

Core Course Assessment Plan

Section 1: General Information

Course Dept.: CLS Course #: 1500 (Wolpert)

Term when assessment will occur: Spring Fall Year: 2018

Course Title: Introduction to Greek and Roman Culture
Section Types and #: 2

| | |
|---|--|
| <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: _____ Integrative Writing in Core
 _____ Multicultural Competency in Core
 _____ Service Learning in Core

| | | |
|-----------------------------|-------------------|--------------------------|
| Dept. Core Assessment Lead: | Mr. Aaron Wolpert | aaron.wolpert@wright.edu |
| | Name | email |

List of faculty who will assess the students' work:

- Dr. Jeannette Marchand
- Dr. Linda Farmer
- Dr. Mark Verman
- _____

Section 2: Assessment Plan

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

1. Critically describe some of the political, social, or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world.
2. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally.
3. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues.

Assignments (Select the appropriate assessments for all three outcomes – see 4 on the instruction sheet)

■ Written assignment that addresses outcome(s) 1-3. Title: *Athenian symposium* and *Roman triumph*

outcomes 1-3. Athenian symposium – In this assignment, students write a narrative account from the perspective of a fictional Athenian attending a 6th-5th cent BCE symposium. Choosing from a range of possible identities (adult male aristocrat, adolescent male aristocrat, female entertainer/prostitute), each student explores the social and cultural dynamics of a notional symposium by imagining the social interactions of its participants. Issues of gender, sexuality, political practice, and class status emerge in imagined discussions focusing on myths depicted on specific Athenian vases, of the sort that were used for the storage, mixing, and consumption of wine in actual ancient symposia. Addressing issues of ancient gender and sexuality at the symposium are directly relevant to modern society.

outcomes 1-3. Roman triumph – In this assignment, students write a narrative account from the perspective of a fictional Roman watching a triumphal procession celebrating an actual Roman victory 341-202 BCE. Choosing from a range of possible identities (Roman patrician, Roman pleb, Roman citizen of non-Roman ethnic extraction, enslaved person, veteran/non-veteran, etc.), each student describes the procession as it winds through Rome’s streets. In so doing, and in the voice of the Roman narrator, students describe what spoils of war were likely to constitute a given triumphal procession, assess the costs and benefits of Roman war for different social classes, discuss the ideological effects of triumphal pageantry, and imagine the personal and family costs of war and violence. All of these issues are relevant for modern discussions of war and foreign policy.

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

The assignments will be submitted and collected on Pilot.

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

Element 3 Rubric

Select the item(s) you will use in your rubric by highlighting the item(s). You may select one or more of them.

If you have an MC, IW, and/or an SRV/SRVI attribute, please also see pages 4 and 5.

| 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. |
| Perspective Taking | Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.) | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems. | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. | Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical). |
| Cultural Diversity | Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. |
| Personal and Social Responsibility | Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions. | Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility. | Explains the ethical, social, and environmental consequences of local and national decisions on global systems. | Identifies basic ethical dimensions of some local or national decisions that have global impact. |
| Understanding Global Systems | Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. | Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. | Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. | Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds. |
| Applying Knowledge to Contemporary Global Contexts | Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. | Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). | Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific). | Defines global challenges in basic ways, including a limited number of perspectives and solutions. |

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 | | | |
| Rubric for LOs | | | |
| Rubric for MC Attribute | | | |
| Rubric for IW Attribute | | | |
| Rubric for SRV/SRVI Attribute | | | |
| Assigned Departmental Reviewers | | | |

Committee Review Completed

Committee Chair Signature _____ Date _____