

## **Humanities Menu Student Learning Outcomes**

A2: Listen to, understand, and critically evaluate rhetorical claims

B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations

B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference

B3: Interrogate one's internal and external views and values for greater self-awareness

C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions

## **Course Application to have a course included on the Humanities Menu**

1. All courses submitted must assess at least 3 of the mapped learning outcomes (A2, B1, B2, B3, C2).
2. These outcomes should come from all three of the menus (must include A2, C2, and any of the three B options - B1, B2, or B3).
3. Outcomes should be assessed by 2 or fewer valid and reliable assignments/instruments .
4. Is this course under consideration or currently approved in another general education category? Y/N
  - a. If Yes-Please provide the current/proposed mapping, learning outcomes assessed, and assessment measure/metrics.
5. All submitted courses must be:
  - a. Approved by appropriate academic process
  - b. Accompanied with a syllabus that clearly maps the learning outcomes to the assessment instrument(s)
  - c. clear and reliable instrument(s)/means of assessment

One broad topic of discussion is what disciplines should be included on the humanities menu. Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English : Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria committee supports listing courses on multiple menus when the SLOs of the course fit that menu, and we anticipate some overlap especially between the humanities and cultural literacy menus. However, in our specific institutional context, this committee opposes inclusion of Bible courses on the humanities menu, because ACU designates so many credit hours for Bible elsewhere. We want to reserve the Humanities menu for courses outside of Bible.

On LO B1: There is a bit of concern on the word 'global' in this learning outcome. Our committee suggest these resources when considering classes on this menu:

A few helpful resources:

<https://www.amacad.org/humanities-indicators/scope-of-humanities>

<https://4humanities.org/2014/12/what-are-the-humanities/>

<https://www.cambridge.org/core/books/what-are-the-humanities-for/what-are-the-humanities/6E650FDCF137483A894F373D8FAE3088#>

## **Humanities Course Assessment**

### **Humanities Menu Student Learning Outcomes**

A2: Listen to, understand, and critically evaluate rhetorical claims

B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations

B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference

B3: Interrogate one's internal and external views and values for greater self-awareness

C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions

### **Instructions**

For inclusion in the humanities menu, your course application demonstrated that this course met A2, C2, and at least one of the "B" outcomes listed above (B1, B2, or B3). Each of the humanities outcomes in your course application will be assessed annually. The assessment instrument can be anything of your choosing; however, typical assignments include research papers, essays (including exam essays), concert/performance/museum reports, digital essays, and oral presentations. Assignments don't need to be limited to these, but you can only use up to two instruments to assess the three required outcomes. Typically, assessment will be independent of the overall assignment grade. For example, you may have an exam essay that you use to assess course-specific learning outcomes, but that essay could also address one or more of the humanities outcomes. Depending on your grading criteria, a student could score 9/10 on the essay while scoring only Level 2 on the rubric below.

**[more instructions on collecting the assessment - need info on assessment calendar and process (does this go to chair for input to TaskStream??)]**

### **Outcome A2 Assessment:**

Listen to, understand, and critically evaluate rhetorical claims

Assignment name and description:

| Learning Outcome                     | Level 4                                                                                                                  | Level 3                                                                            | Level 2                                                                  | Level 1                                                                 |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Evaluation of rhetorical claims (A2) | Demonstrates keen analytical abilities and attention to detail in the understanding and evaluating of rhetorical claims. | Demonstrates effective understanding of and ability to critique rhetorical claims. | Demonstrates some ability to understand and recognize rhetorical claims. | Fails to demonstrate understanding or recognition of rhetorical claims. |

Acceptable Target: 70% of students scoring 2 or higher.

Ideal Target: 80% of students scoring 2 or higher.

### **Outcome C2 Assessment:**

Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions

Assignment name and description:

| Learning Outcome                          | Level 4                                                        | Level 3                                                        | Level 2                                                          | Level 1                                          |
|-------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------|
| Analysis of data to draw conclusions (C2) | Analyzes data and/or published writing in an exemplary manner. | Analyzes data and/or published writing in an effective manner. | Analyzes data and/or published writing in a satisfactory manner. | Lacks analysis of data and/or published writing. |

Acceptable Target: 70% of students scoring 2 or higher

Ideal Target: 80% of students scoring 2 or higher

**Outcome B1, B2, or B3 Assessment (Choose one)**

B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations

B2:

Understand the interconnectedness of the human experience with a posture of humility while celebrating difference

B3:

Interrogate one's internal and external views and values for greater self-awareness

| Learning Outcome                            | Level 4                                                                                                                                  | Level 3                                                                                                                            | Level 2                                                                                                   | Level 1                                                                                            |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Discourse in Diverse Experiences (B1)       | Excellently presents the capacity to engage in discourse with global, historical, and cultural experiences of diverse populations.       | Effectively presents the capacity to engage in discourse with global, historical, and cultural experiences of diverse populations. | Average engagement in discourse in global, historical, and cultural experiences of diverse populations.   | No engagement in discourse in global, historical, and cultural experiences of diverse populations. |
| Humility and Celebration of Difference (B2) | Exemplary demonstration of understanding and humility when it comes to the human experience and diversity in a particularly mindful way. | Effective demonstration of understanding and humility when it comes to the human experience and diversity.                         | An average demonstration of understanding and humility in relation to the human experience and diversity. | No demonstration of understanding or humility in relation to the human experience and diversity.   |

|                                                   |                                                                                                          |                                                                                                             |                                                                                           |                                                                            |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Interrogation of Internal and External Views (B3) | Exemplary interrogation of the student's internal and external views with an eye towards self-awareness. | Effective interrogation of the student's internal and external views with some attention to self-awareness. | Some interrogation of the student's personal views with some attention to self-awareness. | No interrogation of personal views and no movement towards self-awareness. |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|

Outcome Assessed:

Acceptable Target: 70% of students scoring 2 or higher

Ideal Target: 80% of students scoring 2 or higher