

## Core Course Assessment Plan

### Section 1: General Information

Course Dept.: RST Course #: 2710

Term when assessment will occur:  Spring  Fall Year: 2018

Course Title: RST Africa

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:  Integrative Writing in Core  
 Multicultural Competency in Core

Dept. Core Assessment Lead:	Jonathan Winkler	jonathan.winkler@wright.edu
	Name	email

List of faculty who will assess the students' work:

- Susan Carrafiello, Nancy Garner, Awad Halabi, Sean Pollock
- History Department 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 test or exam essay question for outcome(s)

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

from within and outside of Africa. (for outcome 1, 2, and 3)

2. The trans-Atlantic slave trade was a global trade that linked the continent of Africa with Europe, North and South America and the Caribbean from roughly 1530 to 1870. Discuss the roots of the trans-Atlantic slave trade and the role of sugar production in the historic development of the trade and the selection of slave populations. (for outcome 1 and 2)

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

Student papers and responses to essay 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.

### **Element 3 Rubric**

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
<b>Cultural Diversity</b>	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.

**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
<b>Curiosity</b>	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.

**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
<b>Content Development</b>	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.

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	<b>Complete</b>		
Rubric for LOs	<b>Complete</b>		
Rubric for MC Attribute	<b>Complete</b>		
Rubric for IW Attribute	<b>Complete</b>		
Rubric for SRV/SRVI Attribute			
Assigned Departmental Reviewers	<b>Complete</b>		

**Committee Review Completed - Revision 2 Complete**

Committee Chair Signature \_\_\_\_\_ Date \_\_\_\_\_