, <a href="#">Mindmeister</a>, when comparing works.</p> <p>The success rate for this SLO increased by 3% over the previous year. Instructors will continue to use class discussions in which students compare artworks from different time periods, including using graphic organizers. However, instructors found that the online graphic organizer, “Mindmeister” was too cumbersome and complicated for students. Many students opted not use it. Instructors have agreed to replace it with a digital Venn Diagram, PDFfiller.com when comparing works.</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</p>	<p>70% of students will successfully meet the outcome.</p>	<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 2 sections</li> <li>• <b>49/49 = 100%</b></li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• <b>Spring 2022</b> <ul style="list-style-type: none"> <li>○ 1 Trad. &amp; 1 section online</li> </ul> </li> </ul>	<p><b>Observations/Changes:</b> To reinforce the objective, Instructors continued to use <a href="#">additional online educational resources</a> to engage students and supplement learning, such as digital <a href="#">timelines</a>, maps, and video clips.</p>

	<p>approximately 10 questions specifically related to this outcome.</p>		<p>○ 49/49 = 100%</p> <p>This course was offered during the spring semester only. The course was offered online.</p>	<p>The success rate for this SLO increased by 3% from the previous year. Instructors will continue to use additional educational resources to engage students but will provide <a href="#">music and images of furniture, clothing, technological advancements, and cultural events</a> for each art period taught. This should help students connect to the material and therefore make it more relevant.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b></p>	

### Example of embedded final exam 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.

**A. The student will compare and contrast artistic styles from different periods.**

**B. 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.**

**C. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events.**

#### 1. Pop Art is

- 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. Rembrandt used a technique of applying paint that can be described as "painterly". 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 brushstroke

10. The Impressionist method of working, creating outdoor painted scenes in a short period of time, is made possible by new advances both by 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. paint stored in pig bladders and portable easels

4. Which of the following artists was strongly influenced by Freud's writings on psychoanalysis?

- A. Henri Matisse
- \*B. Salvador Dali
- C. Georgia O'Keeffe
- D. Cindy Sherman

5. The Modernist art movement that glorified the machine by stating that a "a speeding motorcar... is more beautiful than the "Nike of Samothrace" was \_\_\_\_\_

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

6. Paul III convened the Council of Trent in 1545. It was part of which of the following?

a	The Hundred Years War
b	The League of Cambrai
*c	The Counter-Reformation
d	The Hanseatic League

9. The most influential American architect of the 20<sup>th</sup> century, \_\_\_\_\_, designed this structure.

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



10. The artist that created this piece is \_\_\_\_\_.

- A. Cezanne
- B. Basquiat
- C. Warhol
- D. Pollock



## Evidence for SLO 1- Study guide and virtual gallery activity example

### 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:

- Oath of Horatii*, David, 1784, Neoclassical, France
- The Swing*, Fragonard, 1766, Rococo, France
- Last Supper*, Leonardo Da Vinci, 1495-98, High Renaissance, Italy
- Mona Lisa*, Leonardo Da Vinci, 1503-05, High Renaissance, Italy
- Pietà*, Michelangelo, 1498-1500, High Renaissance, Italy
- Philosophy (School of Athens)*, Raphael, 1509-11, High Renaissance, Italy
- David*, Michelangelo, 1501-1504, High Renaissance, Italy
- Ceiling of the Sistine Chapel*, Michelangelo, 1508-12, High Renaissance, Italy
- Liberty Leading the People*, Delacroix, 1830, Romanticism, France
- The Persistence of Memory*, 1931, Salvador Dali, Surrealism
- American Gothic*, Grant Wood, 1930, America
- The Two Fridas*, Frida Kahlo, 1939
- Venus of Urbino*, Titian, 1536-38, High Renaissance, Venetian
- Starry Night*, 1889, Van Gogh, Post Impressionism
- Green Coca Cola Bottles*, Warhol, 1962, America
- Knight, Death, and the Devil*, Durer, 1513, Renaissance
- Number 1*, 1950 (Lavender Mat), Jackson Pollock
- David*, Bernini, 1623, Baroque, Italy
- Conversion of Saint Paul*, Caravaggio, 1601, Baroque, Italy
- Las Meninas*, Velazquez, 1656, Baroque, Italy
- The Company of Captain Frans Banning Cocq (Night Watch)*, 1642, Baroque, Dutch
- David Donatello*, 1440-1460, Renaissance
- Giovanni Arnolfo and his Bride*, Jan Van Eyck, 1434, Early Renaissance, Flemish
- Red Room (Harmony in Red)*, Henri Matisse, Fauvism, 1908-09
- Falling Water*, Frank Lloyd Wright, 1936-39, America
- The Thankful Poor*, Henry O. Tanner, 1894, Realism, American
- Luncheon on the Grass*, Manet, 1863, Realism, France
- Les Femmes d'Alger*, Picasso, 1907, Cubism
- Guernica*, Picasso, 1937, Cubism
- Impression Sunrise*, 1872, Monet, Impressionism
- Eiffel Tower*, Alexandre Gustave Eiffel, France, 1889
- 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 for SLO 1- “Battle of the Baroque” activity

### Battle of the Boring Baroque

We play two more similar games in our Art history class. Battle of the Boring Baroque pits teams against each other to convince a jury that the other baroque paintings are less boring than theirs. We use paintings such as [Rembrandt’s Anatomy Lesson](#), [Caravaggio’s Boy Bitten by a Lizard](#) and [Rubens’ Daniel in the Lion’s Den](#).

## Evidence of SLO 2- Required discussions

Discussion 4: Chapters 26,27,28  
 Forum is no longer available. Available until: Tuesday, April 12, 2021 11:58:00 PM (GMT)

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 15 points. The maximum amount of points that can be obtained from participating in all of the discussions is 40 points.

**Task:** The term or phrase relate 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? [Click a graphic to answer the question\(s\) to view your discussion in the discussion.](#)

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

Titian, Venus of Urbino, 1538-1539

Jean-Auguste-Dominique Ingres, Grande Odalisque, 1814



## Evidence of SLO 2- Mindmeister discussion

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- Additional online resources

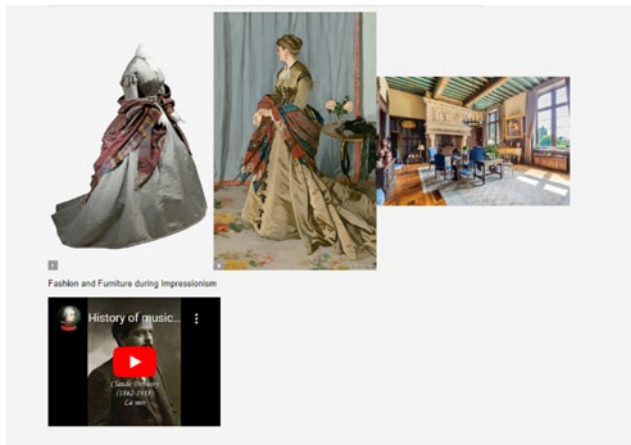
Interactive Map 29-1

Europe at the end of World War I



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## Evidence of SLO 3- Images of fashion, furniture, and other cultural events





## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

**2021-2022**

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

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

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

### **ART 283 Course Student Learning Outcomes & Assessment Plan 2021-2022**

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

1. The student will create an animated sequence that effectively applies the 12 principles of animation.

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.

3. The student will use professional animation production equipment to create an animated cycle or short.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Create an animated sequence that effectively applies the 12 principles of animation.</p>	<p>Assessment- Rubric</p> <p>Final Critique of Final Student Portfolio</p> <p>A <a href="#">Rubric</a> is attached.</p>		<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 2 Sections</li> <li>• 13/13 = 100%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021               <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 8/8 = 100%</li> </ul> </li> <li>• Spring 2022               <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 5/5 = 100%</li> </ul> </li> </ul>	<p><b>Changes implemented in 2021-2022:</b> The instructor provided the students with <a href="#">materials that they could access at home</a>. In 2020, the College purchased a license for <a href="#">Adobe Animate</a>. This animation software allowed students to access it anytime and anywhere. This provided additional time for students to engage with the course materials.</p>
<p>SLO 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>Assessment- Rubric</p> <p>Final Critique of Final Student Portfolio</p> <p>A <a href="#">Rubric</a> is attached.</p>		<p><b>AY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 2 Sections</li> <li>• 11/13 = 85%</li> </ul> <p><b>Semester Breakdown</b></p> <ul style="list-style-type: none"> <li>• Fall 2021               <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 8/8 = 100%</li> </ul> </li> <li>• Spring 2022               <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 3/5 = 60%</li> </ul> </li> </ul>	<p><b>Changes implemented in 2021-2022:</b> To reinforce the objective, the instructor provided additional means for students to engage in the critique process. Jefferson State Community College is a member of a non-profit education organization called <a href="#">ACME Network</a>. ACME provides a unique online platform: “ACME On-Line,” where student members may upload animation and</p>

				critique the animation of their peers through a <a href="#">guided critique</a> process. This process allows students to engage in the critique process more frequently and on their own in small groups on a secure platform.
SLO 3: The student will use professional animation production equipment to create an animated cycle or short.	Assessment- Rubric  Final Critique of Final Student Portfolio  A <a href="#">Rubric</a> is attached.		<b>AY 2021-2022</b> <ul style="list-style-type: none"> <li>• 2 Sections</li> <li>• 10/13 = 77%</li> </ul> <b>Semester Breakdown</b> <ul style="list-style-type: none"> <li>• Fall 2021 <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 6/8 = 75%</li> </ul> </li> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ 1 section</li> <li>○ 4/5 = 80%</li> </ul> </li> </ul>	<b>Changes implemented in 2021-2022:</b> Believing that greater access to the animation software would provide additional practice and yield greater success with this objective, the instructor provided students with software that they could access from home. In 2020, the College purchased a license for <a href="#">Adobe Animate which would allow for home access.</a>
<b>Plan submission date:</b>			<b>Submitted by:</b>	

**SLO 1 Rubric**

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

### Evidence of SLO 1- Accessible online material in LMS


**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/24XU>

### Evidence of SLO 1- Additional animation assignments

<https://www.youtube.com/watch?v=1Nou01JEZGA>

**3-D Assignment 4 Layout for Bouncing Ball**

Attached Files: [Ball Bounce Instructions.pdf](#) (235.476 KB) [Bouncing ball worksheet.pdf](#) (579.625 KB)

Please use this tutorial to create a layout for your bouncing ball and all other moving objects that you animate. The attached guidelines will help you understand how to create effective layouts for your animated objects.

Creating a room or space for your bouncing ball using Blender software.

## SLO 2 Rubric

<p><b>SLO-2</b></p> <p><b>The student will demonstrate the ability to analyze and critique their work and the work of others using the proper animation vocabulary and terminology.</b></p> <p>□</p>	<p>During critique, unable to discuss their work in terms of techniques and animation principles using appropriate art terminology.</p> <p>□</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>□</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 &amp; solve issues with proper application of design and animation principles.</p> <p>□</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 &amp; solve issues with proper application of design and animation principles.</p> <p>□</p>
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## Evidence of SLO 2- ACME network screenshot

CONNECT. COLLABORATE. PAY IT FORWARD.

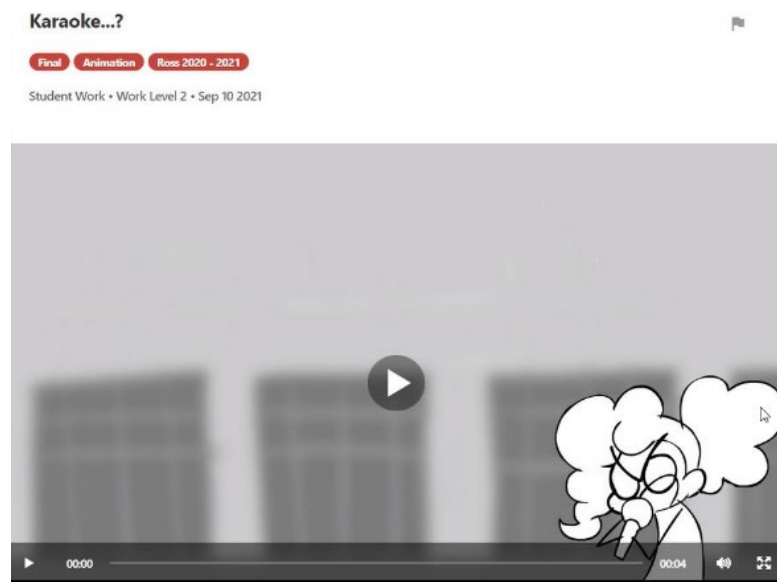
STATISTICS, TRACKING AND INDUSTRY PERFORMANCE

- CONNECT** (Icon: Network)
- COLLABORATE** (Icon: Group of people)
- PAY IT FORWARD** (Icon: Hand holding coin)

INDUSTRY METRICS

- 96%** (Icon: Gear)
- 95%** (Icon: Document)
- 94%** (Icon: Award)

## Evidence of SLO 2- Guided critique information



## 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



# Adobe-CC Students

Private group • 13 members

Send email ...

Follow in inbox

About Members Email Files

Avatar	Name	Role
CE	[Redacted]	Owner
JR	[Redacted]	Owner
AG	[Redacted]	Member
CS	[Redacted]	Member
JG	[Redacted]	Member
MW	[Redacted]	Member
MPK	[Redacted]	Member
PF	[Redacted]	Member
RH	[Redacted]	Member
TG	[Redacted]	Member
TJ	[Redacted]	Member
TB	[Redacted]	Member





## Assessment Record

Program: History- HIS 101

Assessment period: 2021-22

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

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p><b>SLO 1:</b> Show mastery of relevant context using information from primary and/or secondary sources.</p>	<p>Students completed a <a href="#">research essay</a> 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>70% of students should meet intended outcome.</p>	<p><b>AY 2021-22</b> 13 total sections: 284/332 students, 86%</p> <p><b>Fall 2021</b> 5 Sections: 124/146 students, 85%</p> <p><b>Spring 2022</b> 8 Sections: 160/186 students, 86%</p>	<p><b>Observations/Changes:</b> One instructor utilized critical thinking questions and assigned research sources to assist students on developing a proper understanding of historical context. This <a href="#">Greek and Roman assignment</a> reflects the strategy using athletics in Ancient Greece and Ancient Rome. For the next three-year academic year cycle, the History faculty will be implementing new student learning outcomes. The first new objective will be ensuring that students can identify and define people, places, and/or events important in Early Western Civilization. One instructional method that a faculty member may utilize for this new learning objective is an <a href="#">interactive historical timeline of Ancient Egyptian history</a>. This resource allows students to understand the factual foundations of relevant topic points for a research essay on these events. In addition, it provides students an interactive component of visual and other more fully illustrated items from Ancient Egyptian history.</p>
<p><b>SLO 2:</b> Construct/Organize a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p>Students completed the <a href="#">research essay</a> in each HIS 101 section. These respective assignments were selected by individual course</p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2021-22</b> 13 total sections: 281/326 students, 86%</p> <p><b>Fall 2021</b> 5 Sections: 122/140 students, 87%</p>	<p><b>Observations/Changes:</b> To assist students in creating a proper thesis statement for their critical analysis research essays, one faculty member incorporated educational videos about proper thesis construction into their instructional plan. An example of this is an <a href="#">instructional video on writing thesis statements</a>. The History faculty has updated this second student learning objective for the</p>

	instructors. These assignments all fit diverse parts of the historical course objectives for Early Western Civilization.		<b>Spring 2022</b> 8 Sections: 159/186 students, 85%	next three-year academic cycle. As such, the second objective will now be based around understanding historical context. An example that one instructor is looking at utilizing for this newly implemented focus point will be a historical context exercise related to <a href="#">the Crusades</a> .
<b>SLO 3:</b> Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.	Students completed a <a href="#">research essay</a> 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.	70% of students should meet intended outcome.	<b>AY 2021-22</b> 13 total sections: 283/326 students, 87%  <b>Fall 2021</b> 5 Sections: 122/140 students, 87%  <b>Spring 2022</b> 8 Sections: 161/186 students, 85%	<b>Observations/Changes:</b> Instructional handouts provide History faculty members with a diverse array of possibilities to prepare students for this learning objective. As part of one instructor's <a href="#">primary research source analysis essay assignment</a> , a detailed handout outlined how students in the class should approach this task. As part of the new three-year academic cycle, History faculty members will be instituting a new third student learning objective. This new goal will focus on instructing students to properly synthesize primary and/or secondary sources regarding the economic, social, intellectual, religious, and/or political background of Early Western Civilization. One faculty member is considering assisting students towards appropriately understanding this new learning objective via utilizing interactive research source content. For that HIS 101 instructor, this may include incorporating a multi-faceted online <a href="#">interactive research source dealing with the Middle Ages</a> into their assignment plans.
<b>Plan submission date:</b> 2022			<b>Submitted by:</b> Liberal Arts Department	

## SLO 1: Research Essay

2

You are only allowed to use the assigned research options.

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

Research Module Historical Review Essay:

A. Type The Main Topic of Your Essay

B. List the 4 or more specific assigned sources you chose to review to 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 300 to 500 word review of what you observed and learned from the respective 4 or more historical research resources utilized for creating this critical analysis essay on the main historical topic. Your final review essay should demonstrate a good level of detailed insight on the diverse events, themes, figures, and related items associated with the main historical topic.

D. Here are several Brainstorming questions you should consider when examining a given historical topic:

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?

## SLO 1: Greek and Roman Assignment

EXAMPLE · Read Only · Saved to this PC · Search (Alt+Q) · Wendy Shuffett

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1 2 3 4 5 6 7 8 9 10 11 12

**Greek and Roman athletics**

<https://www.metmuseum.org/toah/hd/athl/hd>

<https://www.penn.museum/sites/expedition/roman-athletics/>

<https://www.history.com/news/7-ancient-sports-stars>

<https://www.smithsonianmag.com/history/ancient-history-cheating-olympics-180960003/>

What characteristics help to best define the treatment of sports and athletes in Ancient Rome and Greece?

What ideas and concepts of our present-day sports world seem similar in nature to the historical influences of Ancient Rome and Greece?

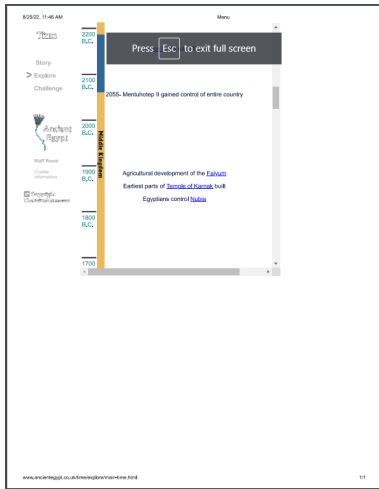
What are some ideas or concepts that modern sports could learn and perhaps improve from studying the lessons of Ancient Roman or Greek athletics?

How could travel back in time and be a spectator at an Ancient

athletics

Focus

## SLO 1: Ancient Egypt Timeline



## SLO 2: Research Essay

2

You are only allowed to use the assigned research options.

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

**Research Module Historical Review Essay:**

A. Type The Main Topic of Your Essay

B. List the 4 or more specific assigned sources you chose to review to 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 300 to 500 word review of what you observed and learned from the respective 4 or more historical research resources utilized for creating this critical analysis essay on the main historical topic. Your final review essay should demonstrate a good level of detailed insight on the diverse events, themes, figures, and related items associated with the main historical topic.

D. Here are several Brainstorming questions you should consider when examining a given historical topic:

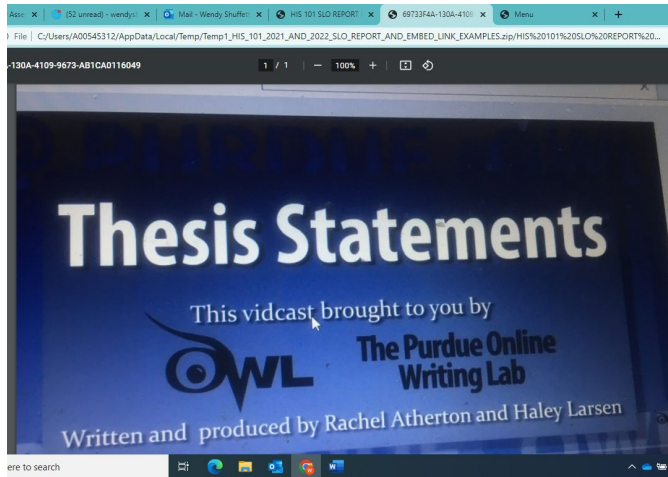
Does the historical topic seem transformative and if so or not what is your explanation for why or why not?

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

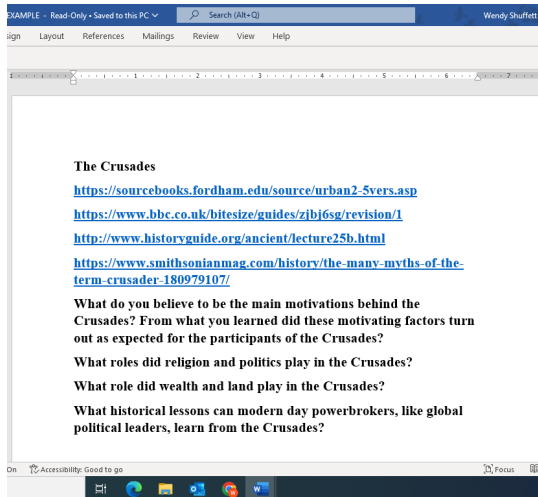
What were the biggest events of the historical topic's era of time and how would you explain the significance of them?

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?

## SLO 2: Thesis Statements Instructional Videos



## SLO 2: Crusades Assignment



## SLO 3: Research Essay

2

You are only allowed to use the assigned research options.

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

Research Module Historical Review Essay:

A. Type The Main Topic of Your Essay

B. List the 4 or more specific assigned sources you chose to review to 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 300 to 500 word review of what you observed and learned from the respective 4 or more historical research resources utilized for creating this critical analysis essay on the main historical topic. Your final review essay should demonstrate a good level of detailed insight on the diverse events, themes, figures, and related items associated with the main historical topic.

D. Here are several Brainstorming questions you should consider when examining a given historical topic:

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?

## SLO 3: Primary Source Analysis

EXAMPLE - Read-Only - Saved to this PC

Search (Alt+Q) Wendy S

sign Layout References Mailings Review View Help

1 2 3 4 5 6 7 8 9

### How to Analyze a Primary Source

When you analyze a primary source, you are undertaking the most important job of the historian. There is no better way to understand events in the past than by examining the sources — whether journals, newspaper articles, letters, court case records, novels, artworks, music or autobiographies — that people from that period left behind.

Each student of history, including you, will approach a source with a different set of experiences and skills, and will therefore interpret the document differently. Remember that there is no one right interpretation. However, if you do not do a careful and thorough job, you might arrive at a wrong interpretation.

In order to analyze a primary source you need information about two things: the document itself, and the era from which it comes. You can base your information about the time period on the readings you do in class and on lectures. On your own you need to

On Accessibility Good to go Focus

# SLO 3: Middle Ages Interactive Assignment

Listen to The Great Minds Learner Podcast! New episodes now available.  
Press Esc to exit full screen

**Series**

<https://www.learner.org/learn/podcast/podcast/> - THE MIDDLE AGES INTERACTIVE

**The Middle Ages Interactive**

Discover what it was like to live during the Middle Ages. Explore topics such as Feudal Life, Religion, Homes, Clothing, Health, Arts & Entertainment, and Town Life.

### Feudal Life

If you were it really like to live in the Middle Ages?

**Feudal Life**  
For safety and for defense, people in the Middle Ages formed small communities around a central lord or master. Most people lived on a manor, which consisted of the castle, the church, the village, and the surrounding farm land. These manors were isolated, with occasional visits from peddlars, pilgrims on their way to the Crusades, or soldiers from other regions.

**Manors**  
In exchange for living on the land, a lord offered protection to serfs.

**Feudal System**  
In this "feudal" system, the king awarded land grants or "fiefs" to his most important nobles, his barons, and his bishops, in return for their contribution of soldiers for the king's armies. At the lowest echelon of society were the peasants, also called "serfs" or "villains," in exchange for living and working

- Feudal Life
- Religion
- Homes
- Clothing
- Health
- Arts & Entertainment
- Town Life
- Religion





## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

**2021-2022**

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

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

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

### **HIS 102 Course Student Learning Outcomes & Assessment Plan 2021-2022**

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>SLO 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 secondary sources.</p>	<p>Students completed a <a href="#">research essay</a> in each HIS 102 section. These respective assignments were selected by individual course instructors. These assignments all fit diverse parts of the historical course objectives for Modern Western Civilization.</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2021-22 11 total sections 245/282 students 87 percent Fall 2021 3 Sections 95/108 students 88 Percent Spring 2022 8 Sections 150/174 students 86 Percent</p>	<p>One instructor utilized critical thinking questions and assigned research sources to assist students on developing a proper understanding of historical context. This <a href="#">World War One documentary assignment</a> details this strategy using the trench warfare experience in World War One. For the next three-year academic cycle, History faculty members will be implementing a new set of student learning objectives. The first of these new objectives will involve instructing students on how to properly identify and define people, places, and/or events important in Modern Western Civilization. One instructional method that a faculty member is considering using for this new learning objective <a href="#">is interactive World War</a></p>

				<p><a href="#">Two assignment.</a> This historical resource would provide students a technologically engaging and multi-dimensional tool for developing a proper understanding of the Second World War.</p>
<p>SLO 2: Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p>Students completed a <a href="#">research essay</a> in each HIS 102 section. These respective assignments were selected by individual course instructors. These assignments all fit diverse parts of the historical course objectives for Modern Western Civilization.</p>	<p>70% of students should meet intended outcome.</p>	<p>AY 2021-22</p> <p>11 total sections</p> <p>237/279 students</p> <p>85 percent</p> <p>Fall 2021</p> <p>3 Sections</p> <p>91/105 students</p> <p>87 Percent</p> <p>Spring 2022</p> <p>8 Sections</p> <p>146/174 students</p> <p>84 Percent</p>	<p>One faculty resource for preparing students on proper thesis creation is to provide instructional handouts. One such instructor example for HIS 102 is an <a href="#">Instructional Guide for creating Historical thesis.</a> These detailed guides give students the proper steps and strategies for properly understanding and implementing thesis creation in the drafting of research essay assignments. As mentioned above, the History faculty updated our student learning objectives for the next three-year academic cycle. Going forward, the second objective will now be focused on instructors developing their students' ability to understand historical context. A strategy that one instructor is looking at implementing for this purpose is the use of an assignment about the</p>

				employment of <a href="#">Nuclear Weapons to end World War II in the Pacific</a> .
SLO 3: Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.	Students completed a <a href="#">research essay</a> in each HIS 102 section. These respective assignments were selected by individual course instructors. These assignments all fit diverse parts of the historical course objectives for Modern Western Civilization.	70% of students should meet intended outcome.	<p>AY 2021-22</p> <p>11 total sections</p> <p>222/279 students</p> <p>80 percent</p> <p>Fall 2021</p> <p>3 Sections</p> <p>89/105 students</p> <p>85 Percent</p> <p>Spring 2022</p> <p>8 Sections</p> <p>133/174 students</p> <p>76 Percent</p>	<p>The instruction of History students on the best practices of utilizing research sources to properly support thesis points is a vital part of appropriately teaching research essay creation. One faculty member implemented the approach of recording a <a href="#">Knowmia Tech Relay video lecture to</a> explain this learning objective to their HIS 102 students. For the next three-year academic cycle, History faculty members third new student learning objective will be focused on instructing students to properly synthesize primary and/or secondary sources regarding the economic, social, intellectual, religious, and/or political background of Modern Western Civilization. One faculty member is considering a strategy on assisting students towards achieving this goal by assigning historical documentaries. For this HIS 102 instructor, this may include <a href="#">providing documentary research source content on World War One</a> for students to learn about these</p>

			respective periods and their connected historical developments.
Plan submission date: 2022		Submitted by: Liberal Arts Department	

### SLO 1 Research essay prompt

Press **Esc** to exit full screen

**THE HIS 102 HANDOUT FOR THE RESEARCH ASSIGNMENT**

**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 ONE of the below listed historical topics via usage of their assigned research materials. On the topic you choose to review, you must have a well thought out 300 to 500 word essay of proper details and analysis. In addition, to facilitate the content for the essay, you will offer your analysis on the vital historical details of at least 4 of the listed allowed research sources for a selected historical topic. These sources are a mixture of diverse online based research resources such as primary documents, secondary essays, virtual exhibits, audio visual reviews, and other such items.

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.

### Evidence of SLO 1- World War One assignment prompt

HS 102 SLO REPORT OBJECTIVE ONE 1ST EXAMPLE - Saved to this PC

File Home Insert Draw Design Layout References Mailings Review View Help

World War One Documentary

<https://www.youtube.com/watch?v=ersq3s0xFM4>

[https://www.youtube.com/watch?v=P92quhd7d\\_8](https://www.youtube.com/watch?v=P92quhd7d_8)

<https://www.youtube.com/watch?v=SlwOSXcVQm8>

[https://www.youtube.com/watch?v=1\\_Zeem3NRA?](https://www.youtube.com/watch?v=1_Zeem3NRA?)

How would you describe the quality of life for World War One Soldiers in the Trench System? Please explain your answer

Why were the trenches needed and what were their main war time purposes? Please carefully detail you main detailed points

What lessons can we learn in the present day from this part of earlier warfare? Please explain and be organized in your responses.

Page 1 of 1 72 words Text Predictions On Accessibility: Good to go

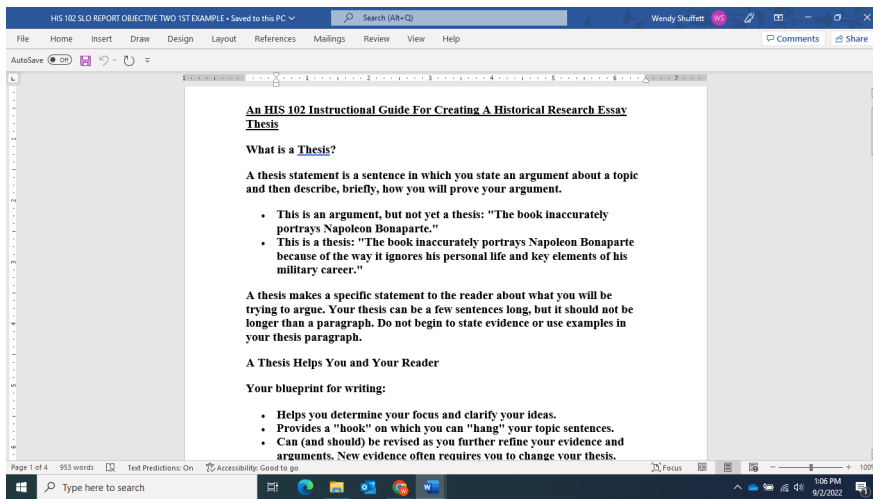
Type here to search

1:00 PM 8/2/2022

## Evidence of SLO 1- Screenshot of interactive World War Two timeline



## Evidence of SLO 2- Instructional guide for creating a thesis



## Evidence of SLO 2- End World War Two in the Pacific with Nuclear Weapons assignment

The screenshot shows a Microsoft Word document with the following content:

**World War II and Nuclear Weapons**

<https://www.youtube.com/watch?v=gltrQGcLcAU>

<https://www.youtube.com/watch?v=vv4VhZy2L5Y>

<https://www.youtube.com/watch?v=-07xiaB12vk>

<https://www.atomicheritage.org/key-documents/truman-statement-hiroshima>

From the assigned research, what did you learn about the main motivating factors for the use of nuclear weapons to end World War II in the Pacific?

From the assigned research, what were the alternative options to the use of nuclear weapons for ending World War II in the Pacific?

What lessons can modern day people take from this transformative event in military history?

The document is displayed in a window titled 'Wendy Shuffett' with a search bar and various menu options. The status bar at the bottom indicates 'Page 1 of 1', '74 words', and 'Text Predictions: On'.

## Evidence of SLO 3- Knowmia lecture screenshot

The screenshot shows a PDF document with the following content:

**THE HIS 102 RESEARCH MODULE 4 ASSIGNMENT HANDOUT**

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

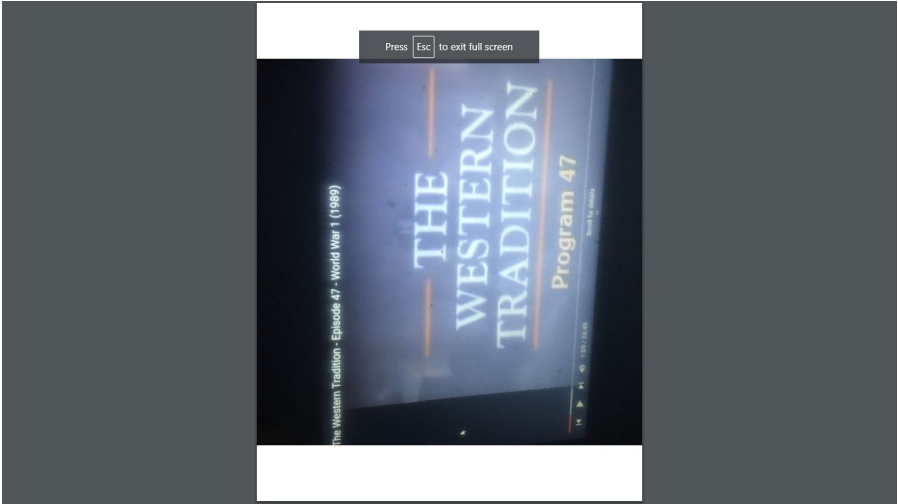
2. On this assignment, you must complete critical analysis historical review essays on 2 of the below listed historical topics via usage of their assigned research materials. On each of the topics you choose to review, you must have a well thought out 250 to 400 word essay of proper details and analysis. In addition, to facilitate the content for each of the 2 essays you will offer your analysis on the vital historical details of at least 4 of the listed allowed research sources for a selected historical topic. These sources are a mixture of diverse online based research resources such as primary documents, secondary essays, virtual exhibits, audio visual reviews, and other such items.

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

The PDF is displayed in a viewer with a search bar and a 'Press Esc to exit full screen' button. The status bar at the bottom indicates '1 / 1', '100%', and 'Press Esc to exit full screen'.

Evidence of SLO 3- World War One documentary resource







## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

**2021-2022**

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

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

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

## **HIS 121 Course Student Learning Outcomes & Assessment Plan 2021-2022**

### Department Level Student Learning Outcomes

1. Students will acquire content knowledge in the arts, humanities, and social sciences.

2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.

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

### Course Student Learning Outcomes

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 Prehistoric period to the Era of the Renaissance

2: Student will construct/organize a satisfactory thesis using clear, organizational structure and coherent language.

3: Student will use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>1. Students will show mastery of the relevant context using information from primary and/or secondary sources from the Reformation era to the modern period.</p>	<p>Students complete a written assignment based on a primary/secondary source. Assignments included a</p>	<p>70% of students should meet intended outcomes</p>	<p>FALL 2021  Total Students assessed: 125  <math>111/125 = 89\%</math> pass rate</p> <hr/> <p>SPRING 2022  Total students assessed: 8  <math>6/8 = 75\%</math></p> <p><u>Year Total</u> = <math>63/69 = 91\%</math> pass rate</p>	<p>Five sections of this class were offered in the school year – four in the fall and one in the spring. These sections were taught by three instructors who implemented different assessment strategies. The majority of students met the criteria for this intended outcome. For assessment one (1) an instructor used the Siege of Jerusalem. In the case study, students were asked to compare what we can probably know from what we can possibly know. From a historical perspective, almost anything is possible, but for it to be a legitimate historical exercise, students need to understand that evidence is the key. Students were asked to graph what is historically probable from both accounts.</p> <p>While this exercise is valuable, it seems appropriate that students need a little more “hands on” guidance. For example, I underlined the most appropriate</p>

				information that the student should note in her/his analysis of the probability issue. <a href="#">See Sennacherib Prism v II Kings attachment.</a>
2. Students will construct/organize a satisfactory thesis using clear, organizational structure and coherent language.	Students complete a written assignment based on a primary/secondary source.	70% of students should meet intended outcomes	<p>FALL 2021</p> <p>Total Students assessed: 125</p> $\frac{111}{125} = 89\% \text{ pass rate}$ <hr/> <p>SPRING 2022</p> <p>Total students assessed: 8</p> $\frac{6}{8} = 75\%$ <p>Year Total = 63/69 = 91% pass rate</p>	The majority of the students provided effective theses once they understood the process. The students were asked to provide a thesis that ties into the available written evidence in both documents. This process was continued into the spring but was tweaked a bit. Instead of having the students construct a thesis on their own, the instructor provided thesis possibilities and the students were allowed to pick the best from the list.
3. Students will use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis	Students complete a written assignment based on a primary/secondary source.	70% of students should meet intended outcomes	<p>FALL 2021</p> <p>Total Students assessed: 125</p> $\frac{111}{125} = 89\% \text{ pass rate}$ <hr/> <p>SPRING 2022</p>	After supplying an effective thesis, students were to list documentary evidence from both documents (Sennacherib Prism and <a href="#">II Kings</a> ). They were asked to list at least three pieces of evidence were the sources were convincing enough for students to make a probability outcome instead of a possibility

			<p>Total students assessed: 8</p> <p><math>6/8 = 75\%</math></p> <p>Year Total = <math>63/69 = 91\%</math> pass rate</p>	<p>one. For example, Sennacherib talks about how he locked up the Hebrew king Hezekiah like a bird in a cage, but he never mentions assaulting and taking Jerusalem. Sennacherib typically like to write about cities he conquered, but in the case of Jerusalem he fails to mention its capture. A logical conclusion drawn by most students was that he never took the city. II Kings, likewise, states that Sennacherib left without taking the city. So, we have two independent accounts that support the probability that the Assyrians failed to capture the city of Jerusalem. Students met with success, overall, for this SLO. This exercise was carried over in the spring with similar results. I have found this to be an effective historical exercise to show students how historians draw certain conclusions from documentary evidence. Moving forward this example will be continued, but the instructor plans to implement another case study that will examine a historical situation that</p>
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			features the <a href="#">Cyrus and the Book of Chronicles from the Tanakh</a> .
Plan submission date: September, 2022		Submitted by: Liberal Arts Department	

**Evidence of SLO 1- Sennacherib's Prism as an example of support provided to students.**

The screenshot shows a Microsoft PowerPoint presentation. The current slide is titled "The Assyrian seizure of Jerusalem (Sennacherib's Prism)". The slide content includes a quote from the Bible (2 Kings 18:17-37) describing the fall of Jerusalem to the Assyrians. To the right of the text is an image of the Sennacherib Prism, a large stone tablet with cuneiform inscriptions. The presentation interface shows the slide is 14 of 32, and the system tray at the bottom indicates a temperature of 76°F and a date of 9/22/2022.

**The Assyrian seizure of Jerusalem (Sennacherib's Prism)**

18As for Hezekiah the Judahite, 19who did not submit to my yoke: 20forty-six of his strong, walled cities, as well as 21the small towns in their area, 22which were without number, by levelling with battering-rams 23and by bringing up siege-engines, and by attacking and storming on foot, 24by mines, tunnels, and breeches, I besieged and took them. 25200,150 people, great and small, male and female, 26horses, mules, asses, camels, 27cattle and sheep without number, I brought away from them 28and counted as spoil. (Hezekiah) himself, like a caged bird 29I shut up in Jerusalem, his royal city. In addition to the thirty talents of gold and 30eight hundred talents of silver, gems, antimony, 31jewels, large carnelians, ivory-inlaid couches, 32ivory-inlaid chairs, elephant hides, elephant tusks, 33ebony, boxwood, all kinds of valuable treasures, 34as well as his daughters, his harem, his male and female 35musicians, which he had brought after me 36to Nineveh, my royal city. To pay tribute 37and to accept servitude, he dispatched his messengers.

## Evidence of SLO 3- II Kings document

The screenshot shows a PowerPoint slide titled "II Kings, chapter 18". The slide content is as follows:

**13** Now in the fourteenth year of king Hezekiah did Sennacherib king of Assyria come up against all the fenced cities of Judah, and took them.

**14** And Hezekiah king of Judah sent to the king of Assyria to Lachish, saying, I have offended; that which thou putteth on me will I bear. And the king of Assyria appointed unto Hezekiah king of Judah three hundred talents of silver and thirty talents of gold.

**15** And Hezekiah gave him all the silver that was found in the house of the LORD, and in the treasures of the king's house.

**16** At that time did Hezekiah cut off the gold from the doors of the temple of the LORD, and from the pillars which Hezekiah king of Judah had overlaid, and gave it to the king of Assyria.

**17** "this is what the LORD says concerning the king of Assyria: **18** "He will not enter this city or shoot an arrow here. He will not come before it with shield or build a siege ramp against it. **19** By the way that he came he will return; he will not enter this city, declares the LORD. **20** I will defend this city and save it, for my sake and for the sake of David my servant!" **21** That night the angel of the LORD went out and put to death a hundred and eighty-five thousand in the Assyrian camp. When the people got up the next morning there were all the dead bodies! **22** So Sennacherib king of Assyria broke camp and withdrew. He returned to Nineveh and stayed there.

## Evidence of SLO 3- Cyrus Cylinder and Book of Chronicles

The screenshot shows a PowerPoint slide titled "Cyrus & Hebrew Bible on Israelites returning home". The slide content is as follows:

**The tanakh**

**22** In the first year of Cyrus king of Persia, in order to fulfill the word of the LORD spoken by Jeremiah, the LORD moved the heart of Cyrus king of Persia to make a proclamation throughout his realm and also to put it in writing:

**23** "This is what Cyrus king of Persia says: **24** "The LORD, the God of heaven, has given me all the kingdoms of the earth and he has appointed me to build a temple for him at Jerusalem in Judah. Any of his people among you may go up, and may the LORD their God be with them."...Chronicles 36: 22-23 (Hebrew Bible "tanakh")

**Cyrus Cylinder**

- I am Cyrus, king of the universe, the great king, the powerful king, king of Babylon, king of Sumar and Akkad, king of the four quarters of the world
- Marduk, the great lord, bestowed on me as my destiny the great magnanimity of one who loves Babylon, and I every day sought him out in awe.
- I sought the safety of the city of Babylon and all its sanctuaries. As for the population of Babylon who as if without divine intention had endured a yoke not decreed for them,
- I soothed their weariness; I freed them from their bonds. Marduk, the great lord, rejoiced at my good deeds.



## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

**2021-2022**

### **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 2021-2022**

### Department Level Student Learning Outcomes

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



Course Student Learning Outcomes

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 Reformation era to the modern period using information from primary and/or secondary sources.

2: Student will construct/organize a satisfactory thesis using clear, organizational structure and coherent language.

3: Student will use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>1. Students will show mastery of the relevant context using information from primary and/or secondary sources from the Reformation era to the modern period.</p>	<p>Students complete a written assignment based on a primary/secondary source. Assignments included a <a href="#">Communism assessment</a> from a primary source and an <a href="#">Excerpt from Slave Accounts</a> primary source.</p>	<p>70% of students should meet intended outcomes</p>	<p>FALL 2021 Total Students assessed: 42 39/42 = 93% pass rate</p> <hr/> <p>SPRING 2022 Total students assessed: 24 24/27 = 89%</p> <p><u>Year Total</u> = 63/69 = 91% pass rate</p>	<p>Two sections of this class were offered in the school year – one in the fall and one in the spring. Both instructors implemented different forms of assessments to meet this SLO. The majority of students met the criteria for this intended outcome. For example, in one assessment, the <a href="#">Communism assignment</a>,</p>

				<p>students read from a primary source and wrote responsive paragraphs based on several prompts. In another example, is an analysis of a primary source account of the realities of slavery in the 17<sup>th</sup>-18<sup>th</sup> centuries (<a href="#">Excerpts from Slave Accounts</a>). In each of these cases, students must master the relevant context to complete the assignment. Students provided examples to support their answers by contextualizing content from the sources used in these assignments. For the next three-year academic year cycle, the History Faculty will be implementing new student</p>
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				<p>learning outcomes. (See <a href="#">HIS 122 Syllabus</a>) The first new objective will be ensuring that students can identify and define people, places, and/or events important in the second half of World History. This objective will be measured in a variety of ways. One example of an assessment includes an interactive assignment on <a href="#">Renaissance leaders and artists</a>.</p>
<p>2. Students will construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p>Students complete a written assignment based on a primary/secondary source.</p>	<p>70% of students should meet intended outcomes</p>	<p>FALL 2021 Total Students assessed: 42 36/42 = 86% pass rate</p> <hr/> <p>SPRING 2022 Total students assessed: 24 24/27 = 89% <u>Year Total</u> = 60/69 = 87% pass rate</p>	<p>The majority of the students organized their theses in a satisfactory manner using the prompt provided through the assignment. Their theses were coherent and relevant. This SLO was measured</p>

				<p>through the Communism assignment and slavery assignment (see above). The History Faculty has updated this second student learning objective for the next three-year academic cycle. As such, the 2nd objective will now be based around understanding historical context. An example of how this SLO will be measured is through primary source readings by key figures in World history, such as this primary source from the poem, "<a href="#">White Man's Burden.</a>"</p>
<p>3. Students will use primary and/or</p>	<p>Students complete a written assignment based</p>	<p>70% of students should</p>	<p>FALL 2021 Total Students assessed: 42 36/42 = 86% pass rate</p>	<p>Students met with success, overall, for this</p>

<p>secondary materials in a coherent and thoughtful manner in support of his/her thesis</p>	<p>on a primary/secondary source.</p>	<p>meet intended outcomes</p>	<hr/> <p>SPRING 2022 Total students assessed: 24 24/27 = 89%</p> <p><u>Year Total</u> = 60/69 = 87% pass rate</p>	<p>SLO. In the specific SLO assessments provided to students in the two 122 classes, students supported their theses in coherent and thoughtful ways by using examples from the primary source readings and thoughtful theses statements. As part of the new three-year academic cycle, History will be instituting a new third student learning objective. This new goal will focus on instructing students to properly synthesize primary and/or secondary sources regarding the</p>
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				economic, social, intellectual, religious, and/or political background of early World History. An option for assessment of this is the creation of a <a href="#">Cold War responsive assignment</a> or a <a href="#">Qing Dynasty assignment</a> .
<b>Plan submission date:</b> September, 2022			<b>Submitted by:</b> Liberal Arts Department	

## Evidence of SLO 1- Communism assignment reading/assignment

**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.

## Evidence of SLO 1- Excerpts from slave accounts

**Excerpts from Slave Accounts**

Read the following eyewitness accounts to slavery and then answer the questions on Blackboard.

- 1- John Barbot, a slave agent for the French Royal African Company.
- 2- Olaudah Equiano, a slave that was captured from his home and sold into slavery at age 11.
- 3- Alexander Falconbridge, a slave ship surgeon

1. **John Barbot**

**Slave Trade Documents by John Barbot 1732** HistoryWiz Primary Source

John Barbot, an agent for the French Royal African Company, made at least two voyages to the West Coast of Africa, in 1678 and 1682. Those sold by the Blacks are for the most part prisoners of war, taken either in fight, or pursuit, or in the incursions they make into their enemies territories, others stolen away by their own countrymen; and some there are, who will sell their own children, kindred, or neighbours. This has been often seen, and to compass it, they desire the person they intend to sell, to help them in carrying something to the factory by way of trade, and when there, the person so deluded, not understanding the language, is sold and delivered up as a slave, notwithstanding all his resistance, and exclaiming against the treachery.

The kings are so absolute, that upon any slight pretense of offences committed by their subjects, they order them to be sold for slaves, without regard to rank, or possession.... Abundance of little Blacks of both sexes are also stolen away by their neighbours, when found abroad on the roads, or in the woods, or else in the *Coupages*, or corn-fields, at the time of the year, when their parents keep them there all day, to scare away the devouring small birds, that come to feed on the millet, in swarms, as has been said above.

In times of death and famine, abundance of those people will sell themselves, for a maintenance, and to prevent starving. When I first arriv'd at *Goerre*, in December, 1682, I found a great number of these people, who could be found

## Evidence of SLO 1- New class information from syllabus

### Course Objectives

As part of the Liberal Arts Department, HIS 121 is a survey of the economic, social, intellectual, religious, and political background of World civilizations from the ancient world to the Renaissance era. The student, once having finished the course, should have a better understanding the major movements that have helped form World civilizations. Concurrent to these goals is the overarching desire to demonstrate the relevance of history to the present and promote perspective in understanding contemporary problems.

Upon completion of this course, students will be able to:

- identify and define people, places, and/or events important in World History from the ancient civilizations to the 14th -15th century.
- contextualize primary and/or secondary sources regarding the economic, social, intellectual, religious, and/or political background of World History from the ancient civilizations to the 14th – 15th century.
- synthesize a primary and/or secondary source alongside other sources or related themes within the economic, social, intellectual, religious, and/or political background of World History from the ancient civilizations to the 14th – 15th century.

## Evidence of SLO 1- Renaissance assignment

### Renaissance Assignment

Choose **two of the Renaissance artists** featured in **this exhibit**:

<https://www.nationalgallery.org.uk/paintings/tour-renaissance-masterpieces>

and answer the following questions:

1. What types of artistic developments did this artist bring to his work? How did his work help define or reshape the Renaissance period?
2. Which of his showcased paintings (from the website above) appeals to you the most? Why?
3. Choose **one** of these artists and **one piece of the artist's showcased art** (from the website). Do a quick online study of it. What types of images are captured in this work? What is the importance of this work, if any? What can you tell me about this piece?

Do not plagiarize this assignment. All information must be written in your own words.

Worth 25 pts.



## Evidence of SLO 2- White man's burden assignment

**Look at the Pear's Soap advertisement, pg 716 in your book, it mentions the White Man's Burden... your assignment: White Man's Burden (poem, attached)**

After the United States acquired the Philippines in the wake of the Spanish-American War, the famous British poet Rudyard Kipling (the same man who wrote the *Jungle Book*), wrote *The White Man's Burden* to the American people. After reading *The White Man's Burden* (attached) write a complete paragraph (you may write more than 1, but be sure you do at least 1 paragraph!) that answers the following:

1. What exactly is the burden?
2. Why is it a burden (why does Kipling call it a burden instead of "duty," "privilege," or "right")?
3. What is the tone of the poem? Is it cheerful? Is it a somber warning? Is it disappointment? Or is it something else?
4. Who seems to suffer more, the empire or the colony?

Remember to use specific passages and quotes from the poem in support of your answers. It's a short poem so be thorough in your reading, thinking, and writing.

**If you use outside sources, you MUST cite your source!!! And DON'T PLAGIARIZE!!**

The White Man's Burden, 1899

This famous poem, written by Britain's imperial poet, was a response to the American take over of the Philippines after the Spanish-American War.

Take up the White Man's burden-- Send forth the best ye breed-- Go bind your sons to exile To serve your captives' need; To wait in heavy harness, On fluttered folk and wild-- Your new-caught, sullen peoples, Half-devil and half-child. Take up the White Man's burden-- In patience to abide, To veil the threat of terror And check the show of pride; By open speech and simple, An hundred times made plain To seek another's profit, And work another's gain. Take up the White Man's burden-- The savage wars of

## Evidence of SLO 3- Cold war assignment

### COLD WAR ASSIGNMENT

#### **Directions:**

For this assignment use the readings and videos in the Cold War Module as the sources.

1. Select a topic dealing with the Cold War from 1945-60's. See list below.
2. Research the topic and prepare an Informational Presentation of **the Topic by using 3 to 4 slides** in a Google Doc/Slides or PowerPoint program.
3. The slides should give a **good explanation of the topic** as well as explain the **context of this topic in the whole of the Cold War**. Try to think of this assignment as only having a few slides to capture the "big ideas" and iconic images of the topic.
4. **Plagiarism will NOT be tolerated. Do not cut and paste information; you must use your own words. You must include a bibliography for all sources used (minimum of two). This will not count as one of your slides.**

#### **Select from the Cold War topics below:**

1. The Berlin Crisis, Berlin airlift and the resolution (1948-49)
2. The Marshall Plan and Truman Doctrine
3. NATO and Warsaw Pact
4. China's transition to communism
5. Korean Conflict
6. U-2 Incident
7. Cuban Missile Crisis
8. The Berlin Wall (1963-1989)
9. The Space Race (from Sputnik to the Lunar landing in 1969) include the US and USSR
10. The weapons race (Atomic bomb, H-bomb to Intercontinental ballistic missiles)

## Evidence of SLO 3- Qing dynasty assignment

### **Qing Dynasty Assignment:**

Follow the directions below and then answer the questions that follow.

#### **DIRECTIONS:**

- Go to the following website: <http://afe.easia.columbia.edu/>
- Under "view by time period," click on 1450-1770
- On the pop up screen, click on "[Recording the Grandeur of the Qing: The Southern Inspection Tour Scrolls of the Kangxi and Qianlong Emperors](#) [Interactive Unit]"
- Click on each picture or links at the top of the page to answer the following questions.

#### **EMPERORS**

1. How was the Kangxi Emperor able to win over the scholarly elite and the Chinese populace?

2. Name the different ethnic groups in the Qing Empire.

#### **STATE**

3. What is the significance of the Qing veneration of Ming emperors?

4. What ideas of government influenced prominent writers and philosophers of the 18<sup>th</sup>-century Enlightenment period in Europe?

5. Refer to the box entitled "The Chinese Notion of Political Legitimacy..." What do the Chinese believe are the responsibilities of the government?

6. What was the "rule of avoidance"? Why was this enforced?

#### **ECONOMY**

7. What kind of currency was used for everyday transactions? for government taxes?

8. What were Shanxi Banks? Explain how they worked.



## Assessment Record

Program: History- HIS 201

Assessment period: 2021-2022

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

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

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

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

### **Course Student Learning Outcomes**

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

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p><b>SLO 1:</b> Show mastery of relevant context using information from primary and/or secondary sources.</p>	<p><a href="#">An essay utilizing 5 different primary sources chosen by the instructor</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2021-2022</b> 12 Sections: 218/237, 92%</p> <p><b>Fall 2021</b> Total Sections: 7 Students: 126/135, 93%</p> <p><b>Shelby Campus:</b> Sections: 1 22/22, 100%</p> <p><b>Dual Enrollment:</b> Sections: 6 101/113, 90%</p> <p><b>Spring 2022</b> Total Sections: 5 Students: 92/102, 90%</p> <p><b>Online Classes:</b> Sections: 2 58/64, 90%</p> <p><b>Jefferson Campus:</b> Sections: 1 7/11, 63%</p> <p><b>Shelby Campus:</b> Sections: 1 17/17, 100%</p> <p><b>Pell City Campus:</b> Sections: 1 10/10, 100%</p>	<p><b>Observations/Changes:</b> The department showed impressive growth in this outcome as 92% of students met the threshold for success. During the academic year, faculty expanded their library of short <a href="#">instructor-created videos</a> about people, places, and events in early American history. To further supplement content instruction through video, instructors utilized library resources like <a href="#">Films on Demand</a> and <a href="#">Feature Films for Education</a>. The use of video was very successful, as indicated by a 93% passage rate. For the next school year, <a href="#">the department will assess students on more diverse sources</a>, asking them to draw from several different contexts and synthesize them into a coherent essay. To reinforce the content, <a href="#">instructors will have students produce visual representations of the content</a>.</p>
<p><b>SLO 2:</b> Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.</p>	<p><a href="#">An essay utilizing 5 different primary sources chosen by the instructor</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2021-2022</b> 12 sections: 209/237, 88%</p> <p><b>Fall 2022</b> Total Sections: 6 Students: 134/179, 75%</p>	<p><b>Observations/Changes:</b> This outcome continues to be the most difficult for students to master. However, 88% of students did so, an increase from the previous academic year. Instructors were successful in implementing <a href="#">Microsoft Forms</a> which</p>

			<p><b>Dual Enrollment</b> Sections: 5 125/135 93%</p> <p><b>Jefferson Campus:</b> Sections: none offered</p> <p><b>Shelby Campus:</b> Sections: 1 22/22, 100%</p> <p><b>Pell City Campus:</b> Sections: none offered</p> <p><b>Clanton Campus:</b> Sections: none offered</p> <p><b>Spring 2022</b> Total Sections: 5 Students: 92/102, 90%</p> <p><b>Online classes</b> Sections: 2 52/64, 81%</p> <p><b>Jefferson Campus:</b> Sections: 1 7/11, 63%</p> <p><b>Shelby Campus:</b> Sections: 1 17/17, 100%</p> <p><b>Pell City Campus:</b> Sections: 1 8/10, 80%</p> <p><b>Clanton Campus:</b> Sections: none offered</p>	<p>allowed students to practice writing and receive direct feedback during or between classes. <a href="#">Instructors also utilized reverse writing</a>, which asked students to craft a thesis from an existing outline or essay. For the next school year, <a href="#">the department has chosen to eliminate this SLO.</a></p>
<p><b>SLO 3:</b> Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.</p>	<p><a href="#">An essay utilizing 5 different primary sources chosen by the instructor</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2021-2022</b> 12 Sections: 210/237, 89%</p>	<p><b>Observations/Changes:</b> Once again, the department met the threshold for success and improved over the previous academic year. Instructors utilized <a href="#">online videos explaining how to analyze primary</a></p>

			<p><b>Fall 2022</b>  Total Sections: 6  Students: 135/179, 75%</p> <p><b>Dual Enrollment</b>  Sections: 5  126/135, 93%</p> <p><b>Jefferson Campus:</b>  Sections: none offered</p> <p><b>Shelby Campus:</b>  Sections: 1  22/22, 100%</p> <p><b>Pell City Campus:</b>  Sections: none offered</p> <p><b>Clanton Campus:</b>  Sections: none offered</p> <p><b>Spring 2022</b>  Total Sections: 5  Students: 92/102, 90%</p> <p><b>Online classes</b>  Sections: 2  52/64, 81%</p> <p><b>Jefferson Campus:</b>  Sections: 1  7/11, 63%</p> <p><b>Shelby Campus:</b>  Sections: 1  17/17, 100%</p> <p><b>Pell City Campus:</b>  Sections: 1  8/10, 80%</p> <p><b>Clanton Campus:</b>  Sections: none offered</p>	<p><a href="#">sources</a> and <a href="#">how to read academic articles (secondary sources)</a>.  Instructors used online platforms like ProProfs to <a href="#">develop History Skills Tutorials</a> that walk students through the process of analyzing a primary source. For the next academic year, the department will utilize online tools <a href="#">Thinglink</a> to help students walk through the stages of analysis before committing their ideas to an essay.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b></p>	

# SLO 1: Prompt with Sources

HIS 201  
DBQ

This is the final essay for HIS 201. The purpose of this essay is for students to use primary sources and contextual knowledge to answer a historical question in an extended essay format. This document-based question uses documents covered in the third unit of the course.

**The Question: Why was the issue of slavery so pervasive in the early 19<sup>th</sup> century?**

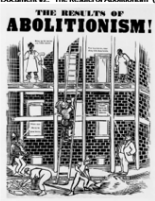
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- Argumentation (thesis & topic sentences)
- Evidence (use of primary sources)
- Context (outside information that adds that argument)

You are required to use all five of the documents included in this prompt.

**Document #1: GA Rep Thomas Cobb, having discussion about Missouri's stance**  
if you persist, the Union will be dissolved. You have kindled a fire which all the waters of the ocean cannot put out, which seas of blood can only extinguish." (GA Representative Thomas Cobb, 1819)

**Document #2: "The Results of Abolitionism" (1835)**



HIS 201  
DBQ

**Document #3: Mississippi Ordinance of Secession, 1861**

In the momentous step which our State has taken of dissolving its connection with the government of which we so long formed a part, it is but just that we should declare the prominent reasons which have induced our course.

Our position is thoroughly identified with the institution of slavery—the greatest material interest of the world. Its labor supplies the product which constitutes by far the largest and most important portions of commerce of the earth. These products are peculiar to the climate growing in the tropical regions, and by an imperious law of nature, none but the black race can bear exposure to the tropical sun. These products have become necessities of the world, and a blow at slavery is a blow at commerce and civilization. That blow has been long aimed at the gashed and was at the point of reaching its consummation. There was no choice left us but submission to the mandates of abolition, or a dissolution of the Union, whose principles had been subverted to work out our ruin. That we do not overstate the dangers to our institution, a reference to a few facts will sufficiently prove.

**Document #4: Excerpt from Abraham Lincoln's "House Divided" Speech (1858)**

"While the opinion of the Court... expressly declares that the Constitution of the United States neither permits Congress nor a territorial legislature to exclude slavery from any US Territory, that all ought to declare whether or not the same Constitution permits a State or the people of a State to exclude it... [thus] declaring that the Constitution does not permit a State to exclude slavery from its limits... such a decision is all that slavery now lacks of being alike lawful in all the States."

**Document #5: Excerpt from Incidents in the Life of a Slave Girl by Harriet Jacobs (1861)**

Reader, I draw no imaginary pictures of southern homes. I am telling you the plain truth. Yet when victims make their escape from this wild beast of slavery, gabstesses consent to act the part of bloodhounds, and hunt the poor fugitive back into his den, "Till of dead men's bones, and all uncleaness." Nay, more, they are not only willing, but proud, to give their daughters in marriage to slaveholders. The poor girls have romantic notions of a sunny clime, and of the flowering vines that all year round shade a happy home. To what disappointments are they destined! The young wife soon learns that they husband, in whose hands she has placed her happiness, pays no regard to his marriage vows. Children of every shade of complexion play with her own fair babies, and too well she knows that they are born unto him of his own household. Jealous and hatred enter the flowery home, and it is ravaged by its loveliness.


**(Optional) Document #6: A Scene from 12 Years a Slave**


Choose a scene from the film 12 Years a Slave. Be sure to describe the scene and explain how it supports your argument. Using this guide score you some bonus points.


# SLO 1: Lecture Videos


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## SLO 1: Films on Demand

The screenshot shows the Films on Demand search results for the query 'civil war'. The page features a search bar with the query 'civil war' and a search icon. Below the search bar, there are navigation options for 'Videos' and 'Audio', and a '10,623 Results' indicator. A dropdown menu for 'All Subjects' and a 'More Filters' button are visible. The search results are sorted by 'Relevance'. The first result is a video titled 'Civil War: Globe Trekker' with a duration of 02:11. The second result is a segment titled 'Post Civil War Years (SEGMENT)' with a duration of 02:26. The description for this segment states: 'The following program contains depictions of violence and offensive, but historically accurate racial epithets. Viewer discretion is advised.' The third result is a segment titled 'Spanish Civil War: 1936-1939 (SEGMENT)' with a duration of 02:26. The description for this segment states: 'Violence against slaves continues after the Civil War. The Reconstruction Period is marked by racial massacres. The Ku Klux Klan is America's first terrorist organization. © 2006 | History Education'. A 'BACK TO TOP' button is located at the bottom right of the search results area.

## SLO 1: Feature Films for Education

The screenshot shows the Infobase Feature Films for Education search results for the query '12 years a slave'. The page features a search bar with the query '12 years a slave' and a search icon. Below the search bar, there are navigation options for 'My Resources > Feature Films for Education' and 'My Films Help'. The search results are sorted by 'Relevance'. The first result is a feature film titled '12 Years a Slave' with a duration of 127 minutes. The description for this film states: 'A gripping, heart-wrenching, and wholly unforgettable journey based on the true story of an African American man who endures unspeakable horrors of race and slavery while clinging to hope and trying to survive against all odds.' The film is available in English and has a copyright date of 2013. The search results are displayed in a list view with a 'Filters' sidebar on the right. The filters include 'GENRE' (All Genres, Biography, Drama) and 'COPYRIGHT DATE' (All Copyright Dates, Within 10 Years). A 'Save Search' button is located at the top right of the search results area.

## SLO 1: Diverse Sources

### Essay #3 Potential Sources

Objective: To expand the source types and historical contexts in sources chosen for SLO essays. An ideal essay prompt would utilize at least one written source from each list.

#### From Southern White Perspective

- Alexander Stephens' "Cornerstone" Speech (1861)
- Margaret Weir "Dixie Doodle" (1862)
- Several "Letters to the Editor" in southern newspapers (1855-1865)

#### From Northern White Perspective

- Benjamin Butler on "Contraband" (1861)
- Harriet Beecher Stowe, *Uncle Tom's Cabin* (1852)
- Julia Ward Howe "Battle Hymn of the Republic" (1862)
- Abraham Lincoln's Second Inaugural (1865)

#### Black Perspectives during or after the War

- William Henry Singleton on Fighting for the Union, WPA Interview (1921)
- William Still, *Stories from the Underground Railroad* (1855-1856)
- Charlotte Forten on Racism in Boston (1855)
- Jourdan Anderson, "Letter to Former Enslaver" (1865)

#### Government Documents

- Republican Party Platform (1860)
- Articles of Secession from any state (1860-1861)

#### Visual Sources

- Matthew Brady's battlefield pictures (1863-1865)
- "Tragic Prelude" (1942)
- Civil War Recruitment posters

## SLO 1: Visual Representations



Now that we've familiarized ourselves with the documents, let's have a little fun with them.

This activity is designed for you to actively engage and think creatively about primary sources.

Choose one source from each of the four lists and create a meme that represents its central idea.

You may use meme generators and existing meme templates but the content/ideas must be yours.

## SLO 2: Prompt with Sources

HIS 201  
DBQ

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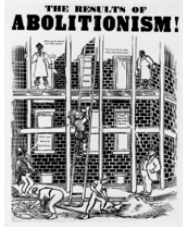
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Our position is thoroughly identified with the institution of slavery-- the greatest material interest of the world. Its labor supplies the product which constitutes by far the largest and most important portions of commerce of the earth. These products are peculiar to the climate verging on the tropical regions, and by an imperious law of nature, none but the black race can bear exposure to the tropical sun. These products have become necessities of the world, and a blow at slavery is a blow at commerce and civilization. That blow has been long aimed at the [abolitionists](#) was at the point of reaching its consummation. There was no choice left us but submission to the mandates of abolition, or a dissolution of the Union, whose principles had been subverted to work out our ruin. That we do not overstate the dangers to our institution, a reference to a few facts will sufficiently prove.

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**(Optional) Document #6: A Scene from 12 Years a Slave**

Choose a scene from the film 12 Years a Slave. Be sure to describe the scene and explain how it supports your argument. Using this [guide](#) score you some bonus points.

## SLO 2: Microsoft Forms

### Let's Practice!

Now that we've identified the topic sentences in the essay, let's write a thesis sentence.

But first, remember these things:

- Your thesis should incorporate the information in each topic sentence.
- Your thesis does not need to be the topic sentences rewritten with commas between each other.
- A thesis sentence is easier than you think!

Scan the QR code and type your response into the form



Forms HIS 201 Thesis Writing - Saved David McKee

Preview Theme Collect responses

Questions Responses

### HIS 201 Thesis Writing

Attempt #1 - Colonial America

1. Write your thesis sentence here. Take your time. We will review these together in class. \*

Enter your answer

+ Add new

## SLO 2: Reverse Writing

### Reverse Writing

Reverse Writing teaches students how the different parts of an essay work in tandem, rather than as separate parts. In most courses, students create an essay from scratch. With reverse writing, they are provided an entire essay and asked to develop specific parts, using context clues from the essay to fill it in. Throughout the course, students are provided with new essays; at each juncture, the essay becomes more and more bare. The typical process works like this:

STEP 1: Give students a question prompt and complete essay. Have them:

- Identify the thesis, topic sentences, evidence, and context.

STEP 2: Give students an essay without a thesis sentences. Have them:

- Read the topic sentences and use them to craft a thesis

STEP 3: Give students an essay without a thesis and (one or more) topic sentences.

Have them:

- Read each body paragraph and craft a topic sentence
- Write a thesis using the topic sentences

STEP 4: Give students an essay without a thesis, topic sentences, and *some* evidence.

Have them:

- Locate data/evidence that answers the prompt
- Craft a topic sentence based on the evidence
- Write a thesis based on the topic sentences.

STEP 5: Have students build an essay from scratch using what they've learned. |

## SLO 2: New SLOs

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

### Evaluation Criteria

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

#### Learning Outcome 1: Knowledge

The student can identify and define people, places, and/or events important in American history from the Reconstruction Era to the modern period.

#### Learning Outcome 2: Understanding and Comprehension

The student can contextualize primary and/or secondary sources regarding the economic, social, intellectual, religious, and/or political background of American history from the Reconstruction Era to the modern period.



### ASSESSMENT RECORD

#### Learning Outcome 3: Critical Thinking

The student can synthesize a primary and/or secondary source alongside other sources or related themes within the economic, social, intellectual, religious, and/or political background of American history from the Reconstruction Era to the modern period.

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HIS 201  
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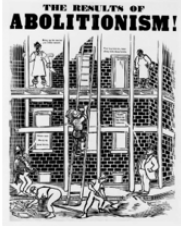
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## SLO 3: Analyzing Primary Sources



Search

PowerPoint Slide Show - 2 - American Imperialism - PowerPoint

1. Progressives were primarily middle class  
2. Progressives followed the Social Gospel  
3. Progressives trusted experts & expertise  
4. Progressives believed that democratic government is essentially good

11:04 / 18:16

HIS 202 - American Imperialism Images

Unlisted

9 views...

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## SLO 3: Videos on Secondary Sources

How to Read, Take Notes On and Understand Journal Articles | Essay Tips

## SLO 3: History Skills Tutorial

HIS 202 - History Skills Tutorial - Teddy Roosevelt Cartoons

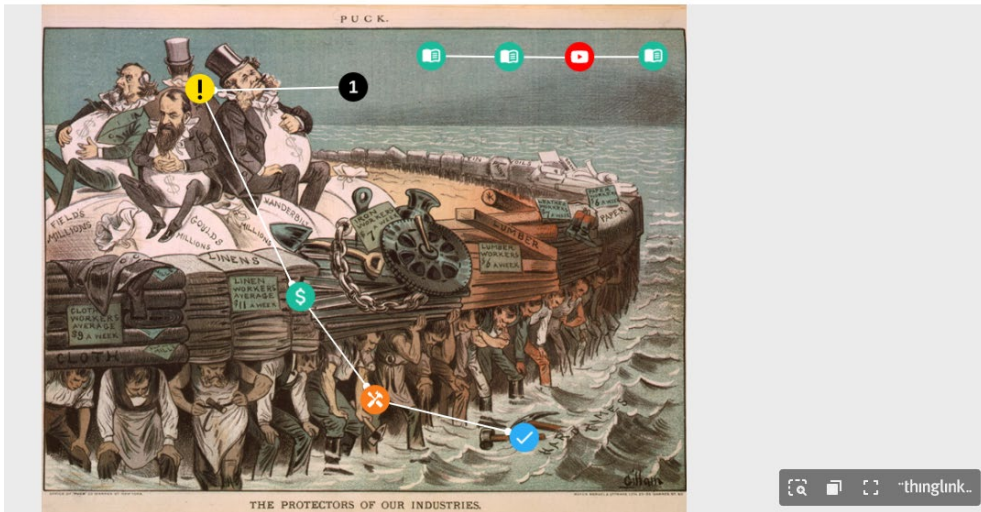
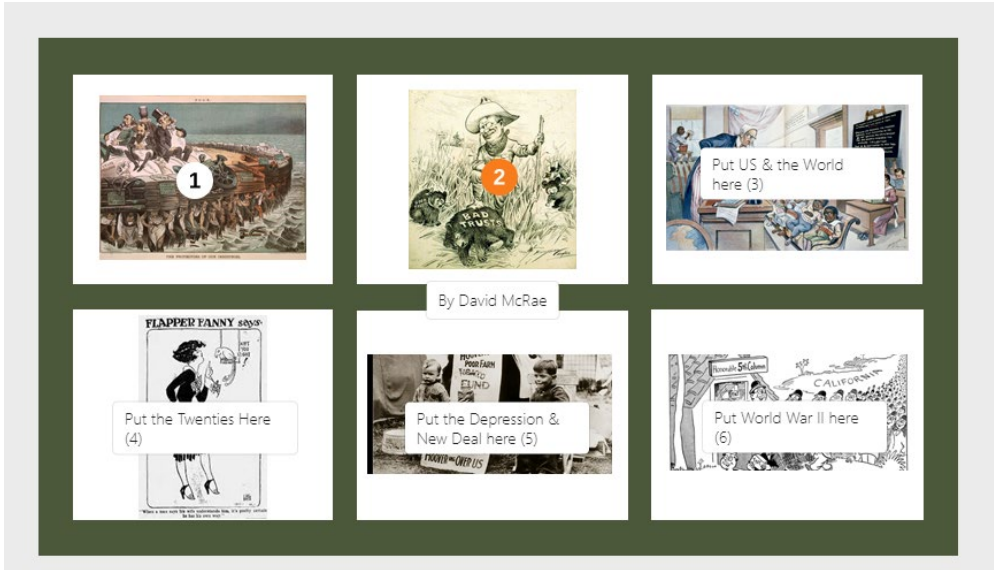
10 Questions



Start



# SLO 3: Thinglink





## Assessment Record

Program: History- HIS 202

Assessment period: 2021-2022

### **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><b>SLO 1:</b> Show mastery of relevant context using information from primary and/or secondary sources.</p>	<p><a href="#">An essay utilizing 5 different primary sources chosen by the instructor</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2021-2022</b>  17 Sections:  306/351, 87%</p> <p><b>Fall 2021</b>  Total Sections: 2  Students: 47/50, 94%</p> <p><b>Online classes</b>  Sections: 1  26/29, 89%</p> <p><b>Dual Enrollment</b>  Sections: 1  21/21, 100%</p> <p><b>Jefferson Campus</b>  No Sections reported</p> <p><b>Shelby Campus:</b>  No Sections reported</p> <p><b>Pell City Campus:</b>  No Sections reported</p> <p><b>Clanton Campus:</b>  No Sections reported</p> <p><b>Spring 2022</b>  Total Sections: 15  Students: 259/301, 86%</p> <p><b>Online Classes:</b>  Sections: 5  136/158, 86%</p> <p><b>Jefferson Campus:</b>  Sections: 1  14/15, 93%</p> <p><b>Shelby Campus:</b>  No Sections reported</p>	<p><b>Observations/Changes:</b>  The department met the intended outcome with a stunning 87% of students meeting the outcome. Instructors continued to shift content to online formats through short, <a href="#">instructor-created</a> and <a href="#">professional videos</a>. To deal with quiz anxiety, instructors replaced weekly quizzes on material with <a href="#">low-stakes completion assignments that students could access online</a>. Due to the department's success, instructors plan to continue these practices in the following academic year. In addition, instructors plan to work with students on improving their study skills by <a href="#">explaining how best to retain information from a low-stakes assignment and therefore come to class prepared</a>.</p>

			<b>Pell City Campus:</b> Sections: 2 18/18, 100% <b>Clanton Campus:</b> Sections: 1 8/10, 80% <b>Dual Enrollment</b> Sections: 6 83/100, 83%	
<b>SLO 2:</b> Construct/organize a satisfactory thesis using clear, organizational structure and coherent language.	<a href="#">An essay utilizing 5 different primary sources chosen by the instructor</a>	70% of students should meet intended outcome.	<b>AY 2021-2022</b> 15 sections: 263/312, 84%  <b>Fall 2021</b> Total Sections: 2 Students: 45/50, 90%  <b>Online classes</b> Sections: 1 45/50, 90% <b>Dual Enrollment</b> Sections: 1 19/21, 90% <b>Jefferson Campus:</b> No sections reported <b>Shelby Campus:</b> No sections reported <b>Pell City Campus:</b> No sections reported <b>Clanton Campus:</b> No sections reported  <b>Spring 2022</b> Total Sections: 13 Students: 218/262, 83%	<b>Observations/Changes:</b> Once again, the department successfully met the threshold for success. The department guided students in crafting thesis sentences using a thesis-first approach known as <a href="#">reverse writing</a> . This approach allowed instructors to teach thesis writing early in the semester and then reinforce it through other skills. For the next school year, <a href="#">the department has elected to eliminate this SLO.</a>

			<p><b>Online Classes:</b> Sections: 4 107/129, 82%</p> <p><b>Dual Enrollment:</b> Sections: 6 83/100, 83%</p> <p><b>Jefferson Campus:</b> Sections: 1 13/15, 86%</p> <p><b>Shelby Campus:</b> No sections reported</p> <p><b>Pell City Campus:</b> Sections: 1 8/8, 100%</p> <p><b>Clanton Campus:</b> Sections: 1 7/10, 70%</p>	
<p><b>SLO 3:</b> Use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.</p>	<p><a href="#">An essay utilizing 5 different primary sources chosen by the instructor</a></p>	<p>70% of students should meet intended outcome.</p>	<p><b>AY 2021-2022</b> 15 Sections: 262/312, 84%</p> <p><b>Fall 2021</b> Total Sections: 2 Students: 45/50, 90%</p> <p><b>Online classes</b> Sections: 1 26/29, 89%</p> <p><b>Dual Enrollment</b> Sections: 1 19/21, 90%</p> <p><b>Jefferson Campus</b> No Sections reported</p> <p><b>Shelby Campus:</b> No Sections reported</p>	<p><b>Observations/Changes:</b> The department met the intended outcome suggesting that initiatives initiated this school year have been successful. <a href="#">Instructors created videos scaffolding the process of analyzing sources</a>, while <a href="#">shared PowerPoints helped students collaborate</a> and share their work. The department also used <a href="#">Thinglink</a> to help students with the process of source analysis before committing their words to paper. In an attempt to help students further understand the multiple steps it takes to analyze sources, the department will expand its offering of online <a href="#">History Skills Tutorials</a>.</p>

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<b>Plan submission date:</b>			<b>Submitted by:</b>	

## SLO 1: Prompt with Sources

### Document #1: From Martin Luther King's "Pilgrimage to Nonviolence" (1958)

1. Nonviolent resistance is not a method for cowards; it does not resist...the method is passive physically but strong active spiritually.
2. Nonviolence does not seek to defeat or humiliate the opponent, but to win his friendship and understanding...the end is redemption and reconciliation.
3. It is the evil that the nonviolent resister seeks to defeat, not the persons victimized by the evil...we are out to defeat injustice and not white persons who may be unjust.
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### Document #2: Birmingham Police Sergeant Tom Cook speaking to the KKK before Freedom Riders arrive in Birmingham (1963)

"We'll allow you fifteen minutes. You can beat 'em, bomb 'em, maim 'em, kill 'em. I don't give a shit. There will be absolutely no arrests. You can assure every Klansman in the country that no arrests will be made in Alabama for fifteen minutes"  
 -Sergeant Tom Cook, BPD

### Document #3: Anne Moody, *Coming of Age in Mississippi* after the 16<sup>th</sup> Street Baptist Church Bombing in 1963

As long as I live, I'll never be beaten by a white man again. Not like in Woolworth's. Not anymore. That's out. You know something else, God? Nonviolence is out. I have a good idea Martin Luther King is talking to you, too. If he is, tell him that nonviolence has served its purpose. Tell him that for me, God, and for a lot of other Negroes who must be thinking it today. If you don't believe that, then I know you must be white, too. And if I ever find out you are white, then I'm through with you. And if I find out you are black, I'll try my best to kill you when I get to heaven.

### Document #4: Cleveland Sellers, *River of No Return* after the 1964 Democratic National Convention and the failure of the MFDP (August)

"Never again were we lulled into believing that our task was exposing injustices so that the "good" people of America could eliminate them. We left Atlantic City with the knowledge that the Movement had turned into something else. After Atlantic City, our struggle was not for civil rights, but for liberation."

### Document #5: Stokely Carmichael, "What We Want" (1966)

For too many years, black Americans marched and had their heads broken and got shot. They were were saying to the country, "Look, you guys are supposed to be nice guys and we

### DBQ Documents

are only going to do what we are supposed to do -- why do you beat us up, why don't you give us what we ask, why don't you straighten yourselves out?

After years of this, we are at almost the same point -- because we demonstrated from a position of weakness. We cannot be expected any longer to march and have our heads broken in order to say to whites, come on, you're nice guys. For you are not nice guys. We have found you out.

An organization which claims to speak for the needs of a community -- as does the Student Nonviolent Coordinating Committee -- must speak in the tone of that community, not as somebody else's buffer zone. This is the significance of black power as a slogan. For once, black people are going to use the words they want to use -- not just the words whites want to hear.

Integration speaks to the "problem" of blackness in a despicable way. As a goal, it has been based on complete acceptance of the fact that in order to have a decent house or education, blacks must move into a white neighborhood or send their children to a white school. This reinforces, among both black and white, the idea that "white" is automatically better and "black" is by definition inferior. This is why integration is a subterfuge for the maintenance of white supremacy.

No one every talked about "white power" because power in this country is all white.

HIS 202  
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This is the final essay for HIS 202. The purpose of this essay is for students to use primary sources and contextual knowledge to answer a historical question in an extended essay format. This document-based question uses documents covered in the third unit of the course.

**THE QUESTION: How and why did the Civil Rights Movement evolve from the early 1950s to the late-1960s.**

This should be a multi-paragraph essay tracing change over time. The documents should be in conversation with one another and not siloed into their own separate paragraphs. You will be graded on:

- A) Argumentation (thesis and topic sentences)
- B) Evidence (use of primary sources)
- C) Context (outside information that aids the argument)

You are required to use all five of the documents in this prompt.

## SLO 1: Lecture Videos

The image shows a YouTube video player interface. At the top left is the YouTube logo. A search bar is visible. The video content displays a musical score with the title "I KNOW THAT MY REDEEMER LIVES" and "The Redeemers & the New South". The score includes vocal lines and piano accompaniment. The video progress bar at the bottom shows a time of 0:01 / 9:11.

## SLO 1: Professional Videos

YouTube crash course us history



The Reagan Revolution: Crash Course US History #43

The image shows a YouTube video player interface. At the top, there is a search bar with the text 'crash course us history'. Below the search bar is the YouTube logo and a hamburger menu icon. The video player itself shows a thumbnail for a video titled 'The Reagan Revolution: Crash Course US History #43'. The thumbnail features a cartoon eagle with a green helmet and a banner that says 'CRASH COURSE US HISTORY'. The video player controls at the bottom show a progress bar at 0:58 / 14:19, along with play, pause, and volume icons. A Creative Commons license icon is also visible in the bottom right corner of the video player.



## SLO 1: Low-stake Quizzes

assignments before returning to class. In other words, a student should catch up with their work online before they rejoin in-person instruction. A student's average participation score, out of 100, will be used to calculate their grade.


**Weekly Prep Work**  
Collegiate history courses cover a lot of material in a very short amount of time. All of this cannot be covered in the classroom. Students must be responsible for obtaining basic information on their own. To facilitate this, the instructor will post weekly prep work on Blackboard for students to complete before the first class meeting of the week. *This is not busy work; it is designed to prepare students for in-class instruction for the week.* For this reason, students who do not complete their prep work before class should not come to class. Rather, they should use normal class hours to catch up on their prep work and then complete the participation assignment from class that day (see above).

Prep work assignments are completion assignments designed to reinforce learning, rather than test for understanding. Therefore, students who complete the assignments (in good faith) will receive full credit for finishing the work. *Students should use these assignments to prepare for in-class instruction.*

**Unit Assessments**  
This course is divided into three units, each of which concludes with a written assessment. These unit assessments will have students analyze and evaluate primary sources while putting them in their proper context. At least one of these assessments will be a multimedia project that utilizes an online platform like Thinglink or Sway. This particular project will be featured in the Jefferson Center Digital Museum. [Library reference to JCC Digital Museum](#). More information on...

**Prep Work Assessment**    
Complete the Checkpoint below. This is an all-or-nothing assessment. You must complete it to get credit!

HIS 202 - Prep Work: Reconstruction  
8 Questions



The image shows a screenshot of a Blackboard assessment interface. On the left, there is a sidebar with various navigation icons. The main content area displays a document icon and the title 'Prep Work Assessment' with a share icon. Below the title, there is a paragraph of text explaining the assessment. The assessment itself is titled 'HIS 202 - Prep Work: Reconstruction' and consists of 8 questions. A historical illustration of three men in 19th-century attire is shown below the title. The illustration depicts an older man with a white beard and a top hat, a younger man in a green jacket and hat, and another man in a blue jacket and hat. They appear to be in a room with a striped awning or canopy above them.

# SLO 1: Instructions for Student Preparation

Hi everyone,

Now that we're a few weeks into the semester, I think it's important to review why I have structured the class this way and how this affects you.

1. My immediate goal is to prioritize LEARNING over GRADES. Therefore, I've tried to eliminate test anxiety (no tests or timed quizzes) and provide a little freedom with due dates. Eliminating test anxiety allows you to learn the material without fear of low grades. You're going to get full credit on prep work, no matter what – so take the time to actually learn it!
2. The only thing I ask in return is that YOU prioritize learning over grades in this class. This means approaching assignments in a way that is learning-focused, not grade-focused. Here's how you do that:
  - Watch the videos or complete the readings BEFORE you initiate the checkpoint (IOW test yourself to see what you know/need to study, not simply to finish a quiz)
  - Take notes on the readings or videos while you watch/read
  - Take additional notes during the checkpoint
  - Review your notes and have them out at the beginning of class.

Following these strategies will make sure you are prepared for class and able to participate in higher-level thinking. Many of you have asked for note-taking tips as well. We will discuss those in class throughout the semester.

Best,  
David

David B. McRae  
History Instructor  
Phi Theta Kappa Co-Advisor, Pi Pi Chapter  
Queer-Straight Alliance Advisor

# SLO 2: Prompt with Sources

## Document #1: From Martin Luther King's "Pilgrimage to Nonviolence" (1958)

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### DBQ Documents

are only going to do what we are supposed to do – why do you beat us up, why don't you give us what we ask, why don't you straighten yourselves out?

After years of this, we are at almost the same point – because we demonstrated from a position of weakness. We cannot be expected any longer to march and have our heads broken in order to say to whites, come on, you're nice guys. For you are not nice guys. We have found you out.

An organization which claims to speak for the needs of a community – as does the Student Nonviolent Coordinating Committee – must speak in the tone of that community, not as somebody else's buffer zone. This is the significance of black power as a slogan. For once, black people are going to use the words they want to use – not just the words whites want to hear.

Integration speaks to the "problem" of blackness in a despicable way. As a goal, it has been based on complete acceptance of the fact that in order to have a decent house or education, blacks must move into a white neighborhood or send their children to a white school. This reinforces, among both black and white, the idea that "white" is automatically better and "black" is by definition inferior. This is why integration is a subterfuge for the maintenance of white supremacy.

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- A) Argumentation (thesis and topic sentences)
- B) Evidence (use of primary sources)
- C) Context (outside information that aids the argument)

You are required to use all five of the documents in this prompt.

## SLO 2: Reverse Writing

### Reverse Writing

Reverse Writing teaches students how the different parts of an essay work in tandem, rather than as separate parts. In most courses, students create an essay from scratch. With reverse writing, they are provided an entire essay and asked to develop specific parts, using context clues from the essay to fill it in. Throughout the course, students are provided with new essays; at each juncture, the essay becomes more and more bare. The typical process works like this:

STEP 1: Give students a question prompt and complete essay. Have them:

- Identify the thesis, topic sentences, evidence, and context.

STEP 2: Give students an essay without a thesis sentences. Have them:

- Read the topic sentences and use them to craft a thesis

STEP 3: Give students an essay without a thesis and (one or more) topic sentences.

Have them:

- Read each body paragraph and craft a topic sentence
- Write a thesis using the topic sentences

STEP 4: Give students and essay without a thesis, topic sentences, and *some* evidence.

Have them:

- Locate data/evidence that answers the prompt
- Craft a topic sentence based on the evidence
- Write a thesis based on the topic sentences.

STEP 5: Have students build an essay from scratch using what they've learned.

## SLO 2: New SLOs

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

#### Evaluation Criteria

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

#### Learning Outcome 1: Knowledge

The student can identify and define people, places, and/or events important in Western Civilization from the ancient civilizations to the Renaissance period.

#### Learning Outcome 2: Comprehension and Understanding

The student can contextualize primary and/or secondary sources regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the ancient civilizations to the Renaissance period.



### ASSESSMENT RECORD

#### Learning Outcome 3: Critical Thinking

The student can synthesize a primary and/or secondary source alongside other sources or related themes within the economic, social, intellectual, religious, and/or political background of Western Civilization from the ancient civilizations to the Renaissance period.



# SLO 3: Prompt with Sources

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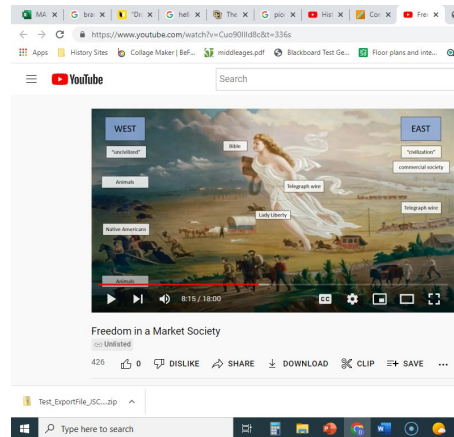
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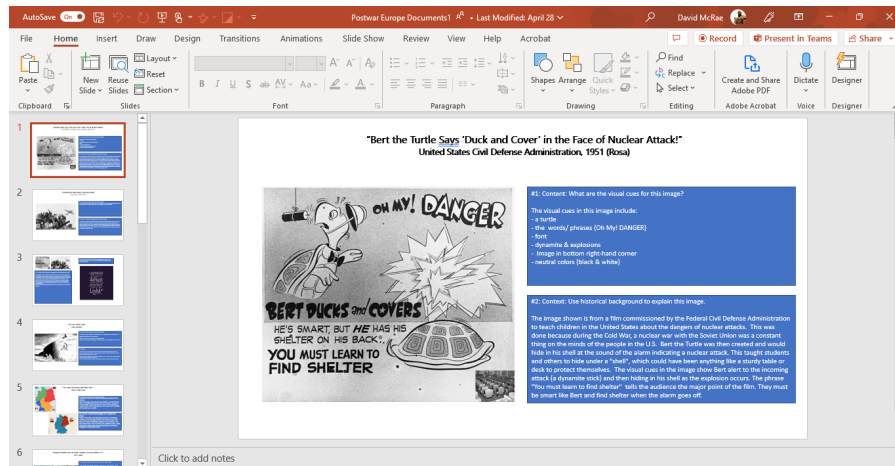
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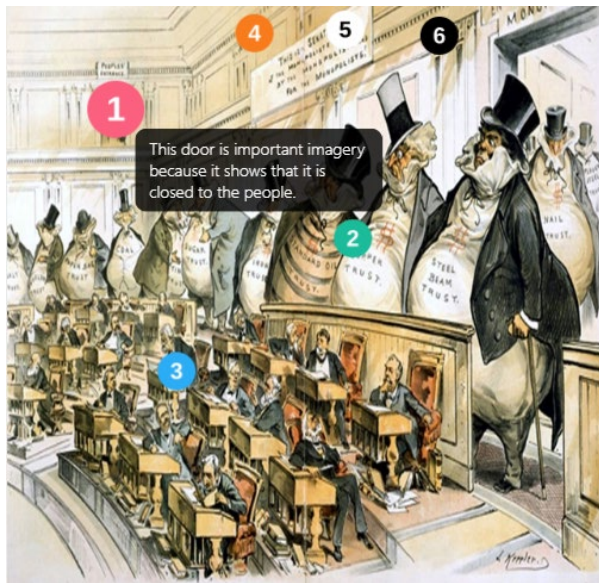
# SLO 3: Scaffolding



## SLO 3: Shared Documents/PowerPoint



## SLO 3: Thinglink



## SLO 3: History Skills Tutorial

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### HIS 202 - History Skills Tutorial - Teddy Roosevelt Cartoons

7 Questions





## Assessment Record

Program: Music- MUS 101

Assessment period: 2021-22

### Program or Department Mission:

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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><b>SLO 1:</b> Apply appropriate terminology to explain musical elements (i.e., rhythm, melody, harmony, form, instruments, ensembles, etc.).</p>	<p><a href="#">Embedded exam questions</a>: the content, format, and number of questions varies by individual instructor.</p>	<p>70% of students should answer questions successfully.</p>	<p><b>AY 2021-2022</b> 12 sections 178/188 = 95%</p> <p><b>Fall 2021</b> 9 sections: 155/164 = 95%</p> <p><b>Spring 2022</b> 3 sections: 23/24 = 96%</p>	<p><b>Observations/Changes:</b> The success rates for students were very high for this SLO. Directed quizzes were a very successful strategy. Quizlet flashcards will continue to be used as a resource to support student learning and reinforce content mastery throughout the course. <a href="#">Discussion activities</a> will be included to foster student engagement.</p>
<p><b>SLO 2:</b> 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><b>AY 2021-2022</b> 12 Sections 178/188 = 95%</p> <p><b>Fall 2021</b> 9 sections: 155/164 = 95%</p> <p><b>Spring 2022</b> 3 sections: 23/24 = 96%</p>	<p><b>Observations/Changes:</b> Students were successful in demonstrating the ability to write about the music elements occurring in a song. The journal assignments will remain part of the course to provide students with ongoing practice in listening analysis and writing proficiency for music essay assignment. When feasible, a <a href="#">live performance or virtual performance</a> will be recommended to students. The performance can be used as a journal assignment.</p>
<p><b>SLO 3:</b> 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><b>AY 2021-2022</b> 12 sections 180/188 = 96%</p> <p><b>Fall 2020</b> 9 sections: 157/164 = 96%</p> <p><b>Spring 2022</b> 3 sections: 23/24 = 96%</p>	<p><b>Observations/Changes:</b> The aural processing of active music listening will continue to be used throughout all lessons to help students understand complex musical elements within a composition and identifying voice classifications and instrumentation. A <a href="#">synthesized writing assignment</a> featuring a selected composition will be used. Students will do <a href="#">research</a> on the composition of a past or current composer, singer(s), or instrumentalist as part of the synthesized writing assignment.</p>
<p><b>Plan submission date:</b> September 21, 2022</p>			<p><b>Submitted by:</b> 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.

## SLO 1: Discussion Questions

---

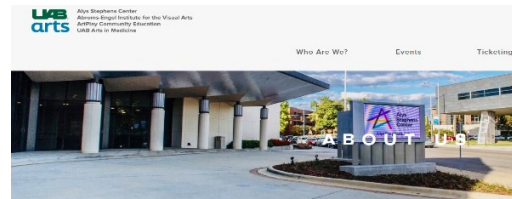
**Class Discussion Questions for Listening Activities:** A selection will be chosen from a vocal composition or instrumental composition to engage students in a class discussion. Questions will be used to guide students in articulating their initial impression of the selection and a critical assessment 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: 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 2: Synthesized Writing Assignment

### Listening Journal

Worth 100 Points

Resource: The Enjoyment of Music: Playlist LG 44

Video Selection: Composer---Handel, Oratorio, Messiah-- Hallelujah Chorus

#### Instructions for Watching the Video:

- Click on the Course Materials link
- Scroll down to the Playlist link then click on Chapter 24
- Scroll down to Handel's Messiah, No. 44, Hallelujah Chorus
- Click on the "Listen for..." link
- Watch the performance video
- Read the Transcript provided below the video
- Read the background information about the composition

## SLO 3: Composition Research at JSCC Library

Journals	Databases
<ul style="list-style-type: none"><li>• <a href="#">Action, Criticism, and Theory for Music Education</a> Peer-reviewed journal with critical, analytical, theoretical, and policy development articles of international interest.</li><li>• <a href="#">Analytical Approaches to World Music</a> Double-blind reviewed articles that engage the analytical, theoretical, and cultural aspects of the panoply of world musical traditions.</li><li>• <a href="#">Music and Arts in Action</a> A peer-reviewed journal publishing works related to the empirical study of the everyday interplay of people and the arts.</li><li>• <a href="#">Music &amp; Science</a> Peer-reviewed journal from SAGE publishing that focuses on the role of science in understanding music.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Oxford Music Online</a> or <a href="#">Oxford Music Online</a> 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 related forms and genres, and individual works, and The Oxford Dictionary of Music, 2nd edition (revised 2008), 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.</li><li>• <a href="#">Academic Search Complete</a> or <a href="#">Academic Search Complete</a> 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.</li><li>• <a href="#">Credo Reference Library</a> or <a href="#">Credo Reference Library</a> 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. Topics 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.</li><li>• <a href="#">Gale General OneFile</a> or <a href="#">Gale General OneFile</a> Gale General OneFile is a comprehensive general-interest resource providing periodical and news information through an intuitive, state-of-the-art interface.</li></ul>

#### 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: 2021-22

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

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

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

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

### **Course Student Learning Outcomes**

The student will

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

Intended Outcome	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
1. Identify the goals of psychology.	Exam embedded questions or a separate <a href="#">survey</a> .	70% of students should meet intended outcome.	<p><b>Academic Year</b> 32 sections 592/800 = 74%</p> <p>Jefferson: 187/220 = 85% Shelby: 112/154 = 73% Pell City: 122/165 = 74% Clanton: 74/80 = 93%</p> <p><b>Fall Semester</b> 22 sections 481/597 = 81%</p> <p><b>Spring Semester</b> 10 sections 111/203 = 55%</p>	<p><b>Summary:</b> The outcome was successful as 74% of students correctly identified the goals of psychology.</p> <p>A variety of strategies were implemented in addition to using ongoing successful tactics. New approaches included changes in quizzing such as adding low stakes, <a href="#">self-test</a>, or pre-test <a href="#">quizzes</a> to assess student understanding of material and therefore receive immediate feedback. This also opened opportunities for discussion or additional lecture on the topic. New <a href="#">activities</a> with peer collaboration and feedback were provided. Additionally, adapting exams to include fundamental learning outcomes throughout the semester to ensure students were exposed to material more <a href="#">comprehensively</a>. Faculty used various supplemental resources and <a href="#">videos</a>.</p> <p>In addition to current strategies, faculty will work to implement new methods as well as <a href="#">share</a> methods from one another that appear to be successful.</p>
2. Explore the various kinds of psychological research.	Exam embedded questions or a separate <a href="#">survey</a> .	70% of students should meet intended outcome.	<p><b>Academic Year</b> 32 sections 625/803 = 78%</p> <p>Jefferson: 166/196 = 85% Shelby: 147/160 = 92%</p>	<p><b>Summary:</b> The outcome was successful as 78% of students correctly identified research methods.</p>

			<p>Pell City: 143/166 = 86% Clanton: 103/122 = 84%</p> <p><b>Fall Semester</b> 22 sections 489/602 = 81%</p> <p><b>Spring Semester</b> 10 sections 136/201 = 68%</p>	<p>Strategies for teaching research methods vary considerably since the material allows for ample creativity. Concise <a href="#">organized lectures</a> and lectures with <a href="#">practice</a> were used. Other strategies used but not limited to included, rubric based <a href="#">research activities, examples</a> and application, <a href="#">scientific method fundamentals</a>, and supplemental <a href="#">video</a>. Some faculty employed quizzing or <a href="#">self-assessments</a> to gauge student understanding of material and determine whether additional discussion was needed. Faculty should continue to look for ways to incorporate fundamental student learning outcome material across the entire semester and should consult when strategies and new ideas appear to be successful.</p>
<p>3. Distinguish among the major schools/ perspectives of psychology.</p>	<p>Exam embedded questions or a separate <a href="#">survey</a>.</p>	<p>70% of students should meet intended outcome.</p>	<p><b>Academic Year</b> 32 sections = 64%</p> <p>Jefferson: 177/220 = 80% Shelby: 91/125 = 73% Pell City: 137/195 = 70% Clanton: 63/223 = 27%</p> <p><b>Fall Semester</b> 22 sections 388/570 = 68%</p> <p><b>Spring Semester</b> 10 sections 103/203 = 51%</p>	<p><b>Summary:</b> The outcomes was not successful as only 64% of students correctly identified the perspectives.</p> <p>Theory remains a challenging topic for students. Students were not successful this year vs. last year where 82% correctly identified the major theories. Current methods in use range from traditional and recorded lectures to <a href="#">video</a> and other learning supplemental <a href="#">activities</a>. New <a href="#">activities with peer collaboration</a> and feedback were also used. Some faculty also provided <a href="#">pre-recorded lectures</a> for campus based, traditional courses so that students can watch (and rewatch) lectures as needed</p>

				<p>outside of class. At least 1 faculty used a lower stakes exam to assess chapter 1 fundamentals of psychology that included all student learning outcomes. Additionally, faculty reiterated the importance of material to students in a variety of ways, for example <a href="#">comprehensively testing</a> student learning outcome material on all exams. Faculty should continue to look for ways to incorporate fundamental student learning outcome material across the entire semester.</p> <p>Faculty should consult when strategies and new ideas appear to be successful.</p>
<b>Plan submission date:</b>			<b>Submitted by: Sarah Gasper</b>	

## SLO 1: Survey

*SLO Assessment Document (revised fall 2019)*

REVISED SLOs 9/19

**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 2: Students will summarize basic research methods used in psychology**

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

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

**SLO 3: Students will describe the major perspectives in psychology.**





- |   |                           |
|---|---------------------------|
| 10. ___ Focuses on mental processes such as thinking, reasoning, decision making, and information processing.             | A. Behaviorism            |
| 11. ___ Focuses on the "self", free will, and reaching one's potential.   | B. Biological             |
| 12. ___ Focuses on physical causes of behavior including genetic transmission and the brain's biochemistry and structure. | C. Cognitive              |
| 13. ___ Focuses on observable behavior, the environment's influence on behavior, and the effects of previous learning.    | D. Evolutionary           |
| 14. ___ Focuses on unconscious conflicts, early childhood, and interactions between id, ego, and superego.                | E. Humanistic-Existential |
| 15. ___ Focuses on factors such as ethnicity, gender, social roles, and the ways people differ from one another.          | F. Psychodynamic          |
| 16. ___ Focuses on the influences of natural selection and adaptation on behavior.  | G. Sociocultural          |

## SLO 1: Self-test

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: Quizzes

23 - Quiz	
To conduct his studies of mental processes, Wilhelm Wundt used a process called	
24 - Quiz	
Which of the following is NOT a goal of psychology	
25 - Quiz	
Two well-known humanists are	
26 - Quiz	
A hypothesis is	

## SLO 1: Activities

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

Identify the correct answer and provide a rationale for why to answer is correct.

1. The four goals of psychology are to describe, explain, \_\_\_\_\_, and influence behavior and mental processes.

- a) increase
- b) decrease
- c) predict
- d) standardize

2. Stacy was sent to the school psychologist to be tested. Based on her IQ scores it was decided that she would do well in the gifted child program. This is an example of which goal of psychology?

- a) describing behavior
- b) explaining behavior
- c) predicting behavior

3. A psychologist is interested in finding out why identical twins have different personalities. This psychologist is most interested in the goal of \_\_\_\_\_.

- a) description
- b) explanation
- c) prediction
- d) influence

4. The question "How can it be changed?" refers to which of the following goals in psychology?

- a) description
- b) explanation
- c) prediction
- d) influence

5. The question "What is happening?" refers to which of the following goals in psychology?

- a) description
- b) explanation
- c) prediction
- d) influence

## SLO 1: Comprehensive Material

Week 13	<b>Comprehensive Midterm EXAM 2 (100 points): Weeks 1-11</b>	4/6-4/7: Midterm EXAM 2	
Week 14-15	Personality Subtopics: Maslow and Motivation	4/14: Personality Quiz 4/20: Personality Activity	
Week 15-16	Psychopathology (aka Disorders/Abnormal Behavior)		
Week 16	Therapy Subtopic: Stress and Health	4/28: Disorders & Therapy Quiz	
Week 17	Final EXAM (100 points): <b>Weeks 1-4 &amp; 14-16</b> <b>LAST DAY OF CLASS!</b>	5/2-5/4: Final EXAM 3	

## SLO 1: Videos



### **Goals of Psychology** ✓

A great 5 minute breakdown of the 4 goals of psychology and how they fit into research methods!

## SLO 1: Sharing Methods

Tuesday, August 24, 2021



Sarah Gasper 8/23/2021 7:07 PM



Newly added this semester, an explanation of how the Goals fit in with the scientific method. <https://www.youtube.com/watch?v=msKeL1pgKgo>



Sarah Gasper 8/24/2021 11:23 AM

Hey guys, feel free to use the link above. I really liked how the prof explained the GOALS of psych. It would be nice if we could keep using Teams to share ideads so that Kristin can use that in her report.

← Reply

## SLO 2: Survey

SLO Assessment: [assessment](#) (fall 2019)

REVISED SLOs 9/19

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 2: Students will summarize basic research methods used in psychology

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

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

SLO 3: Students will describe the major perspectives in psychology.

10. \_\_\_ Focuses on mental processes such as thinking, reasoning, decision making, and information processing.  
A. Behaviorism  
B. Biological  
C. Cognitive  
D. Evolutionary
11. \_\_\_ Focuses on the "self", free will, and reaching one's potential.  
E. Humanistic-Existential
12. \_\_\_ Focuses on physical causes of behavior including genetic transmission and the brain's biochemistry and structure.  
F. Psychodynamic  
G. Sociocultural
13. \_\_\_ Focuses on observable behavior, the environment's influence on behavior, and the effects of previous learning.
14. \_\_\_ Focuses on unconscious conflicts, early childhood, and interactions between id, ego, and superego.
15. \_\_\_ Focuses on factors such as ethnicity, gender, social roles, and the ways people differ from one another.
16. \_\_\_ Focuses on the influences of natural selection and adaptation on behavior.

## SLO 2: Organized Lectures

The screenshot shows a Blackboard course page with a sidebar on the left containing navigation options like 'Course Management', 'Control Panel', 'Content Collection', 'Course Tools', 'Evaluation', 'Grade Center', 'Users and Groups', 'Communication', 'Packages and Utilities', and 'Help'. The main content area displays several items:

- Research Assignment**: Complete the attached assignment before Thursday. Includes a link to 'Research method assignment individual assignment.docx'.
- Chapter 1 lecture video part 1**: Learning objective 1: Define psychology. Learning objective 2: Identify the four goals of psychological research. Learning objectives 3: Types of research.
- Chapter 1 lecture video part 2**: Learning objectives 4: Outline the steps of the scientific method and distinguish between predictive and causal hypotheses. Learning objective 5: Describe the advantages and disadvantages of observational, survey, correlational, and experimental research methods.
- Research Method Assignment Submission**: Upload Research Method Assignment here.
- Chap 4 PPT**

The Windows taskbar at the bottom shows the system tray with the date 4/11/2022 and time 4:11 PM. The taskbar includes icons for various applications and a search bar.



## SLO 2: Practice Experiment

### Practice: Experiment

- An industrial psychologist is interested in whether lowering the temperature in a packing room will increase productivity. Workers in two equivalent packing rooms participate in the study. One room is maintained at 65°, the other room is left at the usual company temperature of 76° degrees.
- IV= Temp, DV= productivity
- Control grp= workers in 76°, Exp grp= workers in 65°

## SLO 2: Rubric-based Research Activity

OPEN ACCESS | Peer-reviewed article | PLOS ONE

### The Nature of Impulsivity: Visual Exposure to Natural Environments Decreases Impulsive Decision-Making in a Delay Discounting Task

Meredith S. Berry<sup>1\*</sup>, Mary M. Sweeney, Justice Morath<sup>2</sup>, Amy L. Odum, Kerry E. Jordan

<sup>1</sup> Department of Psychology, Utah State University, Logan, Utah, United States of America

<sup>2</sup> Utah State Office of Forensic and Correctional Services, Panguitch, Utah, United States of America

**Abstract**  
The benefits of visual exposure to natural environments for human well-being in areas of stress reduction, mood enhancement, and attention restoration are well-documented, but the effects of natural environments on impulse control and impulsive decision-making are less understood. In three experiments, we examined differences in delay discounting in humans experiencing visual exposure to one of the following conditions: natural (e.g., mountains, built (e.g., buildings), or control (e.g., images) using a delay discounting task that required participants to choose between immediate and delayed hypothetical monetary outcomes. Participants viewed the images before and during the delay discounting task. Participants were less impulsive in the condition providing visual exposure to natural scenes compared to built and geographic scenes. Results suggest that exposure to natural environments results in decreased impulsive decision-making relative to built environments.

**Introduction**  
The natural world has long been the subject of human interest and fascination [1], and is often depicted in philosophical writings on healing and rejuvenating [2]. Adults also prefer viewing scenes of the natural world, such as mountains or forests, over human-made environments [3]. Beyond mere preference, exposure to natural environments decreases stress [4], increases happiness [5], improves mood [6], and reduces depression [7]. These benefits have led some researchers to advocate exposure to nature as the strategy of choice for alleviating mental health issues [8]. Natural environments (N) in fact, however, are also vital to our physical health: the conditions, sunlight, fresh air, and water, including infection diseases, and food production [9]. Despite the known health and cognitive benefits of interacting with or viewing scenes of nature, it remains unknown whether natural environments may also promote healthy human decision-making. Developing techniques that decrease impulsivity, maladaptive human decision-making, and promote human and ecological health, as many have realized and demonstrated (e.g., stress management) can be partially achieved in impulsive human decisions [10]. Impulsivity is a multi-faceted construct that encompasses a number of meaning and can be measured in different ways [11]. The complexity of 'impulsivity' is highlighted by the various uses of the term including the failure to wait, making a rash response, and lack of sensitivity to negative or delayed consequences. All of which likely represent different underlying processes [12]. For example, within self-reports, impulsivity manifests across one or more behaviors and personality traits including emotion reactivity, distractibility/urgency and behavioral dysregulation [13]. Each of these processes tends to co-occur uniquely or 'impulsivity' [14]. The focus of the present experiment was to better understand how impulsive decision-making within delay discounting (identified below) may be affected by exposure to natural scenes. For this reason, we use delay discounting as a framework to develop the concept of impulsivity. Impulsivity, in many research refers to the inability to delay gratification [12,15], and is associated with the choice of a smaller immediate reward over a larger delayed reward (e.g., the choice to consume a candy bar to look over more healthier foods to be eaten). One way in which the choice of a smaller immediate reward versus a larger delayed reward can be measured is by delay discounting. Delay discounting refers to the decline of the value of a reward (e.g., money) with the increased time to its receipt [16]. O'Donoghue [17,18] proposed that degree of delay discounting may be a general risk rate that is relatively stable across time and context. For example, low time stability is good for degree of delay discounting across time and discount and have outcomes of the discounting task [19-21]. Those who discount money more steeply also tend to discount other consequences steeply [15], and degree of delay discounting is similar across real and hypothetical reward

**Step 1: What is the title of the study?**

**Step 2: What is the topic being studied? What are the researchers interested in?**

**Step 3: Identify the subjects/participants**  
a. Number of participants?  
b. Human or animal?  
c. What are the characteristics of the subjects?

**Step 4: Identify the research method (case study, experiment, observation, survey, correlation)**

**Step 5: What did the researchers find? Results?**

## SLO 2: Examples

### Research Methods

Student name: \_\_\_\_\_

Directions: Read the following types of research studies and determine what research method the researcher is using. You can choose from the following:

Case study: an in-depth investigation into an individual or small group.

Naturalistic observation: involves watching someone or thing in their natural environment and not interfering.

Experimental or laboratory study: this is done under controlled conditions. It can establish cause and effect.

Longitudinal study: study that lasts over a significant period of time.

Cross sectional study: looking at groups or individuals in different times.

Correlational Study: research determines if a relationship exists between two or more variables.

Survey Method: a data collection tool used to gather information about individuals.

1.	Dave wanted to investigate the role walking has on our health. He monitored 8-year-old for a week, then 15-year-old for a week and lastly 45 years old for a week and compared their health against people in those age groups that did not walk and found that walking does improve our health.	
2.	This study would begin by bringing a child into a private room and placing a marshmallow on the table in front of them. Then they would tell them if they didn't eat the marshmallow, they would get another one when they returned. They were able to find the cause and effect of this study and relate it to delay gratification.	
3.	To find out what cliques there are at high school Professor Nosey went to the lunchroom to observe where kids sat.	

## SLO 2: Scientific Method Fundamentals



### Writing Across the Curriculum

Supporting faculty, instructional staff, and teaching assistants as they teach with writing

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### Sample Paper in Scientific Format

Posted on August 20, 2017

Biology 151/152

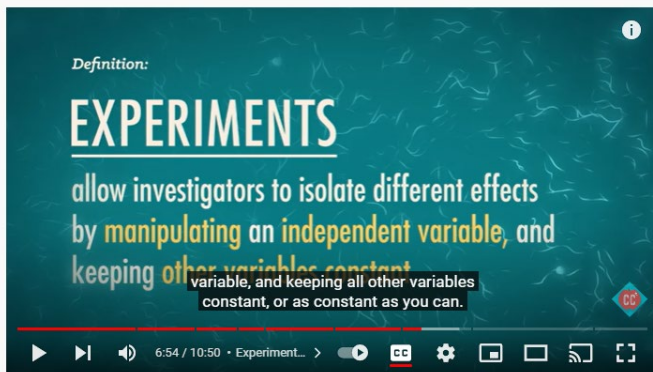
The sample paper below has been compressed into the left-hand column on the pages below. In the right-hand column we have included notes explaining how and why the paper is written as it is.

Color Preferences for Nesting Material in the Zebra Finch (*Poephila guttata*)

The title should describe the study. In other words, the title should give the reader a good idea of the purpose of the experiment. Both the common and scientific names of the research organism must be included in the title.

INTRODUCTION

## SLO 2: Video



Psychology

Psychological Research: Crash Course Psychology #2

## SLO 2: Self-assessment

Match the research methods with the correct description. Select only one letter per blank.

- a. Case study   b. Correlation   c. Experiment   d. Observation   e. Survey
- 1. \_\_\_\_ Recording of behavior in its natural setting.
- 2. \_\_\_\_ In-depth study of one or a few individuals.
- 3. \_\_\_\_ Cause and effect relationship determined by manipulation of variables.
- 4. \_\_\_\_ Interviews and questionnaires used to gather information from large sample.
- 5. \_\_\_\_ Determines relationship between two variables.

## SLO 3: Survey

*SLO Assessment Instrument: Pretest (Fall 2019)*

REVISED SLOs 9/19

**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 2: Students will summarize basic research methods used in psychology**

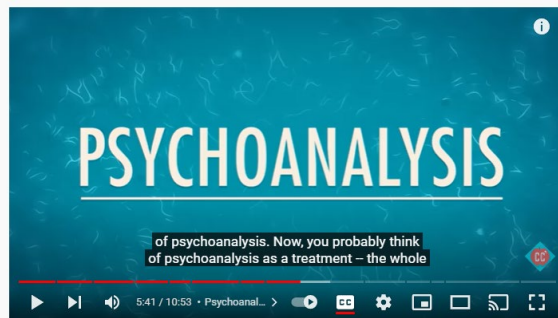
- a. Case study    b. Correlation    c. Experiment    d. Observation    e. Survey

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

**SLO 3: Students will describe the major perspectives in psychology.**

10. \_\_\_\_\_ Focuses on mental processes such as thinking, reasoning, decision making, and information processing.  
A. Behaviorism  
B. Biological  
C. Cognitive  
D. Evolutionary
11. \_\_\_\_\_ Focuses on the "self", free will, and reaching one's potential.  
E. Humanistic-Existential
12. \_\_\_\_\_ Focuses on physical causes of behavior including genetic transmission and the brain's biochemistry and structure.  
F. Psychodynamic  
G. Sociocultural
13. \_\_\_\_\_ Focuses on observable behavior, the environment's influence on behavior, and the effects of previous learning.
14. \_\_\_\_\_ Focuses on unconscious conflicts, early childhood, and interactions between id, ego, and superego.
15. \_\_\_\_\_ Focuses on factors such as ethnicity, gender, social roles, and the ways people differ from one another.
16. \_\_\_\_\_ Focuses on the influences of natural selection and adaptation on behavior.

## SLO 3: Video



Psychology

Intro to Psychology: Crash Course Psychology #1

# SLO 3: Activity

DOI:10.1371/journal.pone.0196525

**The Nature of Impulsivity: Visual Exposure to Natural Environments Decreases Impulsive Decision-Making in a Delay Discounting Task**

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**Abstract**

The benefits of visual exposure to natural environments for human well-being in terms of stress reduction, mood improvement, and attention restoration are well documented, but the effects of natural environments on impulsive decision-making remain relatively unknown. Impulsive decision-making is being investigated using functional magnetic resonance imaging (fMRI) and delay discounting tasks. Impulsive decision-making is characterized by a preference for a smaller, sooner reward over a larger, later reward. The present experiment examined differences in risk-taking behavior by humans experiencing visual exposure to one of three different natural environments (a forest, a meadow, and a lake) and a control (city, secondary outdoor) environment. Participants took two trials before and during the delay discounting task. Results suggest that exposure to natural environments decreases impulsive decision-making. Results suggest that exposure to natural environments results in decreased impulsive decision-making in a delay discounting task.

**Introduction**

The natural world has long been the subject of human interest and fascination [1]. One is often captivated by photos or videos of lush and verdant [2]. A hike also often seems easier in the natural world, such as mountains or forests, over human-made environments [3]. Beyond mere preference, exposure to natural environments decreases stress [4], improves mood [5], improves heart rate [6], and increases attention [7]. These benefits have led some researchers to propose exposure to nature as a "stress-recovery effect" [8].

More recent research in biodiversity has also shed some light on the benefits of nature. Biodiversity, which refers to the variety of life forms and ecosystems, is essential for human health and well-being [9]. Biodiversity also has a positive impact on mental health, including reduced stress and improved mood [10].

Impulsivity is a personality trait characterized by a tendency to act on immediate desires without considering long-term consequences. Impulsivity is often associated with poor decision-making and risk-taking behavior [11]. Impulsivity is a complex trait that is influenced by a variety of factors, including genetics, environment, and brain chemistry [12].

The purpose of the current study was to investigate the effects of visual exposure to natural environments on impulsive decision-making. Specifically, we examined whether exposure to natural environments decreases impulsive decision-making in a delay discounting task. The delay discounting task is a behavioral task that measures the degree to which individuals discount the value of a reward based on the time delay between the reward and the time of decision-making [13].

# SLO 3: Peer Collaboration Activity

Perspective Practice Questions

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

\_\_\_\_\_

\_\_\_\_\_

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

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

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

## SLO 3: Recorded Lecture

PSY 200 - General Psychology (10329) ... Ch 1 Science of Psychology THEORIES Lecture video

**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*

## SLO 3: Comprehensive Testing

<b>Week 13</b>	<b>Comprehensive Midterm EXAM 2 (100 points): Weeks 1-11</b>	4/6-4/7: Midterm EXAM 2	
<b>Week 14-15</b>	Personality Subtopics: Maslow and Motivation	4/14: Personality Quiz 4/20: Personality Activity	
<b>Week 15-16</b>	Psychopathology (aka Disorders/Abnormal Behavior)		
<b>Week 16</b>	Therapy Subtopic: Stress and Health	4/28: Disorders & Therapy Quiz	
<b>Week 17</b>	<b>Final EXAM (100 points): Weeks 1-4 &amp; 14-16 LAST DAY OF CLASS!</b>	5/2-5/4: Final EXAM 3	



## Assessment Record

Program: Psychology – PSY 210

Assessment period: 2021-22

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

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

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

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

### **Course Student Learning Outcomes**

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

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO #1: Identify the major theorists and their significant contributions to the study of human development.</p>	<p>Students answer <a href="#">embedded questions</a> in an exam related to the major theorist and their contribution to the study of human development.</p>	<p>70% of students will correctly answer questions related to the major theorist and their contribution to the study of human development.</p>	<p><b>9 sections</b>  <b>Fall 2021</b>  180 out 200 students scored 70% or higher on the assessment questions</p> <p><b>13 sections</b>  <b>Spring 2022</b>  271 out 309 students scored 70% or higher on the assessment questions</p>	<p><b>Observations/Changes:</b>  The faculty continued to observe substantial student success as most students were able to recognize major theorist contributions to human development. The department continued to implement successful instructional strategies noted in the previous academic year. Strategies included presenting <a href="#">instructional videos</a> and <a href="#">concept-based assignments</a>. Instructors also provided classroom discussion on the impact of the theories on the understanding of human development.</p> <p>In the future, the department will continue to implement instructional strategies noted this year. The department will provide supplemental videos that demonstrate theorist research and their development of the theory. Additional concept-based assignments will be facilitated to provide students with opportunities to examine the theories.</p>



<p>SLO #2: Identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive).</p>	<p>Students answer <a href="#">embedded exam questions</a> related to the major theories and models of human development.</p>	<p>70% of students will correctly answer questions related to the major theories and models of human development.</p>	<p><b>9 sections</b> <b>Fall 2021</b> 135 out of 145 students scored 70% or higher on the assessment questions</p> <p><b>13 sections</b> <b>Spring 2022</b> 247 out of 278 students scored 70% or higher on the assessment questions</p>	<p><b>Observations/Changes:</b> The department observed significant success with students' ability to understand major grand theories of human development. Instructional methods from the previous academic year were implemented and continued to yield success. Methods such as presenting <a href="#">standard lectures</a>, implementing <a href="#">formative assessments</a>, and facilitating <a href="#">concept-based assignments</a>. These strategies provided opportunities for learners to grasp concepts and demonstrate their knowledge.</p> <p>Moving forward, the department will continue success strategies. Faculty will consider implementing more concept-based assignments that will provide students with more hands-on experience with grand theories.</p>
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<p>SLO #3: Recognize various research methods used in the study of the lifespan.</p>	<p>Students answer <a href="#">embedded exam questions</a> related to various methods used in the study of the lifespan.</p>	<p>70% of students will correctly answer questions related to the various methods used in the study of the lifespan.</p>	<p><b>9 sections Fall 2021</b> 128 out of 145 students scored 70% or higher on the assessment questions</p> <p><b>13 sections Spring 2022</b> 250 out 278 students scored 70% or higher on the assessment questions</p>	<p><b>Observations/Changes:</b> Faculty observed a continuous pattern of moderate student success as most students scored 70% or higher in research methods. Faculty continued successful instructional strategies noted in AY 2020 - 2021. Strategies included presenting <a href="#">video lectures</a>, mini recordings, <a href="#">learning objectives</a> (with answers) and <a href="#">interactive assignments</a>. Through these measures, students were given the opportunity to observe the importance of research and its impact on the field of developmental psychology.</p> <p>Moving forward, the department will continue to execute successful instructional methods noted in this academic year. We will spend additional time educating students on the various research methods and how they are used to further the fields' understanding of human development.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b> 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

Match the theory with its description

- Psychoanalytic theory
  - Cognitive theory
  - Behaviorism/learning theory
8. Human development is mainly determined by one's environment. A focus on observable behavior.

## SLO 1: Instructional Videos



proximal development, which represents what we can do with the help of an adult,

sprouts  
Produced on MinuteVideos.com

Vygotsky's Theory of Cognitive Development in Social Relationships

## SLO 1: Concept-based Assignments

### Stages of Development: Character Analysis

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

## SLO 2: Example Questions

Match the theory below with the correct description:

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

## SLO 2: Standard Lectures







### What Theories Do

#### Developmental Theory

- a systematic statement of principles and generalizations
- provides a framework for understanding how and why people change as they grow older.

## SLO 2: Formative Assessments

Questions (50) Show answers

1 - Quiz The science of human development is defined as the study of	 60 sec
2 - Quiz The sociocultural perspective shares a similarity with the behavioral perspective in that they both focus on	 60 sec
3 - Quiz The ecological-systems approach to developmental psychology focuses on the	 60 sec
4 - Quiz A hypothesis is a:	 60 sec
5 - Quiz The research method that involves the use of open-ended questions and obtains answer is ____ research :	 60 sec
6 - Quiz Socioeconomic status is determined by a combination of variables, including	 60 sec

## SLO 2: Concept-based Assignments

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

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

Provide two rationales for how Jessica might have developed this abnormal behavior.

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

2. Josh is a 27-year-old male who recently moved back in with his parents after his fiancée was killed by a drunk driver 3 months ago. His fiancée, a beautiful young woman he'd been dating for the past 4 years, was walking across a busy intersection to meet him for lunch one day. He still vividly remembers the horrific scene as the drunk driver ran the red light, plowing down his fiancée right before his eyes. Now, Josh battles with depression.

Provide two rationales for how Josh could have developed this abnormal behavior/inced.

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

## SLO 3: Example Questions

Match the research method with the correct description

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

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

Indicate the answer choice that best completes the statement or answers the question.

16. The science of human development seeks to understand:
  - a. the meaning of life.
  - b. the accuracy of new theories.
  - c. the works of Freud, Piaget, and Erikson.
  - d. how and why people change over time.




## SLO 3: Video Lectures





### Using the Scientific Method

#### The Survey

- Information is collected from a large number of people.
- Acquiring valid survey data is not easy.
- Some people lie, some change their minds.
- Survey answers are influenced by the wording and the sequence of the questions.

# SLO 3: Learning Objectives

 **Chapter 1's Learning Objective**  

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

**Learning Objectives**

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

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

# SLO 3: Interactive Assignments

*Research Methods*

Student name: \_\_\_\_\_

Directions: Read the following types of research studies and determine what research method the researcher is using. You can choose from the following:

Case study: an in-depth investigation into an individual or small group.

Naturalistic observation: involves watching someone or thing in their natural environment and not interfering.

Experimental or laboratory study: this is done under controlled conditions. It can establish cause and effect.

Longitudinal: study that lasts over a significant period of time.

Cross sectional study: looking at groups or individuals in different times.

Correlational Study: research determines if a relationship exists between two or more variables.

Survey Method: a data collection tool used to gather information about individuals.

1.	Dave wanted to investigate the role walking has on our health. He monitored 8-year-old for a week, then 16-year-old for a week and lastly 45 years old for a week and compared their health against people in those age groups that did not walk and found that walking does improve our health.	
2.	This study would begin by bringing a child into a private room and placing a marshmallow on the table in front of them. Then they would tell them if they didn't eat the marshmallow, they would get another one when they returned. They were able to find the cause and effect of this study and relate it to delay gratification.	
3.	To find out what cliques there are at high school Professor Nosey went to the lunchroom to observe where kids sat.	



## Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

2021-2022

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

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## **PSY 230 Course Student Learning Outcomes & Assessment Plan 2021 - 2022**

### Course Student Learning Outcomes

1. Students will be able to define terms based on the behavioral terminology of mental disorders.
2. Students will be able to identify, describe, and categorize mental disorders.
3. Students will be able to examine all diagnostic methods and major therapies regarding abnormality.



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><a href="#">Example questions</a></p>	<p>70% of students will correctly answer questions relating to the multipath dimensions of abnormal behavior.</p>	<p>2 sections</p> <p>Fall 2021 (1 section)</p> <p>21 out 25 scored 70% or higher on the assessment questions.</p> <p>Spring 2022 (1 section)</p> <p>24 out 28 scored 70% or higher on the assessment questions.</p>	<p><b>Observations/Changes:</b></p> <p>Faculty continued to observe moderate success in student's performance. Students exhibited a significant understanding of the multipath dimensions of abnormal behavior. Faculty continued to execute problem-based assignments (i.e., <a href="#">case studies</a>) used in AY 20-21. Assignments were helpful as students were able to examine various factors that may contribute to the presentation of a mental health disorder.</p> <p>In the future, faculty will continue to use case studies to enhance students' understanding of the multipath model. Faculty will also present additional videos that illustrate</p>

				<p>multipath dimensions of abnormal behavior.</p>
<p>2. Identify describe, and categorize mental disorders.</p>	<p>Students answer embedded questions in an exam related to mental disorders.</p>	<p>70% of students will correctly answer questions relating to mental disorders.</p>	<p>Fall 2021 (1 section) 23 out 25 scored 70% or higher on the assessment questions.</p> <p>Spring 2022 (1 section) 25 out 28 scored 70% or higher on the assessment questions.</p>	<p><b>Observations/Changes:</b></p> <p>Faculty observed no change in students' performance from AY 2020-2021 and AY 2021 – 2022. Over 90 % of students from each academic year were proficient in adequately categorizing mental health disorders. Instructional methods such as <a href="#">adequate lectures</a>, <a href="#">discussion posts</a>, and <a href="#">case studies</a> were facilitated to help students understand mental disorders.</p> <p>In the future, faculty will continue to facilitate the above instructional methods. Additional resources such as “patient talks” in the form of videos will be provided to an “up-close prospective mental disorders.</p>

<p>3. Examine all diagnostic methods and major therapies regarding abnormality.</p>	<p>Students answer embedded questions in an exam related to treatment models</p> <p>Exam questions</p>	<p>70% of students will correctly answer questions relating to treatment models</p>	<p>Fall 2021 (1 section)</p> <p>22 out 25 scored 70% or higher on the assessment questions.</p> <p>Spring 2022 (1 section)</p> <p>26 out 28 scored 70% or higher on the assessment questions.</p>	<p><b>Observations/Changes:</b></p> <p>The department continued to observe significant success in the students' performance. Faculty continued to use AY 2020 – 2021 instructional strategies such as presenting sound <a href="#">lectures</a> and assigning <a href="#">case studies</a> that provides students with the opportunity to thoroughly explain the rationale for treatment models based upon the diagnosis.</p> <p>Moving forward, the department will continue to use the above strategies and provide new videos that illustrate the effectiveness of the treatment model from a patient's point of view. This new strategy will help students understand common challenges patients experience with typical treatment protocols.</p>

Plan submission date:

Submitted by: Liberal Arts Department

## PSY 230 example questions

⏪ ⚠ Moving to another question will save this response.

⏪ Question 19 of 53 ⏩

Question 19

8 points

Save Answer

Match the description with the correct multipath dimensional term:

- |  |                             |
|--|-----------------------------|
| <input type="checkbox"/> believe that race, culture, ethnicity, gender, sexual orientation, religious preference, socioeconomic status, and other societal variables are powerful influences on the development and manifestation of mental disorders  | a. Psychological dimension  |
| <input type="checkbox"/> cites poor quality or absent social relationships are associated with increased susceptibility to mental disorders.   | b. Biological dimension     |
| <input type="checkbox"/> genetics, brain anatomy, biochemical imbalances, central nervous system functioning, and autonomic nervous system reactivity are often involved. Neurotransmitters seem to play a significant role in abnormal behavior, and genetic inheritance and epigenetic factors are associated with many psychopathologies. | c. Socio-cultural dimension |
| <input type="checkbox"/> encompasses psychodynamic, behavior, cognitive and humanistic models.   | d. Social dimension         |

## Evidence of SLO 1- Case study assignments

### Chapter 2

Read the following case:

*John is 17 and has been drinking heavily since he was 12. He drinks almost every day, but when he is particularly anxious, he drinks until he passes out. His father and his grandfather were diagnosed alcoholics; the father drank himself to death when John was 14. His mother and older brother do not drink at all, and they have always told John that he is the family's black sheep, the rebellious who is destined to be like his father.*

What do you think is the cause(s) of John's behavior? Is John's unhealthy behavior caused by genetics? Early childhood experiences? Problems with feelings and thoughts? Current circumstances? Wider society?

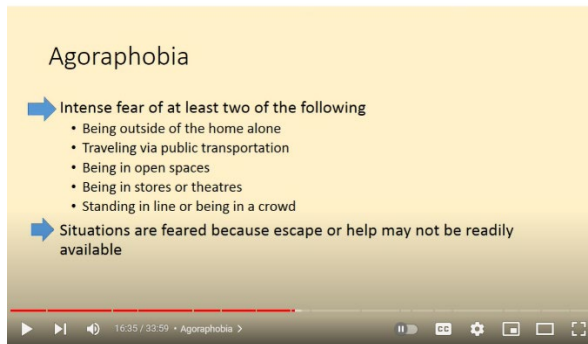
Your task is to identify at least one theoretical perspective you think provides the best account for John's behavior. Then, write an in-depth examination of the perspective and how it provides a plausible account for the cause(s) of John's alcoholism. It should also show how multiple perspectives can shed light on a single case.

## Evidence of SLO 2- Sample questions used

Match the mental disorder category with the correct description.

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

## Evidence of SLO 2- Screenshot of lectures



## Evidence of SLO 2- Discussion prompt

Complete Discussion post #4, Alcohol Use Disorder, by 11:59 pm, Friday, Apr 8th . 50

Anxiety and mood disorders often co-occur with alcohol use disorder. Why do you think this is the case? Do you think anxiety and mood disorders are more likely to occur before or after the onset of alcohol use disorder? Why?

## Evidence of SLO 2- Case study assignment

Case Study: Rebecca

Rebecca is a 21-year-old student in her third year at McGill. She is an international student from San Francisco, living with one female roommate in an apartment far from campus.

Rebecca has been struggling with anxiety and perfectionism in her last years of high school. Her father is an alcoholic, oscillating between drunkenness and sobriety since her childhood. Despite these problems, the family is loving and supportive of Rebecca. She does not have any brothers and sisters, as her parents are both from low socio-economic backgrounds and are unable to afford more than one child. They do not own a house or a car because all of their savings have gone towards Rebecca's university education.

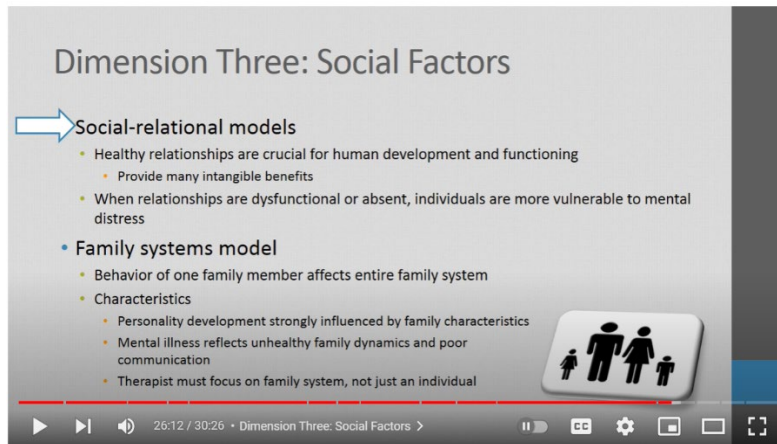
From the first day of classes, Rebecca fully throws herself into McGill and Montreal life. She takes five classes and joins many extra-curricular activities. She seems to excel at first, yet halfway through the semester, she becomes depressed and anxious. The combined pressures of trying to make her parents proud; transitioning academically from high school to university; adjusting to living in a different country and culture; and her demanding extracurricular activities, make her unable to function. She breaks down in the middle of the semester but is able to get through exams with relatively decent grades.

The pattern continues the next semester; she thrives at first, yet after a few months, becomes extremely anxious and depressed. Her breakdown is more severe, but she is still able to finish her exams.

Rebecca has to stay in Montreal over the summer, as her parents cannot afford a plane ticket home. During this time, she becomes increasingly depressed. Her friends have left, including her roommate, leaving her alone all summer. She feels increasingly isolated and alone. She works as a nanny for a French family, but it is difficult to communicate them as she does not speak French very well. Her labor is exploited, and she is verbally abused by the family. When September finally begins, she is excited. However, her roommate returns with a boyfriend and spends little to no time at the apartment. Rebecca's depression becomes extreme under these conditions and has a major breakdown in the middle of the semester.

Rebecca finally goes to McGill Mental Health and is given a triage appointment. During this ten-minute appointment, she is redirected to see an academic advisor or the Career and Planning Service, because her issues appear to stem from anxiety over schoolwork. Rebecca feels as though her issues were not taken seriously and does not seek help again. Her depression and anxiety are worsened as she feels more isolated

## Evidence of SLO 3- Screenshot of recorded lecture



The screenshot shows a video player interface with a slide titled "Dimension Three: Social Factors". The slide content is as follows:

- ➔ Social-relational models
  - Healthy relationships are crucial for human development and functioning
    - Provide many intangible benefits
  - When relationships are dysfunctional or absent, individuals are more vulnerable to mental distress
- Family systems model
  - Behavior of one family member affects entire family system
  - Characteristics
    - Personality development strongly influenced by family characteristics
    - Mental illness reflects unhealthy family dynamics and poor communication
    - Therapist must focus on family system, not just an individual

The slide also features an icon of a family (two adults and two children) and a video player control bar at the bottom showing a progress bar at 26:12 / 30:26.

## Evidence of SLO 3- Case study assignment

### Ayesha's Case

Ayesha (She/Her) is a 33-year-old female who lives alone but is in a committed relationship. For the past 3 weeks, Ayesha has found herself exhausted and difficulty getting out of bed saying, "all I want to do is sleep! It is just easier to sleep all day." On more than one occasion, this has caused Ayesha to be late to work and she has even chosen to go home early a few times. Her supervisor has recently called her into their office and asked her why she looks like she's "on the verge of tears all the time lately." Ayesha says that she feels like she is not a useful employee "ever since that company sponsor, I was working with withdrew their financial support," although her supervisor has repeatedly reassured her that the sponsor's reasons were unrelated to Ayesha or their department. Ever since, she is not able to concentrate on anything and is unsure of herself when making decisions related to her job. When Ayesha is at home, she spends most of the time in her bed. Ayesha ignores calls from her friends and coworkers because she "just feels down all the time" and does not want to kill the mood. Once considering herself a bubbly and outgoing person, Ayesha no longer feels motivated or joy spending time with others or participating in activities that she enjoyed. Her partner is concerned and has encouraged her to talk to a mental health professional.

Ayesha scheduled an appointment at your clinic and meet with a counselor. Ayesha reported that she does not use any substances and has no prescribed medications. The counselor then requested Ayesha to complete the Zung Self Rating Depression Scale and the counselor completed a psychosocial evaluation on Ayesha. The counselor reviewed all the findings of the assessment and the evaluation and diagnosed Ayesha with Major Depressive Disorder.

Ayesha was then referred to the psychiatrist and Lexapro was prescribed. Then, Ayesha was referred to the counselor for intensive counseling. However, Ayesha is unsure about treatment (including the counseling). She believes she can overcome this challenge on her own. Since you are the Patient Advocate, you are to provide a clear discussion for how she received her diagnosis and the doctor's recommendation for psychotherapy.



## Assessment Record

Program: Sociology- SOC 200

Assessment period: 2021-22

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

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

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

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

### **Course Student Learning Outcomes**

The student will

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

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: The student will examine and differentiate between the micro and macro social processes and appraise the impact of the macro on the micro.</p>	<p>10 questions on an <a href="#">assessment</a> designed to measure this outcome.</p>	<p>70% of students will successfully complete this assessment with a score of 7 or higher.</p>	<p><b>Academic year: 2021-2022</b>  14 Sections: 223/251 = 89%</p> <p><b>Fall Semester</b>  6 sections 114/128 = 89%</p> <p><b>Spring Semester</b>  5 sections 54/62 = 96%</p> <p><b>Summer Semester</b>  3 sections 55/61 = 90%</p>	<p>These results are again, an improvement over 2020-2021. The Instructor fine tuned and reorganized the Module system and it continues to yield positive results. One change was to move the links for the <a href="#">TED Talk</a> used in the assignments to the assignment folder and locate it just above the assignment instead of in a separate Video Link folder. This made it more intuitive</p>



				and more accessible to the students.
SLO 2: The student will evaluate the impact of membership in the different social strata on the individuals in those strata and design proposals of ways to mitigate those differences.	10 questions on an <a href="#">assessment</a> designed to measure this outcome.	70% of students will successfully complete this assessment with a score of 7 or higher.	<b>Academic year: 2021-2022</b> 14 Sections: 242/251 = 96% <b>Fall Semester</b> 6 sections 124/128 = 97% <b>Spring Semester</b> 5 sections 60/62 = 97% <b>Summer Semester</b> 3 sections 58/62 = 95%	The continued improvement in the students' abilities to make the connections between the points made in the course lectures, readings, and notes with the concepts being discussed in the <a href="#">TED Talks</a> is very encouraging. The instructor will continue to find Talks that help to make these connections.
SLO 3: The Student will recognize and evaluate the forms and purposes of the major social institutions in society and explain why those forms did not always develop the same across societies.	10 questions on an <a href="#">assessment</a> designed to measure this outcome.	70% of students will successfully complete this assessment with a score of 7 or higher.	<b>Academic year: 2021-2022</b> 14 Sections: 208/251 = 83% <b>Fall Semester</b> 6 sections 108/124 = 87% <b>Spring Semester</b> 5 sections 61/62 <b>Summer Semester</b> 3 sections 58/62 = 93%	The goal was to improve this result, and this result is a significant improvement over last year. The instructor did adjust the assessment and believes that is part of the improvement. She also feels the move to the <a href="#">Module</a> system continues to add to the success as well as the fact that more students are comfortable

				working online.
<b>Plan submission date: Oct. 3, 2022</b>			<b>Submitted by: Lucy Lewis</b>	

## SLO 1: Assessment

### 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 1: TED Talk



A1

Availability: Item is hidden from students. It was last available on Jul 26, 2020 11:58 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.

## SLO 2: Assessment

### 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 2: TED Talk

### SLO Assessments

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾



#### SLO 2

Rectangular Snap

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 3: Assessment

### 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

## SLO 3: Module System

### Lectures

0/0

### Assignments

0/0

These are the class assignments for the first module. Each is worth 10 points and should meet the assignment criteria on the syllabus. Use the questions to guide you as you write your essay. They will be graded for quality and quantity.

### Supplementary Videos

0/0

These videos are intended to support and enhance the information in the lecture notes and chapter reading. I will not take exam questions from them, but they could be very helpful to audio and other learners in reinforcing your understanding of the concepts in the first section of the class.



# Assessment Record

**Program:** Liberal Arts

**Assessment  
period:**

**2021-2022**

## 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 2021-2022**

### Department Level Student Learning

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

### Course Student Learning Outcomes

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

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments.</p>	<p>Exams/Quizzes, discussions, script reviews, and performance attendance will assess the students understanding and importance of theatrical plays and performances</p>	<p>70% of students should meet intended outcome.</p>	<p>FALL 2021 83/117 71%</p> <p><b>Online: 2 Sections</b> 65/91 71%</p> <p><b>Jefferson campus:</b> 1 section 9/13 69%</p> <p><b>Pell City Campus</b> 1 section 9/13 69%</p> <hr/> <p>SPRING 2022 117/148 78%</p> <p><b>Online: 3 sections</b> 96/124 77%</p> <p><b>Jefferson Campus:</b> 1 section 7/10 70%</p> <p><b>Shelby Campus:</b> 1 section 13/14 93%</p>	<p><b>Observations/Changes:</b> Students seem to understand the <a href="#">dramatic terms PowerPoint recording and/or live lecture</a>, but do not always perform well on the associated <a href="#">dramatic terms quiz</a> . Further revisions with more modern examples will be incorporated in future terms. Theatrical terminology will be embedded into future exams on recorded play viewings. Students already write an <a href="#">original script each term</a> but will be required to incorporate such moments as the inciting incident, climax, denouement, etc.</p>
<p>Differentiate and explain the origins, forms, and</p>	<p>Exams/Quizzes, discussions, script reviews, and performance</p>	<p>70% of students should meet</p>	<p>FALL 2021 84/117 72%</p>	<p><b>Observations/Changes:</b> Students are introduced to <a href="#">various genres during weekly</a></p>

<p>functions of different periods, styles, and genres of theatre.</p>	<p>attendance will assess the students understanding and importance of theatrical plays and performances.</p>	<p>intended outcome.</p>	<p><b>Online: 2 Sections</b> 67/91 74% <b>Jefferson campus:</b> 1 section 7/13 54% <b>Pell City Campus</b> 1 section 10/13 77%</p> <hr/> <p>SPRING 2022 93/128 73%</p> <p><b>Online: 3 sections</b> 73/104 70% <b>Jefferson Campus:</b> 1 section 7/10 70% <b>Shelby Campus:</b> 1 section 13/14 93%</p>	<p><a href="#">lectures</a>, which include representative historical plays. However, they do not seem to fully understand how each time period affects the one following. A new <a href="#">theatrical timeline</a> assignment will be incorporated.</p>
<p>Apply critical viewing methods for live theatre and recorded theatre performances using written assessments.</p>	<p>Students will submit a performance review rubric form after attending direct observation of live or watching recorded theatrical performances.</p>	<p>70% of students should meet intended outcome.</p>	<p>FALL 2021 78/117 67%</p> <p><b>Online: 2 Sections</b> 61/91 67% <b>Jefferson campus:</b> 1 section 7/13 54% <b>Pell City Campus</b> 1 section 10/13 77%</p> <hr/> <p>SPRING 2022 95/128 74% <b>Online: 3 sections</b> 77/104 74% <b>Jefferson Campus:</b> 1 section 6/10 60% <b>Shelby Campus:</b> 1 section 12/14 86%</p>	<p><b>Observations/Changes</b> Students tend to use the <a href="#">current rubric</a> far too prescriptively. The rubric will be revised to encourage creative criticism.</p>
<p><b>Plan submission date: March 15, 2022</b></p>			<p><b>Submitted by:</b> Liberal Arts Department Lesley Warren, Kevin S. Townes</p>	



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

The screenshot shows a PowerPoint presentation 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 features a background image of two silhouetted figures on a rooftop at night, one holding a red lightsaber and the other a blue one. The presentation interface includes a slide navigation pane on the left with slides 12 through 16, a playback control bar at the bottom showing 0:00 / 16:31, and a footer with the text "Theatre Dramatic terms Part 2" and sharing options.

## Evidence of SLO 1- Sample dramatic term quiz questions

The screenshot displays a quiz interface with two multiple-choice questions. The first question is:

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

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

The second question is:

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>

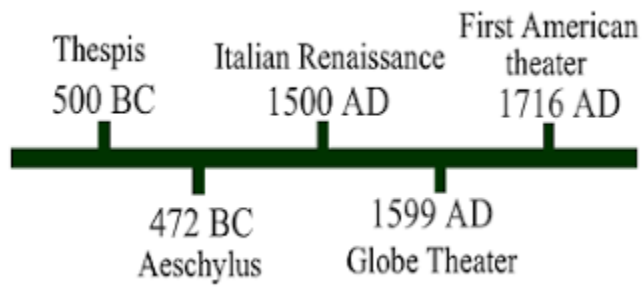
Choose one of the following questions. Each of these questions should be TYPED, double spaced, using standard font, and should be 3-5 pages total.

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

 <input type="checkbox"/> <b>Week #4 - Origins</b>  <i>Forum is no longer available. Available until: Monday, September 21, 2020 11:59:00 PM CDT.</i>	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!
<input type="checkbox"/> <b>Week #5 - Greek Theatre</b> <i>Forum is no longer available. Available until: Monday, September 28, 2020 11:59:00 PM CDT.</i>	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!
<input type="checkbox"/> <b>Week #6 - Roman and Medieval Theatre</b> <i>Forum is no longer available. Available until: Monday, October 5, 2020 11:59:00 PM CDT.</i>	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!
<input type="checkbox"/> <b>Week #7 - due October 11</b>	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 2- Theatrical timeline**



## 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.