Core Course Assessment Plan

Section 1: General Information

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

Term when assessment will occur: ■ Spring ☐ Fall   Year: 2018

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

■ Dayton face-to-face   ☐ Lake face-to-face
☐ Dayton online   ☐ Lake online
☐ Dayton Honors   ☐ 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.
4.

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

☐ Written assignment that addresses outcome(s) _____. Title _____ _____

☐ Written test or exam essay question for outcome(s) _____. Provide the question(s) below.

1. _____
    _____

2. _____
    _____

3. _____
    _____

■ Multiple Choice Marker questions – 3 to 4 questions per outcome. List the outcome and question numbers.

1. Outcome Number __1__
    We expect 75% of the students to answer the questions correctly.

(1) (Midterm) Solon's reformation of the class system in Athens was based on...

... ancient pedigree.

... individual merit.

➡ ... wealth.

... equality.

(2) (Midterm) The principle of "guest-friendship" that characterized relationships in the Homeric poems and in the Iron Age was called:

polis

➡ xenia

russia

demos

(3) (Final) The Vestal Virgins...

tended to the eternal flame of Vesta.

lived under strict rules of conduct.

enjoyed greater privileges than other Roman women.

➡ All of the above

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2. Outcome Number __2__
   We expect 75% of the students to answer the questions correctly.

(1) (Midterm) "Metic" is term used for...

A royal dish of ipecac pancakes.

The ancient Greek system of measurement.

➡ Resident aliens of Greek *poleis.*

Ancient doctors.

(2) (Midterm) Generally in Ancient Greece, homosexuality was...

... entirely accepted.

... not discussed in ancient sources.

➡ ... only sanctioned between men and adolescent boys.

.. wholly disapproved.

(3) (Midterm) The main government subdivisions of the Persian Empire were...

➡ ... satrapies.

... poleis.

... colonies.

... cyrids.

(4) (Final) Which of the following describe ancient Carthage?

It was a dominant force in the Western Mediterranean.

Its government was aristocratic and corrupt.

It punished generals who failed in war very harshly.

➡ All of the above.

3. Outcome Number __3__
   We expect 75% of the students to answer the questions correctly.

(1) (Midterm) The comedies of Aristophanes...

Were bland and inoffensive.

➡ Were raunchy and highly political.

Caused Aristophanes to be exiled.

Have been completely lost.

(2) (Midterm) Themistocles' radical ideas...

... got him assassinated.

➡ ... helped the Athenians win the Persian Wars.

... helped him with the ladies.

... were voted down in the ekklesia.

(3) (Final) When generals lose unsustainable numbers of soldiers even though they win the battle, that is called...

pincer maneuver

divine retribution

legionary system

➡ Pyrrhic victory

(4) (Final) The symbols of "imperium," the absolute power over life and death, include:

moretum and garum.

➡ lictors and fasces.

the hammer and chisel.

badgers and mushrooms.

☐ Pilot asynchronous discussion that addresses outcome(s). Provide the outcome number and the discussion question.

1. Outcome Number _____ Discussion Question _____
_____

2. Outcome Number _____ Discussion Question _____
_____

3. Outcome Number _____ Discussion Question _____
_____

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.

N/A

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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.

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If this is an MC course, you will use the items on this page. You may select one or more of them.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Cultural self- awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
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.
Openness	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

If this is an IW course, you will use the items on this page. You may select one or more of them.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
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.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

If this is a SRV/SRVI course, you will use this section. You may select one or more of them.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Demonstrate understanding of how course content relates to a community problem.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Demonstrate ability to apply course learning content in a community project.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Demonstrate skills required to engage in an informed and respectful way with members of a community.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Submit the entire form to Pilot – Core Course Assessment Plan 2017-18. The next section is for UCRC Review only.
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Section 3: UCRC Committee Review ONLY

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Global Traditions		**Rubric is not appropriate for marker questions. Please provide a benchmark for these questions. For example, 80% of the students will receive a 75% on the marker questions.**	
Rubric for LOs	**NA**		**Rubric is not appropriate for marker questions.**
Rubric for MC Attribute	**NA**		
Rubric for IW Attribute	**NA**		
Rubric for SRV/SRVI Attribute	**NA**		
Assigned Departmental Reviewers	**Complete**		

Committee Review Completed: First review is completed. Second review is needed on above revisions.

Committee Chair Signature _Maue Hedle_ Date 12/15/2017

Revisions approved Spring 2018