

Core Course Assessment Plan

Section 1: General Information

Course Dept.: HST Course #: 1100

Term when assessment will occur: Spring Fall Year: 2018

Course Title: Western Civilization to 1500

Section Types and #: 01, 02 (f-to-f, regular) and 03 (f-to-f honors). Sections 90 and 91 are being cancelled.

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

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	Name	email

List of faculty who will assess the students' work:

- Arvind Elangovan, Susan Carrafiello, Awad Halabi, Sean Pollock and Nancy Garner
- Department of History Chair: Jonathan Winkler

Section 2: Assessment Plan

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

Historical analysis and global perspectives necessary to understand our diverse world

- Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world
- Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally
- 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)
- Written test or exam essay question for outcome(s)
- Multiple Choice Marker questions

Short Essay: *One of these essay prompts can be selected for use in assessment. The expectation is that 70% of students should be able to achieve at least “partial mastery” of this assignment.*

1) Ancient Greece is often described as the foundation of our philosophical, literary and political traditions. Discuss one aspect of present day culture that has its roots in the writings and history of ancient Greece.

Comment: This prompt assesses all the learning outcomes stated in the rubric. It tests the students’ “understanding of global systems,” in this case ancient Greece, and challenges them to “apply this knowledge to contemporary global contexts” by identifying the relation between Ancient Greek ideas and those of our own society. In so doing, it concerns also the student’s own relation with cultures of the past, and thus their “global self-awareness.”

2) A notable historian of the Middle Ages has described the confrontation of the “sword” and the “spirit” (secular and religious power) as the first great ideological divide in European history. Discuss one example of these two contrasting authorities coming into conflict during the Middle Ages. Three possible examples are the Investiture Controversy, the murder of Thomas Becket, and the Great Schism. [Instructor may choose other examples.]

Comment: This prompt engages all three aspects of the learning outcomes. It asks the students to engage their “understanding of global systems,” in this case medieval ideology and power. This question involves the enduring issue of ideological conflict, and is therefore applicable “knowledge of contemporary global contexts” and “global self-awareness.”

Short Answer and Multiple Choice Questions:

The following short answer and multiple choice questions are directed at fundamental knowledge of historical ideas that have enduring relevance to the present. They represent the sort of knowledge that students of History 1100 will gain in accordance with the goal of increasing the students’ global awareness, understanding

of systems, and applicability to the present. The expectation is that 70% of students should be able to achieve at least “partial mastery” of this assignment.

A) Choose one work of ancient Greek art or architecture, and describe how it reflects the Greeks’ commitment to the ideals of harmony and balance.

B) Describe one of Emperor Augustus’s policies that helped to make the Roman Empire stable and peaceful for a long period of time.

C) What are two subjects that students would study in medieval universities?

Multiple Choice Questions. *It is expected that at least 75% of students should be able answer 75% of these questions.*

1. Which best describes Athenian democracy?

- A. All inhabitants enjoyed political equality
- B. Only male citizens had voting rights
- C. Males and females could vote if they were citizens
- D. Political rights were restricted to educated citizens

2. The Socratic Method was characterized by

- A. scientific observation, measurement, and mathematics
- B. arguing to make the logically weaker point appear stronger
- C. denial that there is any absolute truth
- D. a series of questions and answers designed to uncover truth

3. An important effect of Alexander the Great’s conquests was the

- A. dominance of Greek culture in the Middle East
- B. decline of Greek culture in the Middle East
- C. disruption of trade in the Mediterranean Sea

D. the spread of Christianity in the Greek world

4. Which was on fundamental cause of political turmoil in the Roman Republic during the first century BCE?

- A. Roman society as a whole was becoming poorer
- B. Many poor farmers had lost their land to the rich
- C. The defeat of Roman armies in the Punic Wars split the Senate
- D. Inadequate labor supply after slave revolts damaged the economy

5. He was the first Roman emperor to adopt Christianity as the favored religion of Rome.

- A. Marcus Aurelius
- B. Julius Caesar
- C. Constantine
- D. Augustus

6. What is the best description of Muhammad?

- A. He was a religious and political leader
- B. He called for the destruction of Christianity
- C. He claimed to be the true son of God
- D. He founded the Byzantine Empire

7. Which phrase best describes the medieval idea of chivalry?

- A. The love of fighting and killing
- B. The proper treatment of women by men
- C. A code of honorable behavior for knights
- D. A code of pious behavior for the clergy

8. In medieval tradition, these people communicated directly with God or saints:

- A. scholastics

- B. mystics
- C. hoplites
- D. mendicants

9. The stated purpose of the First Crusade was to

- A. save souls by converting Muslims to Christianity
- B. conquer Jerusalem and make it a Christian city again
- C. restore the Roman Empire by defeating Byzantium
- D. unite Europe as a single kingdom

10. One important consequence of the Hundred Years' War between England and France (1337-1453) was the

- A. decline of chivalry and knighthood
- B. increasing power of the popes over secular affairs
- C. defeat of France and its decline as a major kingdom
- D. defeat of England and its incorporation into France

11. Which is NOT true about the Black Death?

- A. Between a quarter and a half of the European population was eliminated
- B. Many gave up on God and became atheists
- C. Many believed it was God's punishment for sin
- D. In some places, Jews were blamed and killed

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

Student papers, responses to essay questions and marker questions will be scanned and uploaded on Pilot.

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

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.
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.

Section 3: UCRC Committee Review ONLY

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Global Traditions		<p>1. Needs title and description of written assignments. Also include essay exam questions. Show how each question connects to which LO.</p> <p>2. Please make sure the assignment matches the rubrics selected.</p>	

		3. 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	Complete		
Rubric for MC Attribute	NA		
Rubric for IW Attribute	NA		
Rubric for SRV/SRVI Attribute	NA		
Assigned Departmental Reviewers	Complete		Check for Online / Lake sections

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

Committee Chair Signature  Date 12/8/2017