

**GENERAL EDUCATION COURSE ASSESSMENT PLAN (CAP)**

**Arts**

***Please complete the following form and send to:*** [***gened@gvsu.edu***](mailto:gened@gvsu.edu)***.***

**Course:**

**Course title:**

**Faculty member developing/revising the CAP:**

**Unit head name:**

**Date submitted/revised:**

**Please complete the following for each student learning outcome (goal):**

***1. Student Learning Outcome:*** *An examination of the principles and questions that define the field and analysis of formal elements of works of art*.

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***2. Student Learning Outcome:*** *How meaning in the arts is created and interpreted****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**3. *Student Learning Outcome:*** *An understanding of the historical and cultural contexts for artists and their works.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**Choose one of the following - either 4a or 4b:**

***4a. Critical and Creative Thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.*** *People with a general education think logically and creatively. Expressiveness, imagination, and originality are needed for innovation. Innovative ideas must be subject to critical evaluation, which involves distinguishing information, judgment, and assumption; evaluating evidence and the logic of arguments; identifying and assessing differing perspectives and assumptions; and reasoning systematically in support of arguments.*

***Student Learning Outcome:*** *Assess differing perspectives and assumptions.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Evaluate evidence and the logic of arguments****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Formulate novel approaches or create alternative interpretation.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Or, select Student learning outcome 4b***

***4b. Written Communication is the practice of creating and refining messages that educated readers will value.*** *People with a general education use thoughtful writing processes to develop effective written materials for a variety of audiences and purposes, entering larger discussions by using formats and conventions that are important to their readers.*

***Student Learning Outcome:*** *Develop content that is appropriate to a specific disciplinary or professional context.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Organize written material to suit the purposes of the document and meet the needs of the intended audience.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Express ideas using language that meets the needs and expectations of the intended audience.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Use conventions of grammar, punctuation, usage, formatting, citation, and documentation appropriate to the specific writing situation.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**Choose one of the following - either 5a or 5b:**

***5 a. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives.*** *People with a general education work collaboratively with others on both small and large projects. Effective collaborators are interdependent, interactive, accountable, and reflective. That is, they work interdependently within a group, interact productively with group members, demonstrate accountability for their own contributions to the work of the group, and reflect on the success of the group, including their own contributions and the contributions of others.*

***Student Learning Outcome****:* *Contribute to the development of shared goals within the group.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Contribute their own knowledge and expertise to the group.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Participate actively and responsibly in all group activities.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Honestly assess their own contributions and the contributions of others.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Or, select Student learning outcome 5b***

***5b. Oral Communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.*** *People with a general education are able to synthesize their knowledge of a subject with their speaking and listening skills to effectively craft a verbal presentation appropriate for a specific situation, purpose, and audience. They understand that effective verbal communication involves a dialogue between speaker and audience and use this knowledge for decision-making about the organization, development, and presentation of appropriate material. They understand that oral communication skills are essential for a knowledgeable speaker to inform, persuade, and inspire audiences.*

***Student Learning Outcome:*** *Develop content appropriate to the presentation goals****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Organize the content in a logical manner appropriate for the intended audience.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Demonstrate a range of effective formal and informal presentation skill.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Demonstrate evidence of rehearsal through the verbal presentation.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

Form Updated 11/15/2013