

Core Course Assessment Plan

Section 1: General Information

Course Dept.: ATH Course #: 2150

Term when assessment will occur: Spring Fall Year: 2018

Course Title: Comparative Non-Western Cultures

Section Types and #:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Dayton face-to-face | <input type="checkbox"/> Lake face-to-face |
| <input type="checkbox"/> Dayton online | <input type="checkbox"/> Lake online |
| <input type="checkbox"/> Dayton Honors | <input type="checkbox"/> Lake Honors |

Attributes: X Integrative Writing in Core
 X Multicultural Competency in Core
 Service Learning in Core

Dept. Core Assessment Lead: **Geoff Owens/ Geoffrey.Owens@wright.edu**
Name email

List of faculty who will assess the students' work:

- **Anthropology Assessment Committee Members (Geoff Owens, Amelia Hubbard, Laurel Monnig, Lance Greene, Frank Eguaroje)**
- **Sociology Assessment Committee Members (Jackie Bergdahl, Chigon Kim, Karen Lahm)**

Section 2: Assessment Plan

*Course Outcomes (See 1, 2, and 3 on Instruction sheet)

- **To raise awareness of the diversity of human cultural belief and activity among non-Western peoples in a global context.**
- **To establish useful and systematic criteria by which students can evaluate gender, marriage and kinship in human and social groups.**
- **To find productive ways of interpreting and describing political, social economic and religious systems in a global cultural context *through writing*.**

X Written assignment that addresses outcome(s):

Writing a brief (six page, typed, double-spaced and paginated) research essay in stages throughout the semester, on a particular people or aspect of culture using *at least 3* scholarly printed books or articles.

*Collecting and submitting the assignment(s) (See 5 on the instruction sheet)

Final paper (and any previous proposals or drafts) will be submitted to Pilot, and available for downloading by those conducting the assessment.

Rubric Selection. Select the items you feel best match your assignment(s) in the rubric(s) on the next few pages.

Global

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|------------------------------|---|---|---|---|
| Global Self-Awareness | Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context. | Evaluates the global impact of one's own and others' specific local actions on the natural and human world. | Analyzes ways that human actions influence the natural and human world. | Identifies some connections between an individual's personal decision-making and certain local and global issues. |

MC

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|------------------|--|--|--|--|
| Curiosity | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Asks deeper questions about other cultures and seeks out answers to these questions. | Asks simple or surface questions about other cultures. | States minimal interest in learning more about other cultures. |

IW

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|-----------------------------|---|--|--|---|
| Sources and Evidence | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |

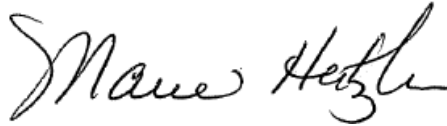
Submit the entire form to Pilot – Core Course Assessment Plan 2017-18. The next section is for UCRC Review only.

Section 3: UCRC Committee Review ONLY

| Item | Complete/NA | Revision Requested | Comments |
|---|-------------|--------------------|---|
| Learning Outcomes for Global Traditions | x | | Could be written with action words like “demonstrate”, “explain”, “analyze”, etc. |
| Rubric for LOs | x | | Since this is a 6 page paper and since another section of the course is also part of the assessment, is it feasible and desirable to add the criteria from each section to make one rubric that will be used for both papers? |
| Rubric for MC Attribute | x | | Same comment as above. |
| Rubric for IW Attribute | x | | Is 1 writing criteria sufficient for what you want to know about the students’ writing? |
| Rubric for SRV/SRVI Attribute | NA | | |
| Assigned Departmental Reviewers | x | | |

Committee Review Completed X

Committee Chair Signature



Date 12/15/2017