

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: Humanities 201 – The Arts: A Creative Synthesis

Date: 9/1/16

Course/Program Team: Prof. Mike Harsh, Prof. Joe Marschner, Prof. Daniel Webber

Expected Learning Outcomes: Upon completion of the course students will be able to..

1. Explain the major influences on Western Culture from the time periods studied
2. Investigate and discuss contributions of females and non-white males to Western Culture
3. Practice analysis and synthesis skills in written and oral format on the key issues facing our culture
4. Apply critical thinking to problems facing "Modernity" in the eras from the Renaissance to the 21st century

General Education outcomes:

1. Evaluate important artistic, cultural, and philosophical mechanisms of cultural transmission.
 2. Understand the impact of historical movements in and on the arts and humanities.
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Assessment (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

- Through an assessment known as the “Synthesis Project” students create and present an original piece of art that synthesizes two or more ideas (artworks, philosophies, style periods, etc.). The projects should display an understanding of the influences on Western culture and how they relate to today’s key issues and the challenges facing the modern world. This broad assignment assesses all course and general education outcomes

- Through assignments known alternately as “Mini Reports,” “Five ‘C’s’ Papers,” or “Response Papers” students reflect on course material and their relation to it from the Twenty-First Century perspective. These include examining contributions by women and non-whites. These assignments assess all course and general education outcomes.

Validation (What methods have you used or will you use to validate your assessment?)

- Members of the course team (Harsh, Marschner, and Webber) meet every Spring semester to discuss and compare outcome data in the HUM201 course. These meetings are treated as norming sessions and informal workshops directed at improving methods of

instruction. Adjunct instructors of the course are routinely invited to participate in these sessions.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- Assessment data is regularly collected and analyzed.
- The data show that the course meets all of its outcomes very well, with the exception of the globalization/diversity outcome. The Arts/Humanities General Education Outcomes are being re-written and will eliminate that outcome.

	Course Outcomes:				Gen Ed Outcomes:	
	#1	#2	#3	#4	#1	#2
FA13	38/38	35/38	38/38	36/38	37/38	16/38
SP14	20/20	16/20	18/20		19/20	1/20
FA14						
SP15	80/83	76/83	78/83	74/83	71/83	74/83
SU15	27/32	27/32	27/32	25/32	31/32	31/32
FA15	29/34	27/34	31/34	31/34	30/34	30/34
SP16	43/43	36/43	41/43	41/43	38/43	34/43
SU16 Waiting for Mike's data	13/2	13/2	13/2	13/2	13/2	13/2

Follow-up (How have you used or how will you use the data to improve student learning?)

- Jan-2015 The weakest area of outcomes is the categories of globalization and diversity. These outcomes will no longer be included in the arts/humanities categories as they will belong to the new GenEd category of Diversity. No class revision will be needed to address the deficiencies.
- Aug-2015 – Overall the data are showing strong success in the HUM201 class. The Gen Ed outcomes have been updated no longer having the globalization/diversity component.
- Sep-16 – No significant changes, we plan no adjustments to course structure or assessments?

Budget Justification (What resources are necessary to improve student learning?)

There are no additional resources required for the course.

You will follow these same procedures for each of the chapter assignments throughout the semester. For these written assignments, you are to simply choose a section of the assigned chapter, read it slowly and carefully (maybe even more than once) and then write your reactions to that section.

Your response should include one paragraph on each of the “**Five C’s**”:

Content: Briefly summarize the section.

Coherence/Connections: How do you see this material in relation to the other topics and ideas we have discussed in class so far?

Critical: Think the second thought. How do you view the relative importance or value of your section?

Commitment: Now that you know this, what will you do about it? What more will you try to learn about it? How will you use what you’ve learned about it for the rest of your life...or at least for the rest of the course.

Compassion: How does this material help you see yourself and others in the world (past and/or present) in a different, more humanistic light?

Remember, you can respond in writing in terms of. “My present understanding...at this time...for now...etc.” I want you to make assumptions, see connections, react personally, be critical, **THINK!!!**

The length of your written response can vary, but 3 pages is a pretty good guideline for these assignments. Please feel free to write more if the spirit moves you.

Finally, if you end up with some questions, great!!! Be sure to include them in your paper, we’ll try and discuss them together.

Have fun and be adventurous!!!

Chapter Assignment chapters covered:

Chapter Assignment 1: Chapters 2, 3, or 4

Chapter Assignment 2: Chapters 5, 6, or 7

Chapter Assignment 3: Chapters 8, 9, 10, or 11

Chapter Assignment 4: Chapters 12, 13, or 14

Due dates: TBA

Note: This is the major academic project for the class and should reflect the totality of what you have learned this semester. It is worth a substantial part of your final grade and should be completed with the same degree of academic rigor as you would expect from a major research project or comprehensive final exam.

For the final project you are to research two different “ideas” from the course that interest you.

Each of these “ideas” can be an artist, a work of art, a writer, philosopher, sculptor, musical composer, a composition, story, poem, book, etc. However, each should come from your text (exceptions need to be approved by me).

In the researching of your two ideas you should be examining and analyzing the elements of each including: materials, subject, visual/musical/literary elements, time period, philosophy, etc.

Through your research you should come to some conclusions about the world and human culture. You may recognize one or both of your chosen ideas as a synthesis in itself, that’s good.

You are then to synthesize a new idea out of the elements of your two chosen ideas based on the conclusions you discovered through your research.

Your finished product will be a new work of art (in any form you choose) that will be a synthesis of your chosen ideas. This new work of art should reflect some of the elements from your two ideas as well as exhibit some originality. **You will also hand in a written summary of your project including brief explanations of your chosen ideas and detailed explanation of the synthesis process (3-5 pages following standard MLA citations, etc. guidelines).**

In addition to turning in your new work of art you are to prepare a 3-5 minute “presentation” of your synthesis project to share orally with the class.

Fear not!!! Projects will not be graded solely on artistic merit, but rather on artistic effort, depth of thought, originality, exhibition of the thoroughness of research, synthesis, and your presentation.