

UCORE Goals and Course Goals

The following UCORE goals govern the syllabus of this class: (<https://ucore.wsu.edu/documents/2018/04/ucore-handbook-v3-march-2018.pdf/>):

HUM courses are required to:

- Introduce students to basic theories of interpretation or theoretical models in the humanities.
- Introduce students to key texts, monuments, artifacts or episodes within humanistic traditions or disciplines.
- Help students develop the ability to construct their own artistic, literary, philosophical, religious, linguistic, or historical interpretations according to the standards of a humanistic discipline.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide UCORE Handbook v.3 | March 2018 | Page 104 instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

UCORE Goals

WSU/UCORE goals	HUM Category Learning Outcomes	Course-level learning outcome: "At the end of this course, students will be able to..."	Learning Activities & Assignments	Learning Outcome Assessed by...
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Creative and Critical Thinking	Students demonstrate knowledge of theories or theoretical models and ability to apply one or more	<p>To encourage the skills needed to develop students' own research or creative questions about this time period through a close analysis of American fiction, poetry, films, songs, and other cultural artifacts.</p> <p>To understand a diverse range of work as comprising "American" culture, including reading and viewing work from African American, Asian American, Native American, and LGBTQ+ individuals.</p>	<p>General class discussion</p> <p>Papers</p>	<p>General class discussion</p> <p>Group discussions and presentations of particular works or trends in front of the class</p> <p>Papers</p>
	Students demonstrate knowledge of key texts, monuments, artifacts or episodes	To read and closely analyze a number of works of literature and journalism within the course materials described through such theories of analysis as realism, regionalism, naturalism, modernism, and cultural movements	<p>General class discussion</p> <p>Group discussions and presentations of particular works or trends in front of the class</p> <p>Papers</p>	<p>Peer and instructor feedback on reports</p> <p>Reports</p> <p>General class discussion in Discussion Board</p>

		<p>such as the Harlem Renaissance.</p> <p>To search for instances of how past perspectives, language, and literature permeate contemporary culture and to assess the ways in which they affect our perspectives on issues such as individualism, industrialism and ecology, relations with other countries, and aesthetics, gender, and sexuality.</p>		Papers
	Students construct own interpretation within disciplinary norms	To study a topic in both breadth and depth, using the multiple media as a lens to reflect on American culture past and present.	Group discussions	<p>Peer and instructor feedback on drafts</p> <p>Group discussions</p>
Information Literacy	Students find and use relevant information effectively	To view and interpret multiple kinds of texts, including maps, songs, and political cartoons, to understand the ways in	Finding and evaluating legitimate sources online and in the library	Class discussion

		<p>which they comment on and reflect their culture.</p> <p>To search for instances of how past perspectives, language, and literature permeate contemporary culture and to assess the ways in which they affect our perspectives on issues such as individualism, industrialism and ecology, relations with other countries, and aesthetics, gender, and sexuality.</p>		
Information Literacy Instruction and Feedback	Students receive instruction with feedback for information literacy skills appropriate to lower or upper division expectations and departmental standards	To work with and learn to evaluate primary and secondary resources, including locating primary print sources and digitized versions online, learning to use the MLA Bibliography and other databases to find secondary sources, and learning to assess web materials for reliability, and locating	Finding and evaluating legitimate sources online and in the library	Comments on papers.

		primary source materials.		
Communication	Students communicate in modes appropriate to the discipline	To synthesize and create knowledge and to disseminate those insights to the class (reports, presentations, papers) and to the world beyond the classroom (blogs). To communicate effectively in solo or group presentations.	Papers Discussion posts Writing Workshops	Written peer and instructor feedback Writing Workshop Refresher Quizzes
Writing Requirement	Course requires reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards	To communicate effectively in writing according to standard conventions of academic writing (complete sentences, thesis, support for arguments)	Three short papers Longer final paper (Paper 4) or multimodal project Workshops for Papers 1, 2, & 3-4	Instructor feedback on short papers and final paper Writing Workshop Refresher Quizzes

Additional UCORE Goals and Course Goals

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- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide UCORE Handbook v.3 | March 2018 | Page 104 instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

UCORE Goals			
UCORE HUM Goals Addressed in this Course	At the end of this course, students should be able	Course Topics Addressing this Outcome	Evaluation of Outcome
<p>Critical and Creative Thinking. Students demonstrate knowledge of theories or theoretical models and ability to apply one or more.</p> <p>Students demonstrate knowledge of key texts,</p>	<p>To read and closely analyze a number of works of literature and journalism within the course materials described.</p> <p>To study a topic in both breadth and depth, using the multiple media as a lens to reflect on American culture past and present.</p>	<p>All course topics</p> <p>All lectures and class discussions</p> <p>All papers</p> <p>Final paper</p> <p>Creative option project</p>	<p>Graded class discussions</p> <p>Graded papers</p>

<p>monuments, artifacts or episodes.</p> <p>Students construct own interpretation within disciplinary norms.</p>	<p>To encourage the skills needed to develop students' own research or creative questions about this time period through a close analysis of American fiction, poetry, films, songs, and other cultural artifacts.</p>		
<p>Scientific Literacy. Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.</p>	<p>To understand the ways in which scientific knowledge can be contingent not only on evidence but upon the historical framework in which it is gained.</p> <p>To recognize that scientific theories in the past frequently led to harmful conclusions in terms of racism and eugenics</p>	<p>Selected readings</p>	<p>Evaluation of papers and class discussions.</p>
<p>Information Literacy. Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand. Students find and use relevant information effectively.</p>	<p>To view and interpret multiple kinds of texts, including maps, songs, and political cartoons, to understand the ways in which they comment on and reflect their culture.</p> <p>To work with and learn to evaluate primary and secondary resources, including locating primary print sources and digitized versions online, learning to use the MLA</p>	<p>Finding legitimate sources online and in the library</p>	<p>Successful completion of exercises and integration of that knowledge into papers and projects.</p> <p>Final project (web possibility) evaluation via rubric.</p>

	Bibliography and other databases to find secondary sources, and learning to assess web materials for reliability, and locating primary source materials.		
<p>Communication. Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.</p> <p>Students communicate in modes appropriate to the discipline.</p>	To synthesize and create knowledge and to disseminate those insights to the class (reports, presentations, papers) and to the world beyond the classroom (blogs).	<p>Class discussions</p> <p>Papers and projects</p>	Evaluation for formal reports, papers, and class discussions.
<p>Diversity. Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.</p>	To learn about significant issues, movements, and trends in American literature, including historical issues of racism, class, and gender inequities	Reading and viewing work from African American, Asian American, Native American, and LGBTQ+ individuals	Evaluation for class discussion and papers.
<p>Depth, Breadth, and Integration of Learning. Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their</p>	To search for instances of how past perspectives, language, and literature permeate contemporary culture and to assess the ways in which they affect our perspectives on issues such as individualism, industrialism and ecology,	Cultural history, including films, recorded music, sheet music, and so on	Formal evaluation for final project, presentation, and weblogs.

employers, and for society at large.	relations with other countries, and aesthetics, gender, and sexuality.		
Writing Requirement. Course requires reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards	Three papers and informal writing.		