

Core Course Assessment Plan

Section 1: General Information

Course Dept.: RST Course #: 2710

Term when assessment will occur: Spring Fall Year: 2018

Course Title: Regional Studies: Africa

Section Types and #:

| | |
|---|--|
| <input checked="" type="checkbox"/> Dayton face-to-face (2) | <input type="checkbox"/> Lake face-to-face |
| <input type="checkbox"/> Dayton online | <input type="checkbox"/> Lake online |
| <input checked="" type="checkbox"/> Dayton Honors (1) | <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 – (email) Geoffrey.Owens@wright.edu

List of faculty who will assess the students' work:

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

Section 2: Assessment Plan

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

1. Critically describe some of the political, social, and/or cultural traditions in Africa.
2. Demonstrate an awareness of the diversity of people and traditions in Africa in ways that promote effective engagement.
3. Use political, social, and/or cultural knowledge to evaluate contemporary issues in the African context.

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

Written test or exam essay question for outcome(s) all 3 . Provide the question(s) below.

1. Female circumcision, also designated in the West as FGM (female genital mutilation), is widely practiced in Africa. Describe and analyze the social and cultural arrangements for and against this practice from within and outside of Africa.

OR 2. Describe and analyze how Dr. Kwame Nkrumah's liberation movement led to Ghana's independence. How did Nkrumah's success inspire and energize other political and social movements in Africa?

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

Student responses to essay question(s) from final examination (indicated above) will be scanned and uploaded into Pilot.

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 |
|---------------------------|--|--|--|---|
| | | | | |
| Perspective Taking | Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting cultural positions | Synthesizes other cultural perspectives when investigating subjects. | Identifies and explains multiple cultural when exploring subjects. | Identifies multiple perspectives while maintaining a value preference for own cultural positioning. |

MC

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|---|---|--|---|---|
| Knowledge of cultural worldview frameworks (African context) | 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. |

IW

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|--|---|--|---|--|
| 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. |

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 | | |
| Rubric for LOs | x | | |
| Rubric for MC Attribute | x | | |
| Rubric for IW Attribute | x | | |
| Rubric for SRV/SRVI Attribute | N/A | | |
| Assigned Departmental Reviewers | | Course instructor cannot be a reviewer. | |

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

Committee Chair Signature  Date 12/15/2017