

LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Strands

The 10 strands of SOU's University Studies program:

- **Foundational strands:** *Strand A:* Communication; *Strand B:* Thinking; *Strand C:* Information literacy; *Strand D:* Quantitative Reasoning

- **Exploration strands (*lower division*):** *Strand E:* Humanities; *Strand F:* Social science; and *Strand G:* Science – physical, biological, and computer;

- **Integration strands (*upper division*):** *Strand H:* Science, technology and society; *Strand I:* Citizenship and social responsibility; and *Strand J:* Diversity and global awareness

reflect the values of the general education curriculum of SOU's liberal arts and sciences education program.

FOUNDATION STRANDS

Goal A: Communication Goals

Communicate effectively using writing, speech, and image.

1. **Demonstrate ability to use Standard American English.**
Proficiencies: Students will be able to
 - a. Use standard conventions of grammar, punctuation, mechanics, and spelling.
 - b. Structure sentences in varied and appropriate ways.
 - c. Use vocabulary and phrasing appropriate to purpose and audience.

2. **Accurately comprehend written, verbal, visual, and/or symbolic communications.**
Proficiencies: Students will be able to
 - a. Summarize relevant components and structures in messages.
 - b. Interpret communications' purposes and cultural assumptions.
 - c. Identify arguments used to justify a position.
 - d. Critique and assess meanings.

3. **Communicate in ways appropriate to purpose and audience.**
Proficiencies: Students will be able to
 - a. Use effective styles, content, and or images.
 - b. Adapt messages to facilitate mutual understandings.
 - c. Target varied audiences for specific communication purposes.
 - d. Develop claims and supporting information.

4. **Collaborate with others to achieve a common goal.**
Proficiencies: Students will be able to
 - a. Demonstrate accountability to group processes and goals.
 - b. Practice norms of effective communication and active listening.
 - c. Use a variety of conflict management skills.

Goal B: Thinking Goals

Conceptualize ideas holistically, logically, and creatively.

1. **Demonstrate awareness of multiple perspectives.**
Proficiencies: Students will be able to
 - a. Understand how thinking relates to historical and cultural contexts.
 - b. Articulate the salient points of any idea.
 - c. Identify the questions at issue.

2. **Identify perceptions, assumptions and biases in any point of view.**
Proficiencies: Students will be able to
 - a. Distinguish between critical thought and subjective reaction.
 - b. Assess claims and conclusions in relation to points of view.
 - c. Evaluate inferences in thought.

3. **Apply logical thought to theoretical and practical issues.**
Proficiencies: Students will be able to
 - a. Summarize an argument's main claim(s) and conclusion(s).
 - b. Analyze and evaluate an argument's logic, evidence, and efficacy.
 - c. Weigh evidence to determine accuracy, relevance and sufficiency.
 - d. Assess implications and consequences of ideas.
 - e. Produce effective arguments using claims, evidence, and valid inferences.
4. **Creatively shape ideas, evidence, and experiences.**
Proficiencies: Students will be able to
 - a. Use ideas to structure and solve problems.
 - b. Frame decisions using sound interpretations, findings, and solutions.
 - c. Effectively create a course of action or communicate a point of view.

Goal C: Information Literacy
Access and use information resources effectively and ethically.

1. **Determine the nature and extent of information needed.**
Proficiencies: Students will be able to
 - a. Develop and refine research questions.
 - b. Identify key concepts and terms required to locate information.
 - c. Examine and assess potential resources specific to research purpose.
2. **Access information effectively and efficiently.**
Proficiencies: Students will be able to
 - a. Differentiate among keywords, subject headings and descriptors.
 - b. Differentiate between primary and secondary sources.
 - c. Implement a variety of information search strategies.
 - d. Use full array of library services to retrieve information.
3. **Evaluate information and resources.**
Proficiencies: Students will be able to
 - a. Determine accuracy of information by questioning source of data.
 - b. Analyze limitations of information gathering tools or strategies.
 - c. Investigate differing viewpoints in the information.
4. **Integrate information ethically and legally.**
Proficiencies: Students will be able to
 - a. Retrieve and manipulate information across contexts and in multiple formats.
 - b. Understand intellectual property, copyright, and fair use of information.
 - c. Cite sources using appropriate documentation style, without plagiarism or misrepresentation.

Goal D: Quantitative Reasoning
Effectively formulate and use mathematical models and procedures to address abstract and applied problems.

1. **Recognize and express relationships using quantitative symbols.**
Proficiencies: Students will be able to
 - a. Translate real world phenomena into algebraic expressions that correctly reflect quantitative relationships among variables.
 - b. Know the four forms of quantitative symbols:
 - given numbers
 - unknown constants
 - parameters (unknown numbers fixed by an applied context)
 - variables (unknown numbers that vary within an applied context) and use them appropriately.
 - c. Apply fundamental mathematical models to a variety of academic contexts.
2. **Interpret, evaluate, and manipulate quantitative representations appropriately.**
Proficiencies: Students will be able to
 - a. Know the important features of various quantitative models (algebraic, graphical, numeric, tables, charts, verbal).
 - b. Use various quantitative models to analyze phenomena.
 - c. Choose critically among quantitative models to efficiently discover relevant conclusions.

3. **Communicate quantitative concepts and relationships in plain language.**

Proficiencies: Students will be able to

- a. Reason inductively in a quantitative context by imagining, testing, and communicating general relationships from patterns.
- b. Reason deductively in a quantitative context by identifying mathematical premises, inferred conclusions, and errors in reasoning.
- c. Translate and communicate quantitative results into real world contexts.

EXPLORATION STRANDS (*lower division*)

E. Humanities

Recognize human accomplishments in the arts and humanities and understand their role in clarifying individual and social values.

SOU defines study in the arts and humanities as focusing on intellectual and cultural expression approached through historical, cultural, and aesthetic investigations and interpretations.

Goal 1. Understand basic formal elements, principles, and composition structures in written, oral, visual, or performed texts, works, and/or artifacts.

Proficiencies: Students will be able to

- a. Describe how technical, organizational, and aesthetic elements in human expression reflect ideas and emotions.
- b. Classify and compare intellectual and artistic endeavors according to recognized criteria and genres.
- c. Understand how differences in form affect meaning.

Goal 2. Understand how cultural and historical factors impact the creation of written, oral, visual, or performed texts, works, and/or artifacts.

Proficiencies: Students will be able to

- a. Compare works from different time periods and cultures.
- b. Demonstrate how cultural and historical forces influence a creative process.
- c. Analyze individuals' creative processes within a specific art and/or discipline.

Goal 3. Understand how the reception of texts, works, and/or artifacts influences individuals, cultures, and societies.

Proficiencies: Students will be able to

- a. Explain how individuals respond differently to intellectual and artistic endeavors.
- b. Recognize and explain how intellectual and artistic endeavors influence cultural and societal assumptions and values.
- c. Recognize and explain how intellectual and artistic endeavors change culture and society.

F. Social Science

Understand fundamental concepts of social science and the interconnections among social institutions, values, individuals, and groups.

SOU defines Social Science as those disciplines that examine how individuals, groups, institutions, and societies behave and interact with one another and their environments. They provide students with the tools to analyze social, political, or economic institutions (such as families, communities, or governments), and to examine society issues and problems at individual, cultural, national, or global levels.

Goal 1. Understand connections between individuals and social, economic, and/or political institutions.

Proficiencies: Students will be able to

- a. Identify impact of social, economic, and/or political institutions on individuals.
- b. Analyze social, economic, and/or political institutions, using discipline-based contexts or approaches.

Goal 2. Understand the interactions of and the relationships between natural and social environments and resources.

Proficiencies: Students will be able to

- a. Analyze reciprocal influences among political, economic, and/or social developments.
- b. Identify and evaluate the impact of one's own actions in a societal context.

Goal 3. Apply social science perspectives to past and contemporary issues.

Proficiencies: Students will be able to

- a. Analyze and evaluate past episodes using discipline-based methodologies.

- b. Analyze and evaluate contemporary issues and problems from social, economic, and/or political perspectives.

G. Sciences – Physical, Biological, and Computer
Understand the fundamental concepts, methods, and applications of the sciences and their impacts on human experience.

SOU defines the sciences as those disciplines that focus on a systemized body of knowledge derived through objective methodologies involving repeatable experimentation, observation, verification, and study.

A lab class will include a practical laboratory component that accompanies lecture and course material. We define a lab as a controlled setting where scientific experiments are performed.

Goal 1. Understand major concepts, principles, and theories of the sciences.

Proficiencies: Students will be able to

- a. Apply critical thinking, quantitative reasoning, and/or problem-solving skills to evaluate scientific evidence, theories, and hypotheses.
- b. Use language and concepts of a science discipline.
- c. Understand the broad historical outline of the development of the scientific worldview and important theories.

Goal 2. Understand science as a means of learning about and understanding the natural world.

Proficiencies: Students will be able to generate and test scientific hypotheses by

- a. Designing and carrying out experiments and systematic observational studies. In some cases this may include a laboratory or field setting.
- b. Using appropriate tools to analyze results.
- c. Communicating results orally and in writing according to established standards of scientific communication, including appropriate use of tables, figures, and graphs.

Goal 3. Apply scientific knowledge and methods to societal issues.

Proficiencies: Students will be able to

- a. Inform decision-making on social, political, and/or economic issues.
- b. Explain interrelationships between society and the sciences.
- c. Investigate impacts of technologies on segments of society and investigate plausible solutions to adverse impacts.

INTEGRATION STRANDS (*upper division*)

H. Science, technology, and society
Understand the interactions of science, technology, and human affairs.

Goal 1. Understand how science as a way of knowing compares with non-scientific ways of knowing.

Proficiencies: Students will be able to

- a. Distinguish between scientific and pseudoscientific explanations for phenomena.
- b. Compare and contrast methodologies used to compile evidence for constructing arguments and drawing conclusions.

Goal 2. Make connections within the various fields of science and among science and technology and other disciplines, including mathematics, social sciences, and humanities. ,

Proficiencies: Students will be able to

- a. Explain how scientific knowledge and new technology relate.
- b. Identify the role of science in the development of literature, art, and/or music.
- c. Recognize role of mathematics in the scientific process.

Goal 3. Recognize ethical dilemmas in scientific processes, methods, and technological advancement.

Proficiencies: Students will be able to

- a. Analyze consequences of technological and scientific change on the individual, society, and environment.
- b. Understand how scientific and technological solutions to societal problems conflict with belief systems and world views.
- c. Understand how science, technology, and non-scientific perspectives contribute to solutions of societal problems.

I. Citizenship and social responsibility
Understand and apply moral standards to individual conduct and citizenship through ethical inquiry, social awareness, and civic engagement.

Goal 1. Understand and apply the tools necessary for responsible participation in communities.

Proficiencies: Students will be able to

- a. Demonstrate knowledge of community issues, community assets, and community needs.
- b. Identify how individuals affect communities.
- c. Identify how communities affect individuals.
- d. Apply knowledge, information, and skills to community issues.

Goal 2. Understand how ethical issues are embedded in citizenship and social responsibility.

Proficiencies: Students will be able to

- a. Identify and analyze ethical problems or dilemmas.
- b. Articulate and acknowledge beliefs and assumptions as part of value system.
- c. Describe own and others' perceptions and ethical frameworks in decision making.
- d. Consider diverse choices, beliefs, and ethical frameworks in responding to ethical dilemmas.

J. Diversity and global awareness
Understand institutions, assumptions, and values from national and global perspectives.

Goal 1. Understand how one's society is complex, contested, and dynamic.

Proficiencies: Students will be able to

- a. Show how categories, ideologies, assumptions and roles are culturally constructed and maintained.
- b. Identify power structures and explain their relationship to social class, race, gender and other systems of privilege and inequality.
- c. Explain contributions of marginalized groups and how differences (e.g., race, ethnicity, gender, sexual orientation, physical ability, class, religious affiliation) shape people's lives.

Goal 2. Understand world views and cultural practices different from one's own.

Proficiencies: Students will be able to

- a. Analyze cultural meanings, beliefs, institutions and cultural practices in other societies according to one's point of view.
- b. Identify patterns of cultural diversity in a particular region or country and understand how they developed.
- c. Assess attitudes and cultural practices inhibiting tolerance and cultural understanding.

Goal 3. Understand how historical, economic, social, and political conditions affect cultural values and beliefs.

Proficiencies: Students will be able to

- a. Analyze how relations between values and conditions differ in various societies or groups.
- b. Explain limits and potential of individuals in a particular setting.
- c. Describe how life experiences and situations influence perception of self and others.

Goal 4. Understand dynamics of power in the world situation from global perspectives.

Proficiencies: Students will be able to

- a. Analyze effects of power differences on specific peoples, societies, and cultural groups.
- b. Describe the development and impact of global institutions that transcend national economic, political, social and cultural jurisdiction.
- c. Explain how and why the term globalization is interpreted differently in different contexts.

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Cognition Theory	Pedagogical Strategies
Learning is both formal and informal: Culture teaches	The implied curriculum matters: Personal and academic congruence: professors intentionally model behaviors students are expected to embrace (like thinking, patience, curiosity) and professors assess what they say they value (including dispositions-Habits of Mind)
As a species humans are uncomfortable with ambiguity	Classroom climate is intentionally structured to be socially, intellectually and academically safe <ul style="list-style-type: none"> • Classroom climate is trusting and encouraging • Cooperative strategies rather than group • Clear academic expectations: rubrics
Humans organize information into schematic frameworks	Concepts and generalizations are organizers: providing road maps to link new ideas and content
Humans are social and collaborative	Discussion component Cooperative work in and out of class
Learning is strongly influenced by emotions	Course is intentionally designed to evoke strong opinions and perspectives
Humans have pre-existing schema that may include both accurate and inaccurate information	Pre-assessments Frequent formative assessments: observations to paper and pencil
Humans are resistant to changing their minds	Classroom climate Careful diagnosis of students' misconceptions and sense-making processes Provide several experiences to reinvestigate ideas ; cooperative group work; performance-based learning experiences
Understanding has degrees	Course design intentionally scaffolds learners' skill and intellectual development – skills are modeled and practiced; essential questions and big ideas organize content Academic outcomes, assessments and activities: Aligned

What is Art For?
Integrative Curriculum Course: DRAFT

By
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Course Description: What is Art For? Throughout this course students will compare three different explanations for the arts and the role they have play in the human experience. Are the arts for the purpose of elevating that which is collectively valued, or is what we value, defined by the arts?

Concept: Perspectives	Topic: What is Art For?
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Outcomes

Integrative General Education (Strand H): Understand the interactions of science, technology, and human affairs.

Integrative GE Strand H Goal 1. Understand how science as a way of knowing compares with non-scientific ways of knowing.

Students will be able to

- a. *Distinguish between scientific and pseudoscientific explanations for phenomena.*
- b. *Compare and contrast methodologies used to compile evidence for constructing arguments and drawing conclusions.*

Knowledge	Skills
Darwinism Philosophical explanations of the arts Post-modern Western historical view of the arts (art represents meaning deferred)	Comparison Constructing arguments

Integrative GE Strand H Goal 2. Make connections within the various fields of science and among science and technology and other disciplines, including mathematics, social sciences, and humanities.

Students will be able to

- a. Explain how scientific knowledge and new technology relate.
- b. *Identify the role of science in the development of literature, art, and/or music.*
- c. Recognize role of mathematics in the scientific process.

Knowledge	Skills
Explanations for the arts: Species-centric, Anthropological, Philosophical, Post-modern Western societal perspective	Comparison Constructing arguments Critique an argument

Art Outcome 5: Students will have a thorough knowledge and understanding of the historical and cultural context of the visual arts.

Knowledge	Skills
<i>Theories of the role of art in the human experience</i> Dissanayake & Darwinism Anthropological interpretations of culture Art history	Evaluate and critique arguments Communicate orally Write clearly in standard American English

Art Outcome 8: Students will be able to explain how audience influences art production

Knowledge	Skills
Differing definitions of audience	Make a claim and support it View issues from multiple perspectives

LEAP Intellectual and Practical Skills (Foundational Strands):

P = Primary (formally taught and assessed in the course)

A=Addressed (taught but not formally assessed)

Inquiry and Analysis- Analyzing Perspectives	P
Critical and Creative Thinking- Constructing Arguments	P
Critical and Creative Thinking Problem Solving	P
Communication: Writing	P
Communication: Oration	A
Communication: Visual	A
Information Literacy: Determine the nature and extent of information needed.	P
Information Literacy: Access information effectively and efficiently.	A
Information Literacy: Evaluate information and resources.	A
Information Literacy: Integrate information ethically and legally.	A
Team work	

Dispositions: Habits of Mind

P = Primary (formally taught and assessed in the course)

A=Addressed (taught but not formally assessed)

Awareness of own thinking: meta-cognition	P
Effective planning: goal setting; time lines	A
Considers and appropriately responds to feedback	P
Self-evaluates performance and work quality	P
Seeks clarity in communication	P
Displays open-mindedness and tolerance of ambiguity	P
Restrains impulsivity: carefully considers situations and ideas before acting	P
Takes a positions and provides evidence for point of view	P
Sensitive to the feelings and levels of knowledge of others	A
Perseveres through difficult tasks	A
Challenges self to engage in highly challenging tasks and works for excellence in performance	A

Generalizations or “Enduring Understandings”

- Regardless of how we explain the arts, art has been, and will continue to be fundamental to the human experience
- Individuals and cultures vary concerning what they practice, revere and create.
- Art communicates.

Big Questions or “Essential Questions”

- Why do humans make art?
- How is beauty defined?
- Do all the arts have the same range of communication potential or are there some messages that some arts cannot communicate?

Final Task

Your paper proposal to an upcoming professional conference, *Art and Science*, has been accepted. The proposal was organized around the essential question, *What is the art of our time and what does it say about us as humans?* It is time to write your paper.

Make a clear claim about what you believe the art of our time is, and explain what that art says about us as humans. Select a specific theoretical perspective from which to argue your claim and develop a clear argument by providing accurate and extensive evidence. Address what evidence is missing from your argument and explain how that missing evidence affects your claim. Include any reasoned qualifications or restrictions for your claim. Be sure to use the four appeals of persuasive writing to strengthen your argument: personality, tradition or accepted beliefs, rhetoric and reason.

Final Task Analysis

Knowledge	Skills
Definition of art: aligned to specific theory -Species-centric argument -Philosophical perspective of the role of art -Western post-modern theory/history Ability to identify the four appeals of argumentation Art history and contemporary arts	Construct and argument Critique an argument Research skills Academic writing quality

Other Evidence

- Faculty observation throughout course of arguments made in class
- Group analysis of an argument: analysis of evidence quality,
- Group Analysis of an argument: identify use of personality, tradition or accepted beliefs, rhetoric and reason.
- Change a non-example of an argument to an effective argument
- Construct a logical argument to essential question 1: Why do humans make art?
- Construct a logical argument to essential question 2 or 3: How is beauty defined? or Do all the arts have the same range of communication potential or are there some messages that some arts cannot communicate?

Final Task Rubric

Criteria	3	2	1
Analyzing Perspectives Identifies a position and the reasoning behind it	Clearly articulates a theoretical perspective and consistently uses that perspective to build a strong line of reasoning to support a claim	Articulates a theoretical perspective but the perspective is not consistent throughout the argument; there may be errors or holes in the reasoning.	Does not articulate a clear theoretical position or articulates a position but fails to present a clear or consistent line of reasoning throughout the argument
Argument Strength	Presents a clear and accurate treatment of all available evidence that addresses the central point of the claim. Considers what evidence is missing and how it should affect the evaluation of the claim	With no major errors, presents all relevant, accurate and properly cited evidence needed to support the claim	Fails to provide convincing evidence for the claim by citing evidence that may be inaccurate, inappropriately referenced, or insufficient (parts of the claim are left unaddressed)
Incorporates the four appeals of persuasion into the argument	Effectively incorporates all four appeals* in varying degrees into the argument: personality; tradition or accepted beliefs; rhetoric; reason.	Incorporates some but not all appeals into the argument or relies too heavily on one argumentation device	Does not effectively incorporate two or more appeals into the argument
Conventions & Citings	Punctuation is used correctly throughout piece	One or two punctuation mistakes exist in the piece	More than two punctuation mistakes exist in the piece

Lesson Sequence

Weeks 1-4: Why do humans make art?

Lesson 1: Pre-assessment of art knowledge; ability to construct a persuasive argument; ability to critique and argument.

- Do cultures create the arts or arts create the culture?
- Is art-making a fundamental human need?
- Do all people have a sense of musicality?
- In what way do play, ritual and the arts interpenetrate?
- Is there an evolutionary benefit to art?

Weeks 5-7: How is beauty defined?

- What valued qualities of beauty are universal to all people?
- In what way do the arts assist humans in making sense of chaos or confusion?

Weeks 8-10: Do all the arts have the same range of communication potential or are there some messages that some arts cannot communicate?

- Does art evolve?
- Do all the arts include unpredictability, imagination, and delight with formality; stylization and elaboration with entrancement?

Final's week: Final Task discussion

Integrative Curriculum Course Design Template

Course Description:

Concept: Overarching abstract concept	Topic: What the course is about
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Outcomes: List academic outcomes in the order they will be emphasized throughout the course. “Unpacked” each outcome identifying the specific knowledge and skills that will intentionally be developed as a result of this course

For Example

GE Strand H Goal 1. Understand how science as a way of knowing compares with non-scientific ways of knowing.

Students will be able to

- a. Distinguish between scientific and pseudoscientific explanations for phenomena.*
- b. Compare and contrast methodologies used to compile evidence for constructing arguments and drawing conclusions.*

Knowledge	Skills
Darwinism Philosophical explanations of the arts Post-modern Western historical view of the arts (art represents meaning deferred)	Comparison Constructing arguments

Art Outcome 5: Students will have a thorough knowledge and understanding of the historical and cultural context of the visual arts.

Knowledge	Skills
<i>Theories of the role of art in the human experience</i> Dissanayake & Darwinism Anthropological interpretations of culture Art history	Evaluate, critique arguments Communicate orally Write clearly in Standard American English

Identify which of the intellectual and practical skills will intentionally be developed in the course; these skills will be directly taught and formally assessed throughout the course

LEAP Intellectual and Practical Skills (Foundational Strands):

P = Primary (formally taught and assessed in the course)

A=Addressed (taught but not formally assessed)

Inquiry and Analysis- Analyzing Perspectives	
Critical and Creative Thinking- Constructing Arguments	
Critical and Creative Thinking Problem Solving	
Communication: Writing	
Communication: Oration	
Communication: Visual	
Information Literacy: Determine the nature and extent of information needed.	
Information Literacy: Access information effectively and efficiently.	
Information Literacy: Evaluate information and resources.	
Information Literacy: Integrate information ethically and legally.	
Team work	

Identify which Dispositions: Habits of Mind, (Based on McREL 1993) will be emphasized

P = Primary (formally taught and assessed in the course)

A=Addressed (taught but not formally assessed)

Awareness of own thinking: meta-cognition	
Effective planning: goal setting; time lines	
Considers and appropriately responds to feedback	
Self-evaluates performance and work quality	
Seeks clarity in personal communication	
Displays open-mindedness and tolerance of ambiguity	
Restrains impulsivity: carefully considers situations and ideas before acting	
Takes a positions and provides evidence for point of view	
Sensitive to the feelings and levels of knowledge of others	
Perseveres through difficult tasks	
Challenges self to engage in highly challenging tasks and works for excellence in performance	

Course Generalizations or “ Enduring Understandings” (Wiggins & McTighe, 2005)

These overarching statements are intentionally broad; crafted to connect disciplines and ideas. The professor illustrates how these big ideas are at work and not only allow the professor to illustrate planned connections but also invite students to make their own connections to their prior existing knowledge and personal experiences. The generalizations can be understood a varying levels of sophistication and require, what Wiggins and McTighe call “unpacking.”

Examples

- Regardless of how we explain the arts, art has been, and will continue to be fundamental to the human experience
- Individuals and cultures vary concerning what they practice, revere and create.
- Art communicates.

As compared to:

- Students will identify several explanations of why humans create (*this explains what they will do, but not necessarily what they will learn*)
- Students will understand that in Western society art is usually an indication of human intelligence (*this statement represents only one perspective*)

Big Questions or “Essential Questions” (Wiggins & McTighe, 2005)

Big questions are open-ended questions that invite contemplation and discourse. They are open to multiple points of view, but require a defense.

- Why do humans make art?
- How is beauty defined?
- Do all the arts have the same range of communication potential or are there some messages that some arts cannot communicate?

Compare the large, overarching questions that transcend disciplines and theory above, to the more lesson specific questions below:

- Do all people have a sense of musicality?
- What is the western post-modern view of the arts?
- Who argues that creativity is a biological need?

Final Task

The final task is the summative performance task that will allow students to demonstrate their level of understanding and skill proficiency. Skills and knowledge required to complete the final task are the “body of the course,” that is, they must be taught and/or developed in the course. To ensure that lessons are directly aligned to the final task, conduct another task analysis and create a rubric. Final tasks are generally designed to be “authentic” tasks, something that the students are likely to do in life outside of the classroom.

Other Evidence

In addition to the final task professors must collect formative assessment data to monitor students’ academic progress. In the section called, other evidence, list the other assessments that will occur during the course. It is also important to note that while the final task is an extensive summative assessment, there may be other knowledge the professor wishes to assess at the end of the course through another assessment (student conference, paper and pencil test, etc.) All of these assessments would be listed in the “other evidence” category, in the order the professor intends them to occur during the course.

Rubric

The rubric clearly communicates to the students what knowledge and skills they must demonstrate, and clarifies the level of proficiency expected for exemplary (or less) proficiency (see example). Rubrics are often used as an assessment tool for establishing a course grade as well.

Lesson Organization

The first lesson includes the setting of the classroom climate and the clarification of what knowledge and skills students will learn as a result of the course. This includes a pre-assessment of the targeted knowledge and skills to assist in monitoring students' value added growth. Pre-assessments also assist the professor in determining the pace and content of the course. The remaining content of the course, (and therefore the lessons) is identified by the many task analysis' conducted in the outcomes section and of the final task.

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