Assessing GE Outcomes within Course Certification
Creating Conversations about Learning

Joan Hawthorne, Director of Assessment & Regional Accreditation
Anne Kelsch, Director of Instructional Development
Tom Steen, Director of Essential Studies
model for engaging faculty & members of GE oversight committee
recurrrent, improvement oriented process
PROCESS
PROCESS validation
PROCESS
validation
revalidation
PROCESS

validation

revalidation

quality control
PURPOSE
PURPOSE

assessment
Purpose

Assessment

Making teaching public
Purpose

assessment

making teaching public

peer review
CASE STUDY APPROACH
People at your table form a committee
Case Study Approach
People at your table form a committee

Document: Revalidation Scenario
Do you recommend revalidation?
What do you say to the faculty submitter?
How might this contribute to program improvement?
Overall process value? and to whom?
Concerns?
ROOM DISCUSSION

insights from tables
benefits of the process?
value of conversation?
ways this can be adapted to a program on your campus?
How this works at our institution

Essential Studies (ES) at UND

Essential Studies is the University of North Dakota’s program in general education. ES courses are designed to help you develop key intellectual skills and competencies that are critical to doing successful work and service. Essential Studies provides UND undergraduates with “broad knowledge, transferable skills, and a strong sense of values, ethics, and civic engagement” (the Association of American Colleges and Universities).

Essential Studies serves as one of the two pillars of your academic experience. The other pillar—your major—is where you will gain specialized knowledge and where you will do in-depth studies in one field. In Essential Studies, you will gain a breadth of knowledge in multiple disciplines and extend and refine essential skills such as writing, speaking, and handling information.

ES requirements pertain to all students who are studying for UND undergraduate degrees, starting with freshman from fall 2008 forward and with transfers from fall 2009 forward. Students enrolled prior to this time follow the General Education program and courses.
Q & A
Wrap Up
Course + (Re)Certification = Conversation

• Who?
  – Instructors
  – Departments
  – GE Committees

• What?
  – Students’ learning
  – Outcomes that are important
Conversation Challenges?

• Course-to-course
• Learning outcome teams
• Assessment results aggregated

Remembering: it’s about the learning
GE Conversations & Organizational Challenges

- Departments & disciplines
- My course & my students
- Credits earned & courses counted

→ Learning outcomes and cross-unit teams
→ Our program & our students
→ Learning that matters and that’s demonstrated

--Barr & Tagg, *From Teaching to Learning*, 1995
Stay in Touch!

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Essential Studies Revalidation: Overview of the Process

Every four years, each department that offers Essential Studies courses undergoes a process to review those courses: revalidation. Revalidations are the responsibility of the Senate’s standing committee on Essential Studies (ESC), with help from the Office of Essential Studies (ESO).

Where to find Revalidation Information and Forms
http://und.edu/academics/essential-studies/revalidation.cfm

Basic Revalidation Procedure Used by the Host Department

1. Review “Breadth of Knowledge” category: does the course continue to fit the criteria for the BOK category that the department selected?
   - Brief explanation required.
2. Review the ES Goal: does the course help students intentionally study and learn the goal for which the course was validated?
   - Brief explanation required. Longer explanation if department wants to change the ES goal.
3. Gather assessment evidence: collect and summarize both direct and indirect evidence of student learning that demonstrates how well students are achieving (or not) the ES goal selected.
   - Brief summary of the assessment results, along with a short overview of the assessment process/plan used in the course/dept.
4. Analyze and interpret assessment results: describe what the assessment results mean to the department—how well do you think your students are learning the ES goal selected?
   - Brief summary of departmental analysis and interpretation of ES student learning in this course.
   - Brief statement of departmental plans for improvement (and/or maintenance) of the teaching and learning in this course related to the ES goal selected.
5. If course has been validated to meet an ES “Special Emphasis” requirement, review the course for the SE selected: same procedure as in #2-4 above, but focused specifically on the kind of learning that is related to the selected SE.
   - Explanations, similar to above, but aimed specifically at student learning in the SE outcome. ES criteria for each SE can be found at: http://und.edu/academics/essential-studies/validation.cfm (see item #2).
   - Note that SE courses are expected to deepen the work that students do. The criteria for each SE course are more intensive and more focused on the particular learning outcome for which the course is validated. The ESC expects that this depth and intensity will be demonstrated in the revalidation submission.

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Joan Hawthorne is UND’s Director of Assessment and Regional Accreditation (joan.hawthorne@und.edu; office: 701-777-4684). Anne Kelsch directs the Office of Instructional Development (anne.kelsch@und.edu; office: 701-777-4233). Tom Steen is the Director of Essential Studies, UND’s program in general education (thomas.steen@und.edu; office: 701-777-6063). All three presenters were involved in the development of the ES program, its implementation in 2008, and since then in their respective roles in campus assessment, faculty development, and program administration.
Revalidation Logistics: Annual Calendar

1. Department is reminded in the previous year that its ES courses are on the upcoming RV schedule. Schedule is posted at: http://und.edu/academics/essential-studies/revalidation.cfm
2. ESC appoints RV liaison to work with each revalidating department
3. Revalidation Workshop: early in the fall semester—usually the first Friday after Labor Day.
   a. For additional RV help, departments may contact: Tom Steen (ES Director) and/or Joan Hawthorne (Director of Assessment & Regional Accreditation)
4. Department submits materials to ES Office.
   a. Submissions for RV due October 1
   b. Submissions for ES deletions: December 1
5. ESC conducts RV reviews: October-December
   a. Subcommittee (3-5 members) conducts initial review
   b. ESC as a whole hears subcommittee recommendation and votes to approve or return to the department.
6. ESC reviews and acts on re-submissions and special cases: January.
7. Notice of ESC's action: within 2 weeks of the meeting in which the course(s) is/are reviewed.
8. ESC concludes RV work for the year: February 1. Forwards all approved revalidated courses for inclusion in the online catalog, which is posted on/around March 1.
   a. All approved ES courses are in the UND online catalog (OLC) for one year (March to March).
   b. Courses that are not approved are deleted from the OLC and are not available for students to use to meet the ES requirements, beginning with the next enrollment following the OLC posting (i.e., a course that is deleted from the OLC in March will not count toward ES beginning in Summer of the same year).

How a Course Makes a Contribution to Essential Studies: Three Ways

These elements are what the Essential Studies Committee looks at when they review a course for validation (initial approval) and revalidation (re-approval).

1. Statement of the ES Goal ... and Special Emphasis requirement if applicable
   • Course syllabus
   • Instructor’s gives reminders or explanation about the course and its ES contribution
   • Instructions in assignments or learning activities that explain connection to the course’s ES goal and/or special emphasis
2. Learning Activities for ES - specifically and intentionally designed to help students study/learn the ES Goal designated (and Special Emphasis if applicable)
   • Specific assignments (e.g., short essay, research paper) and learning activities (e.g., presentation, field work task, analysis project) that are designed to help students learn X (X = the outcomes associated with the designated ES Goal) and Y (Y = outcomes associated with the designated Special Emphasis if applicable).
   • Practice and Repetition—more than one try for students to learn; at least 2-3 learning activities.
   • Opportunity for feedback—students receive advice and suggestions for improving their learning of X/Y.
3. Direct Assessment of ES Learning - how well did students learn the outcome associated with the ES Goal selected and/or Special Emphasis?
   • Assessment method: what tool or measurement was used to see if students learned X and Y?
     ▪ Common examples: rubrics, separate scoring/grading, embedded questions on quiz/exam, analysis of student work “products” (paper, presentation)
   • Separation of ES-focused learning: how is ES learning differentiated or isolated from disciplinary-focused learning?
   • Department’s analysis process for doing the ES assessment: how was the analysis conducted?
   • Department’s report of the analysis and their future plans: what do the results suggest? What plans or revisions in the teaching or the course did the department make (“closing the loop”)?

For more information about Essential Studies at UND, see: http://und.edu/academics/essential-studies/
You are a member of the GE subcommittee that is assigned to review this revalidation request. Your task is to evaluate the quality of the work described (i.e., does it adequately address the information requested by the form so as to merit continued inclusion in the GE program?).

Your conclusions will need to be communicated to the entire GE committee, to enable them to make a good decision on revalidation. You also will need to communicate your conclusions to the faculty person who prepared the revalidation request. Via that communication, you want to engage in a conversation about teaching and assessment in this course specifically and/or in GE generally in order to encourage future thoughtfulness about the revalidation process. You also want to offer any critique that might be helpful in terms of GE and/or teaching and assessment strategies – but in a way that the faculty member will find motivational and supportive rather than judgmental and critical.

1. Should this course be recommended for revalidation?
2. What should be the subcommittee’s message to the faculty member who submitted the revalidation request? (How might you word that?)

3. Stepping back from that subcommittee process and thinking about GE more broadly, how do you see this process contributing to program improvement?
4. What purpose(s) do you imagine that this process might serve for the GE program? For faculty teaching in the program? More generally?
5. What concerns do you have about the feasibility of a process like this?
February 8, 2012

To: Olaf Berwald  
Chairperson, Modern and Classical Languages and Literatures  
Merrifield Hall, Room 315

From: Brett Goodwin  
Chair, Essential Studies Committee

Re: Revalidation

On February 8, 2012, the Essential Studies Committee met and revalidated the following capstone course:

- Languages 480, Capstone: Global Connections

Please note the subcommittee’s comments which are found in numbers seven, eight and nine. Please share this feedback from the Essential Studies Committee with the faculty that teaches the course.

Thank you for taking the time to prepare the forms and provide the data necessary for the revalidation process. The approved capstone course is a valued contribution to the Essential Studies curriculum.

If you have questions, please feel free to contact me at 777.2757 or brett.goodwin@email.und.edu
Essential Studies Committee Assessment Data Form

Department Name ____________________________ Languages ____________________________ Date _________

Course # ______ Course Name: Capstone: Global Connections

Essential Studies Breadth of Knowledge area requested (if any): ____________________________

1. Essential Studies goal checked on revalidation form:
   ____ a. Thinking and Reasoning
   ____ b. Communication
   ____ c. Information Literacy
   ____ d. Diversity

2. For the goal checked in #1, is direct evidence provided and analyzed within the revalidation packet? If not, briefly summarize in #8 (below) how this deficiency can be corrected.
   ____ Yes
   ____ No

3. Does the direct evidence demonstrate goal achievement? (If not, please comment below.)
   ____ Yes
   ____ No

4. Direct assessment methods used to assess the chosen goal (check all that apply):
   ____ exam questions
   ___ X ___ writing assignments
   ___ X ___ oral presentation
   ____ project
   ____ X ___ other (please explain) – journal assignments

5. Indirect assessment methods used to assess the chosen goal (check all that apply):
   ____ X ___ end-of-semester student course evaluations
   ____ classroom assessment techniques
   ____ other (please explain)

6. Essential Studies special emphasis area checked on revalidation form (if any):
   ____ Quantitative Reasoning
   ____ Advanced Communication
   ____ US Diversity
   ____ Global Diversity
   ___ X ___ Capstone
7. If any special emphasis area is checked in #6, *is there evidence presented as part of the revalidation materials that support this designation?* If not, describe what is missing.

_The capstone designation requires that two goals be identified for emphasis in the course, and that assessment data be collected for both goals. There is also an expectation that capstones will integrate the ES goals into the course at an advanced level, and that students will be seniors or second semester juniors at the time of enrollment. In all of these ways, the Languages capstone meets ES program expectations._

8. Committee evaluative summary of the evidence presented to document progress toward achievement of the goal identified in item #1, above, with evaluation of the assessment methods and procedures:

_The direct assessment for communication was done via presentations and formal papers. The direct assessment for diversity was done with journals. We note that you found the diversity scores more problematic, partly because the journals were a less structured assignment and you found less evidence of some elements of diversity (e.g., an indication of the degree to which students were developing self-awareness) than you had expected in the somewhat free-form responses. It is likely, as you noted, that you will be better able to see the degree of goal attainment if you provide more focused guidance on that assignment – and we encourage you to follow through on that plan._

_As outside readers, we would have found it useful to see the scores from the diversity rubric (like those presented for communication) rather than percentages. We had some confusion about how the percentages were derived, although we found your analysis thoughtful._

_USAT findings were analyzed as a means of indirect assessment. We agree with your conclusion that the data might be more revealing if you more strongly emphasize the particular ES goals as well as the importance of completing the ES portion of the class evaluation survey. We’ll be interested to see if you are able to make a difference in students’ willingness to rate their learning in these areas on future iterations of the USAT._

_Overall, a nice job – it’s good to see such thoughtfulness around one of our new capstones._

9. ESC’s Recommendation:
   _X_ Revalidate
   ___ Provisional revalidation until ________________________________
   ___ Remove from ES status ________________________________ (date)
   ___ Request further information ________________________________ (information required)
Essential Studies Course Revalidation Form

Department & Course Number: Language 480 Date 30 Nov 2011
Course Title: Capstone: Global Connections Credit Hours: 3

I. Under which of the following areas would you like to revalidate this course?

A) Essential Studies Goals* (Choose the one goal that the course is designed most to help students meet):

☐ Thinking and Reasoning (critical thinking, quantitative reasoning, and creative thinking)
   Students should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.

☑ Communication (written communication and oral communication)
   Students should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.

☐ Information Literacy
   Students should be able to access and evaluate information for effective, efficient, and ethical use in a variety of contexts.

☐ Diversity
   Students should be able to demonstrate understanding of social-cultural diversity and use that understanding to address issues, solve problems, and shape civic, personal, and professional behavior.

B) Breadth of Knowledge* (Choose one. Please note that these are the choices for UND courses; the NDUS categories for BOK are slightly different—see website):

☐ Oral Communication
☐ Social Science
☐ Fine Arts
☐ Humanities
☐ Math, Science, and Technology

C) Special Emphasis* (Choose one. Please note that Special Emphasis Courses must meet more detailed criteria than other ES courses):

☐ This course will not be validated in a special emphasis area

☐ Quantitative Reasoning
☐ Advanced Communication
☐ US Diversity
☐ Global Diversity

*More information is available on the ES Website. Please see the following:
- ES Goals [http://und.edu/academics/registrar/essential-studies-goals.cfm]
- Breadth of Knowledge Requirements [http://und.edu/academics/registrar/essential-studies-criteria-breadth-of-knowledge.cfm]
- Special Emphasis Criteria (Under Essential Studies for Faculty) [http://und.edu/academics/registrar/essential-studies-committee.cfm]

RV Form: Aug. 2011

Registrar Office
DEC 19 2011
Received
II. Please explain (attachment or below) how you have designed the course to intentionally help students meet the ES goal or to meet the Special Emphasis Criteria. How do course activities and assignments help students practice the ES goal?

See attached.

III. Please include Assessment materials (as an attachment). This should include: A) a description of the direct assessment you have done to determine how this course helps students meet the ES goal selected above; B) a summary of the indirect student assessment of the course in terms of the ES goal; C) discussion of assessment results; D) and a discussion of what changes could be made to the course to better help students meet this ES goal in the future.

See attached.

IV. Please attach a current course syllabus. This syllabus needs to explain to students how the course activities and assignments will help them practice the ES Goal and/or the Special Emphasis area under which the course is being revalidated. (Contact the ES Office for examples of syllabus statements that specify the course's contribution to the program.)

Signatures

Faculty Member Responsible for Course: ____________________________ (Claudia Rooth)  
Date: 11/30/2011

Department Chair: ____________________________ Date: 11/30/2011

College Dean: ____________________________ Date: 12/19/11

RV Form: Aug. 2011
Initial Capstone Course Offered by 2010-11

Assessment for Languages 480: Global Connections

Dr. Claudia Rulon, Associate Professor of Spanish
Dr. Sherman Flesham, Associate Professor of French
### Results

#### Positive Outcomes
- Projects: 10/16=88%
- Presentations: 7/8=88%

#### Findings
- We used 3 of the 4 categories in the DS Rubric for Oral Communication for the Presentation assessment and all categories in the Direct Assessment.

#### Goal 1: Communication Presentation Project Journal

<table>
<thead>
<tr>
<th>Student</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
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</tbody>
</table>

**Suggestions for Improvement:**
- Many students excel in synthesizing and analyzing.
- Approximately half of the students provide a clear sense of clarity for listeners and readers.
- Most students have a sense of purpose and are able to clearly define and organize their projects.

**Questions for Written Communication for the Project:**

- What were the 4 categories in the DS Rubric for Oral Communication?
- How did the students perform in each category?
We were surprised to find that some of our students were not applying the concepts of diversity and self-awareness. We acknowledge that our expectation of student expression of self-awareness was in part due to the journal's emphasis on self-awareness categories. We were curious to discover how diverse the journal was and how well it engaged the students. We were pleased to find that some of the categories we chose in the end were not applicable; indeed, no students did not reflect in these texts.

**Journal Entries:**

- 90% of the students in the analysis pool resisted responding to the more challenging material, hence, no analysis, no self-reflection.

**Strategies for Improvement**

- Openness to diversity: non-judgmental written and verbal communication %96
- Self-awareness: identifying how living in a diverse world has been personally beneficial %96
- Self-awareness: identifying self-bias related to diversity %96
- Self-awareness: demonstrating how diverse social justice, culture, religion, class, sexuality, etc., apply to diversity issues %96
- Application: analyzing situations from a perspective that includes understanding of diverse experiences and viewpoints %96
- Application: addressing problems around diversity issues %96

**Positive Outcomes**

- We were surprised to find a consistency in how students respond to self-reflection questions even at the level of "Non-reflective." The face of a reluctance to express their self.
- Instructions were not explicit regarding discussion of self-awareness.
- Those who didn't address the self-awareness categories were not evaluated in the analysis. Although implicit, journal comments are not anonymous.
- We attribute the high average in the face of these issues to the diversity of students, each with a unique perspective.

**Findings**

We used several categories in the ES rubric for Social-Cultural Diversity, where a number of categories did not fit, and we developed a new system.

**Goal 1: Diversity Journal**
<table>
<thead>
<tr>
<th>3/4</th>
<th>3/5</th>
<th>3/6</th>
<th>3/7</th>
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<td>15/15</td>
<td>3/15</td>
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</tr>
<tr>
<td>Mean Score S2010</td>
<td>Mean Score S2011</td>
<td>STD Response S2011</td>
<td>Average</td>
</tr>
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</table>

**SAT**

**Part II: Indirect Assessment SAT**

- Improved my understanding of social cultural diversity (Diversity)
- Improved my oral communication skills (Communication)
- Improved my written communication skills (Communication)
- Encouraged connections to real world situations (Diversity)

We chose the following questions from summaries of the SAT forms:

The pool contained 29 responses.

**Findings**

- Improved my understanding of social cultural diversity (Diversity)
- Improved my oral communication skills (Communication)
- Improved my written communication skills (Communication)
- Encouraged connections to real world situations (Diversity)

**Positive Outcomes**

- High response on regular course questions.
- Low student response on CAPTRACE specific questions.

**Strategies for Improvement**

- Developed as new learning outcomes.
- Decided for students in this course reading languages and world literatures, communication and diversity were not assumptions for students. In this course reading languages and world literature traditions, communication and diversity were not.

**Evaluation**

Instructors should regularly reference highlighted ES goals described on the syllabus.

- Low percentage of student response to CAPTRACE questions will be remedied by explicit instruction to complete the relevant.
Lang 480: Global Connections

Banned Books: Lost Literature
Merrifield 313 Mondays 3pm-5:50pm

Dr Sherrie Fleshman, Associate Professor of Languages - French
sherrie.fleshman@und.edu  Merrifield 13  701.777.3278

Dr Claudia Routon, Associate Professor of Languages - Spanish
claudia.routon@und.edu  Merrifield 318  701.777.4660

Office Hours: Posted on Blackboard under “Faculty” tab

Prerequisites
Second-semester junior status, senior status, or with instructor approval

Topic
The course studies a representative sample of 20th century literary works that have been banned for any period of time in their country of origin and/or banned in the United States. This seminar includes material from a variety of literary, linguistic and/or cultural traditions represented in the Languages Department and promotes complex engagement with the subject matter through in-depth analytical writing and discussion. Taught in English.

Required Texts
Camilo José Cela, *The Family of Pascual Duarte* (Dalkey Archive, 2008) isbn 1 56478 359 6
Rudolfo Anaya, *Bless Me, Ultima* (Grand Central Publishing, 1972) isbn 0 446 51783 6
Lillian Lee, *Farewell My Concubine* (HarperPerrenial, 1994) isbn 0 06 097644 6

Course Objectives
To gain a better understanding of why literary works are censored, their impact on and reflection of social contexts, their literary value, their anticipatory themes, and their status as condemned and eschewed works of art. We will discuss the transitory nature of censorship in shifting societies. We will explore who decides what to be censored, censorship in the context of freedom of speech. In addition, we will develop an understanding of literary translation as an act of recreation, not a mechanical task, and to learn to distinguish between good and bad translations.

A requirement for all Languages majors, this course draws upon the collective expertise and experience of Languages faculty. Given the broad diversity and strength of our programs, this course represents an active exercise in transcultural/translingual understanding and discussion.

The course satisfies several Essential Studies requirements: It meets two goals, Communication & Diversity. This is an Essential Studies approved “C” Capstone course. In practice, this means student work will focus on a variety of written and oral assignments that will emphasize higher-order thinking skills within the liberal arts.
Course Outcomes

- A broader knowledge of the issues surrounding current debates regarding the analysis of literatures, languages, and cultures
- A stronger ability to analyze and interpret texts across cultures and within the contexts of these current debates
- An ability to situate texts and their meanings within a specific cultural tradition as well as contextualize that tradition with regard to other histories and cultures
- An ability to identify and classify recurring concepts, themes, and events across diverse global literary, linguistic, and cultural traditions
- An ability to compare and contrast cultural similarities and differences across diverse global literary, linguistic, and cultural traditions
- A more nuanced understanding of professional and ethical responsibilities as multilingual actors in a global context
- An ability to communicate effectively through honed written and spoken communication skills
- An ability to use the techniques, skills, and modern technology necessary for professional practice

Essential Studies Goals

The course will satisfy Essential Studies requirements for validation (2 ES goals: Communication & Diversity) with a special emphasis on Global Diversity.

Goal 1: Communication
Students will be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience through written and oral assignments that
(a) present information, express ideas, or construct arguments for particular purposes and audiences
(b) use critical thinking skills of analysis, synthesis, and evaluation to create effective written or oral presentations
(c) present research, cite sources, and format documents in ways that are consistent with different disciplinary standards

Goal 2: Diversity
Students will be able to demonstrate understanding of social-cultural diversity and use that understanding to address issues, solve problems, and shape civic, personal, and professional behavior through discussion and assignments that practice
(a) the use of concepts like culture, difference, and diversity
(b) recognition of one’s own diversity in relationship to the larger society as well as understanding and respect for the social-cultural diversity of others
(c) analyzing and applying knowledge about diversity to domestic and global issues
The following performance assessments of this course meet the Essential Studies Goals as shown in the graph.

<table>
<thead>
<tr>
<th>Goal 1 COMM</th>
<th>Goal 2 DIV</th>
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<tbody>
<tr>
<td>Lang 480</td>
<td>1a  1b  1c</td>
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<td>● ● ●</td>
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<tr>
<td>Presentations</td>
<td>● ● ●</td>
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</table>

**Performance Assessments**
Graded assignments will include journal entries, presentations, an annotated bibliography, and a project.

**20% Participation** – Individual participation in this course is required. Your contributions will include group discussion, class activities, and in-class informal writing. You will be asked to lead in-class discussion, critically respond to questions, comments, and ideas, and describe the work under consideration. These diverse forms of classroom interaction will allow you the opportunity to analyze, synthesize, and evaluate the cultural implications of the given work.

**20% Journal** – Written journal entries will be assigned and collected regularly. Your written responses should be an informal reflection on the reading. Journal entries may also record reactions to campus and community cultural events that pertain to the course. See description of expectations in “What is a Journal?”

**10% Annotated Bibliography** – As preparation for your final project, the annotated bibliography will review and assess the existing research on your chosen topic and constitutes the first step towards the completion of your final project. It will model disciplinary standards for research documentation within the field. It is due in tandem with Presentation 1. *Please submit two copies.*

**40% Project** – You have the freedom to determine the composition of your final project. Choose from the distribution examples listed below to create assignments that tally 40%. The research plan, clearly demonstrating how you wish to distribute the assignments, must be submitted to the instructor for approval. *You will need to submit two copies of every assignment except the creative project.* Assignments can include:
- Book Review – critical work 20%
- Analysis (close reading) of a text 20%
- Research Paper 40%
- Creative Project (with written narrative) 40%
10% Presentations

Presentation 1: Research/Creative Proposal
A written copy of the proposal is due on day of presentation in tandem with Annotated Bibliography. This proposal is your first formal draft of your research/creative project. Each student will have 10 minutes to present his/her ideas to the class.

Presentation 2: Research/Creative Findings
Once the project is complete, you will present your findings to the class at the end of the semester. The in-class Capstone Conference will be held on 2 May 2011. Languages faculty and students may be invited to the Capstone Conference.

Grading Scale
90% to 100%  A
80% to 89%  B
70% to 79%  C
60% to 69%  D
59% and below  F

Resources
Disability Statement If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with one of us as soon as possible. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425).

Blackboard is the course management system for UND. All information such as instructor contact information, the syllabus, course documents, assignments, and announcements are available on Blackboard. Please establish access to Blackboard immediately.

Policies
Contact By telephone or e-mail. Contact information is listed on above. All students are welcome to make appointments with the professor. If you are unable to keep an appointment, please inform your professor in advance.

Absences: Every student is permitted one absence. For each absence beyond the allotted one, students will lose 5 percentage points (5%) off their final grade average. If a prolonged absence is required (for example, hospitalization) someone should contact one of the professors as soon as possible. Students will be expected to provide documentation for absences and make up the missing class content in a manner and within a time period agreed upon with the professors.

Classroom Etiquette No eating or gum chewing is allowed. Use of cell phones or other electronics is strictly forbidden. Newspapers, magazines, date books, assignments for other classes, and other materials must be put away before the beginning of every class. Use of laptop is forbidden unless related to classroom activity and with permission of instructor.
Academic Honesty: Students are expected to maintain scholastic honesty. Scholastic dishonesty includes—but is not limited to—cheating, plagiarism, and collusion. **Scholastic dishonesty will not be tolerated.** Students who plagiarize and/or cheat will receive an “F” for the assignment or for the course. Students who plagiarize and/or cheat may be referred for disciplinary action that might result in dismissal from the University. The UND Code of Student Life can be found online at [http://sos.und.edu/csl/codelife2008.pdf](http://sos.und.edu/csl/codelife2008.pdf).

Collective Learning: Group work and collaboration is, however, strongly encouraged. You may ask other students for help and help others, but do not copy or complete other students’ work.
February 9, 2012

To: Olaf Berwald  
   Chairperson, Modern and Classical Languages and Literatures  
   Merrifield Hall, Room 315

From: Brett Goodwin  
   Chair, Essential Studies Committee

Re: Revalidation

On February 8, 2012, the Essential Studies Committee met and revalidated the following capstone course:
   • Languages 480, Capstone: Global Connections

Please note the subcommittee’s comments which are found in numbers seven, eight and nine. Please share this feedback from the Essential Studies Committee with the faculty that teaches the course.

Thank you for taking the time to prepare the forms and provide the data necessary for the revalidation process. The approved capstone course is a valued contribution to the Essential Studies curriculum.

If you have questions, please feel free to contact me at 777.2757 or brett.goodwin@email.und.edu
Essential Studies Committee Assessment Data Form

Department Name __________________________ Languages __________________________ Date ____________

Course # ___________ Course Name __________________________ Capstone: Global Connections

Essential Studies Breadth of Knowledge area requested (if any): __________________________

1. Essential Studies goal checked on revalidation form:
   _ a. Thinking and Reasoning
      ___ critical thinking
      ___ creative thinking
      ___ quantitative reasoning
   _X_ b. Communication
      ___ written communication
      ___ oral communication
      ___ c. Information Literacy
   _X_ d. Diversity

2. For the goal checked in #1, is direct evidence provided and analyzed within the revalidation packet? If not, briefly summarize in #8 (below) how this deficiency can be corrected.
   _X_ Yes
   ___ No

3. Does the direct evidence demonstrate goal achievement? (If not, please comment below.)
   _X_ Yes
   ___ No

4. Direct assessment methods used to assess the chosen goal (check all that apply):
   ___ exam questions
   _X_ writing assignments
   _X_ oral presentation
   ___ project
   _X_ other (please explain) – journal assignments

5. Indirect assessment methods used to assess the chosen goal (check all that apply):
   _X_ end-of-semester student course evaluations
   ___ classroom assessment techniques
   ___ other (please explain)

6. Essential Studies special emphasis area checked on revalidation form (if any):
   ___ Quantitative Reasoning
   ___ Advanced Communication
   ___ US Diversity
   ___ Global Diversity
   _X_ Capstone
7. If any special emphasis area is checked in #6, is there evidence presented as part of the revalidation materials that support this designation? If not, describe what is missing.

The capstone designation requires that two goals be identified for emphasis in the course, and that assessment data be collected for both goals. There is also an expectation that capstones will integrate the ES goals into the course at an advanced level, and that students will be seniors or second semester juniors at the time of enrollment. In all of these ways, the Languages capstone meets ES program expectations.

8. Committee evaluative summary of the evidence presented to document progress toward achievement of the goal identified in item #1, above, with evaluation of the assessment methods and procedures:

The direct assessment for communication was done via presentations and formal papers. The direct assessment for diversity was done with journals. We note that you found the diversity scores more problematic, partly because the journals were a less structured assignment and you found less evidence of some elements of diversity (e.g., an indication of the degree to which students were developing self-awareness) than you had expected in the somewhat free-form responses. It is likely, as you noted, that you will be better able to see the degree of goal attainment if you provide more focused guidance on that assignment—and we encourage you to follow through on that plan.

As outside readers, we would have found it useful to see the scores from the diversity rubric (like those presented for communication) rather than percentages. We had some confusion about how the percentages were derived, although we found your analysis thoughtful.

USAT findings were analyzed as a means of indirect assessment. We agree with your conclusion that the data might be more revealing if you more strongly emphasize the particular ES goals as well as the importance of completing the ES portion of the class evaluation survey. We’ll be interested to see if you are able to make a difference in students’ willingness to rate their learning in these areas on future iterations of the USAT.

Overall, a nice job—it’s good to see such thoughtfulness around one of our new capstones.

9. ESC’s Recommendation:
   - X Revalidate
   - Provisional revalidation until ___________________________ (date)
   - Remove from ES status
   - Request further information ___________________________ (information required)
Essential Studies Course Revalidation Form

Department & Course Number  Psyc 405  Date  10-18-13
Course Title: History & Systems of Psychology  Credit Hours: 3

I. Under which of the following areas would you like to revalidate this course?

A) Essential Studies Goals* (Choose the one goal that the course is designed most to help students meet. ES Capstones choose two goals):

☐ Thinking and Reasoning (critical thinking, quantitative reasoning, and creative thinking)
  o Students should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.
☒ Communication (written communication and oral communication)
  o Students should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.
☒ Information Literacy
  o Students should be able to access and evaluate information for effective, efficient, and ethical use in a variety of contexts.
☐ Diversity
  o Students should be able to demonstrate understanding of social-cultural diversity and use that understanding to address issues, solve problems, and shape civic, personal, and professional behavior.

B) Breadth of Knowledge* (Choose one. Please note that these are the choices for UND courses; the NDUS categories for BOK are slightly different—see website):

☐ Oral Communication
☒ Social Science
☐ Fine Arts
☐ Humanities
☐ Math, Science, and Technology
☐ Not validated for BOK

C) Special Emphasis* (Choose one. Please note that Special Emphasis Courses must meet more detailed criteria than other ES courses):

☐ This course will not be validated in a special emphasis area
☐ Quantitative Reasoning (designated Q)
☐ Advanced Communication (A)
☐ US Diversity (U)
☐ Global Diversity (G)
☒ ES Capstone (C)

Special Emphasis and ES Goal Alignment: in designing a Special Emphasis course, note that the SE must align with a specific ES goal: Q—Thinking & Reasoning, A—Communication, U & G—Diversity. A—may also be attached to an ES Capstone course that is validated for Communication as one of its two goals.

Registrar Office
NOV 14 2013
Received

RV Form: Jan2013
*More information is available on the ES Website. Please see the following:
  - ES Goals http://und.edu/academics/registrar/essential-studies-goals.cfm
  - Breadth of Knowledge Requirements
    http://und.edu/academics/registrar/essential-studies-criteria-breadth-of-knowledge.cfm
  - Special Emphasis and Capstone Criteria (Under Essential Studies for Faculty)
    http://und.edu/academics/registrar/essential-studies-committee.cfm

II. Please explain (attachment or below) how you have designed the course to intentionally help students meet the ES goal (both goals for Capstones) or to meet the Special Emphasis Criteria. How do course activities and assignments help students practice the ES goal?

III. Please include Assessment materials (as an attachment).
This should include:
   A) a description of the direct assessment you have done to determine how this course helps students meet the ES goal(s) selected above;
   B) a summary of the indirect student assessment of the course in terms of the ES goal(s)
   C) a discussion of assessment results—by goal and special emphasis
   D) a discussion of what changes could be made to the course to better help students meet the ES goal(s) in the future.
   E) If this course is taught in more than one section or format (e.g., multiple sections taught by different instructors, both face-to-face and online sections), please explain how you determined that your assessment findings are applicable across the various sections or formats.

IV. Please attach a current course syllabus. This syllabus needs to explain to students the specifics of how the course activities and assignments will help them practice the ES Goal(s) and/or the Special Emphasis area under which the course is being revalidated. (Contact the ES Office for examples of syllabus statements that specify the course’s contribution to the program.)

Signatures

Faculty Member Responsible for Course  
Date 11-12-13

Department Chair  
Date 11-12-13

College Dean  
Date 11/19

RV Form: Jan2013
II. The course has been designed as a capstone course for ES to meet the goals of information literacy and written communication. The course has two components used for assessment of written communication – essay response items on exams and a final paper with multiple drafts. For information literacy, the final papers were also used to determine written understanding of appropriate literature.

III. A) Direct assessment was conducted for each of these goals as well. Direct assessment for communication was collected in two ways: 1) written ability on essay items on exams, and 2) written ability on the final paper project.

1) For the exam material, students in this class performed above average on the essay portion to begin with. Very few wrote incomplete or sufficiently lacking essay responses on the exams. The same essay questions asked throughout the semester were asked again on the final exam in hopes that students would improve their written communication skills over the course of the semester and perform much better on the final exam. This was not the case. It appeared that students, who already performed well on the essay portions, did so on the final exam as well. Those who needed some improvement in skill did not seem to improve their responses on the final exam. With this aspect of assessment however it is unclear whether or not the students’ ability did not improve in communication or perhaps it was understanding of the concepts that led to poor essay responses. Given that this aspect is linked to exam material, there is no way to tease apart the skill of written communication from understanding of course concepts.

The better of the two assessment data was the final paper. Students completed 3 rough drafts and then submitted the final paper for a grade. Please see the rubric used for data regarding this assessment in section C.

2) The final paper was also used for assessment of understanding of information literacy. Again, please see the rubric used for data regarding this assessment in section C.

III. B) Indirect assessment for the course was collected by asking students on the course evaluation form if they believed the course improved their “communication skills” and “understanding of information literacy.” The scale students used ranged from 1 (not at all) to 4 (greatly). The percentage of students across multiple sections with multiple instructors who indicated a 3 or 4 for the item regarding communication skills was 80%, with no students indicating that their skills were improved “not at all.” The percentage of students marking 3 or 4 for the item regarding information literacy was lower, at 60%. Students are seeing some applicability of the course contents to the general area included as the goal of the capstone course.
### III. C) Department of Psychology: Assessment Rubric for ES Goal #2-Communication; Written Communication

Psyc 405 – Fall 2011-Spring 2012.

<table>
<thead>
<tr>
<th>Present information, express ideas, or construct arguments for particular purposes and audiences</th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
</table>
| • Appropriate to audience  
• Purpose clearly demonstrated | • Some appropriateness to audience considered  
• Purpose is vague | • Writing inappropriate to audience  
• No sense of purpose |

<table>
<thead>
<tr>
<th>Use critical thinking skills of analysis, synthesis, and evaluation to create effective written presentations</th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates accurate and appropriate use of analysis, synthesis and evaluation in written work</td>
<td>• Some analysis, synthesis, and evaluation present but limited in depth and understanding of topic in written work</td>
<td>• Lacking analysis, synthesis, and evaluation in written work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present research, cite sources, and format documents in ways that are consistent with different disciplinary standards</th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
</table>
| • Presents all relevant research  
• Understands and accurately conforms to APA writing standards | • Presentation of relevant research lacking  
• Demonstrates some understanding of APA writing standards | • Presentation of relevant research missing  
• Does not conform to APA writing standards |

Using the rubric above, students were rated in terms of percentages of them that fell into each of the 3 levels for written communication at the first and second drafts of the paper as well as the final paper. The first submission was not used as it was only a summary of the proposed topic and had no similar formatting as the other drafts.

First drafts: Skilled = 20%, Developing = 65%, lacking skill = 10%.

Second drafts: Skilled = 15%, Developing = 60%, lacking skill = 15%.

Final paper: Skilled = 40%, Developing = 45%, Lacking skill = 15%.
This data is interesting for two reasons: 1) “skill” in the papers seem to decrease between drafts 1 and 2, and 2) students at the “developing” level seem to polarize on the final paper.

I believe the reason it appears that skill decreased between drafts 1 and 2 is because many students made little or no changes to paper between the two drafts. Those that were already very good remained so; those that still had some work to complete may not have completed what they needed to in order to increase their performance. Many more students also did not complete the second vs. the first draft.

The polarizing effect of skill in the final draft I believe to have come about because those students that did not put the time in to the second draft either did so at a later date (and increased their overall performance) or simply never did put the effort in (and decreased their overall performance). The final drafts also included papers from students who did not submit either draft.

For students who both read and incorporated the feedback, writing skill did increase. As re-writing is a major component of skilled writing, I believe it would be beneficial for students to have more opportunity to write and practice re-writing before they take the capstone course. Many students in the course have commented to me that they have not had much experience with writing and therefore believed themselves to be less skilled.

I would like to see more students leaving the capstone course with “skilled” written communication skills however, this goal may not be practical. About 30% of students completing the psychology major have consistently had writing ability above average (see undergraduate annual report for the psychology department). I plan to continue to stress the importance of written communication and to provide as much feedback as possible to help students increase this skill.

Department of Psychology: Assessment Rubric for ES Goal #3-Information Literacy

Psyc 405 – Fall 2011 – Spring 2012.

<table>
<thead>
<tr>
<th>Access needed information effectively, efficiently, ethically, and legally</th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Able to access appropriate information well</td>
<td>• Accesses appropriate information</td>
<td>• Has difficulty accessing appropriate information</td>
<td></td>
</tr>
<tr>
<td>• Cites all source properly</td>
<td>• Has difficulty properly citing sources</td>
<td>• Does not properly cite sources</td>
<td></td>
</tr>
<tr>
<td>Evaluate the credibility of information and its sources</td>
<td>• Evaluation of credibility of information accurate and</td>
<td>• Evaluation of credibility of information present but</td>
<td>• Evaluation of credibility of information lacking or absent</td>
</tr>
<tr>
<td>Use information to effectively and ethically accomplish a specific purpose.</td>
<td><strong>appropriate</strong></td>
<td><strong>lacking depth of understanding</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Sense of purpose for which information is used is clear and appropriate</td>
<td>• Sense of purpose lacking in clarity or appropriateness</td>
<td>• No sense of purpose demonstrated</td>
<td></td>
</tr>
</tbody>
</table>

Using the rubric above, students were rated in terms of percentage of them that fell into each of the 3 levels for information literacy at the first and second drafts of the paper as well as the final paper. The first submission was not used as it was only a summary of the proposed topic and had no similar formatting as the other drafts.

**First drafts:** Skilled = 5%, Developing = 25%, lacking skill = 70%.

**Second drafts:** Skilled = 15%, Developing = 55%, lacking skill = 30%.

**Final paper:** Skilled = 40%, Developing = 50%, Lacking skill = 10%

Although skill in this area seems to have jumped greatly over the course of the semester, many students did not include their references until the final draft. The first draft papers included almost no citations and/or references likely because students were still working on putting them together. Although the second draft required that they include citations/references, many students either did not include one aspect of this or did so incorrectly. Many of the remarks made on the second draft were in regard to inappropriately used references or use of non-professional sources. For students that received feedback on appropriate sources (e.g., that Wikipedia may not be used) and feedback on citation format or frequency were able to make the correct changes. Students did improve upon this in the final paper by quite a bit and although I still had many using mostly websites, there were quite a few who used none (and instead used journal article citations)! I continue to see major improvement in this area of the final paper over the course of the semester and hope to again in the coming semesters.

**III. D)** Because this is the capstone course, I'm unsure how the course could be altered to help students achieve ES goals in future courses. I do believe that the many students who seem to be experiencing either of these goals for the first time in a capstone course to be problematic. It may be the case that previous ES courses meant to meet the goals of written communication and information literary are either taken so early on in the student's career that there a disconnect between that material and the material in the capstone or students are not being evaluated to the same extent in other courses with these goals as they are within the major discipline.

**III. E)** This course has been taught in multiple sections, formats (campus based and online) and with various instructors over the previous 3 years. One difference among instructors is that some
require the 3 drafts that were reported here and some only required two. Despite that difference, there was a general belief among instructors that this data accurately reflects student ability in the capstone course. These assessment data are meant to capture the general view of student ability for written communication and information literacy that have been reported for the various courses.
History and Systems
Psych 405
Spring 2013

Instructor: Dr. Karyn Plumm
Email: karyn.plumm@und.edu

Office: CL 314
Office Hours: By appointment


Course Description and Objectives: The purpose of this course is to provide students with an overview of the history and systems of psychology. Class lectures are meant to supplement assigned readings. I will not cover everything in the readings. You should ask questions about material that is unclear from both lecture and the book. This course should provide students with a background in scientific theory and research in the major areas of psychology as well as the changes and advancements in the area of psychology as a profession. You should gain an understanding of the philosophical ideas from which the discipline of psychology arose. As a goal, you should be able to demonstrate through reasoned views that you have thought about the content and its implications and are able to apply the material to current theories within the fields of psychology.

Essential Studies Capstone: This course has been designated as an Essential Studies Capstone course and as such will include components assessing both information literacy (collecting and appropriately reporting sources for your final paper) and communication (written communication in both essay questions on exams and your final paper).

Evaluation:
Exams: 5 exams will be administered throughout the course. I will only record the top four scores of the five exams...this means, you can miss one exam without penalty provided you take the other four and do as well as you would like on those four. Exams will cover specified chapters, be worth 50 points each and will consist of 30 multiple-choice questions and two essay questions worth 10 points each.

* In addition to those exams, there will be a comprehensive final exam worth 100 points. This exam will consist of 60 multiple choice questions and two essay questions worth 20 points each. All students MUST take the final exam.

Discussion Participation: We will be partaking in 5 discussions throughout the course. During the weeks that discussions are posted (see below) you are expected to view the discussion topic and participate by posting your own original thread and any comments, questions, or answers on other students’ posts. You will be randomly assigned to a group of 4-5 and you are expected to all comment on each other’s posts to earn full points. Please remember to be respectful and do not post information directly out of the book! The point of this participation is to know how well you understand the subject being explored and to allow you to “discuss” (as closely as possible) these topics with fellow students enrolled in the course. You may earn up to 10 points for each discussion.
**Historical Analysis Paper:** Each student will also complete an historical analysis paper. This will be a four-part paper that will critically examine the philosophy, theory, research, and application of a specific topic (i.e., concept, method, or area) in psychology in which you have an academic or occupational interest. This paper is worth 100 points. It will be submitted in four stages: 1) proposed title/summary, 2) Rough Draft #1, 3) Rough Draft #2, 4) Final Paper. Five points will be docked for each of the first three stages that are not submitted on time (i.e., if you turn in no rough drafts you will lose 15 points on your final paper). Rough drafts WILL NOT be accepted after the deadline they are due. See the assignment posted on Blackboard for further information.

**DAE/Focus Groups:** In addition to regular course work required for this class, the Department Assessment Exam (DAE) will be given to all students of this class.

You will receive ten points for taking the exam. *Additionally, you can earn five extra credit points if your score is above 75%!* The DAE will need to be administered during specific times. Dates and times the exam will be available will be announced during the semester. Please plan accordingly.

Focus group responses will also be required for students in this course. You can submit responses to the focus group activity at any point during the semester. They must be submitted by Reading and Review day at the latest (see schedule below). You will receive ten points for submitting the focus group responses.

**Extra Credit:** Some extra credit opportunities will be provided during the semester. Additionally, extra credit can be earned by completing the ACAT exam. The Area Concentration Achievement Test will be available to all students of this class. If you choose to take the exam for extra credit, you can earn 10 additional points for the course! The exam must be proctored. Dates/times that it is available will be announced during the semester.

**Grades:** A total of 460 points are attainable in this class. Grades will not be curved or weighted in any way. Grading will be based on the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>How points are obtained:</th>
</tr>
</thead>
<tbody>
<tr>
<td>412 - 460=</td>
<td>A</td>
<td>Exams: 200</td>
</tr>
<tr>
<td>366 - 411=</td>
<td>B</td>
<td>Final Exam: 100</td>
</tr>
<tr>
<td>320 - 365=</td>
<td>C</td>
<td>Historical Analysis Paper: 100</td>
</tr>
<tr>
<td>274 - 319=</td>
<td>D</td>
<td>Discussion Participation: 50</td>
</tr>
<tr>
<td>273 ↓ =</td>
<td>F</td>
<td>Focus Groups: 10</td>
</tr>
</tbody>
</table>

*Any student caught cheating will receive an “F” in the course and disciplinary actions will be brought forth. “Cheating” refers to using unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or to be graded. “Cheating” also includes, but is not limited to, plagiarism, multiple submissions, fabrication, misrepresentation, and collusion.*
have any questions regarding academic honesty please see me or refer to the UND Code
of Student Life, section 3-3: Scholastic Dishonesty.

Disability Statement per UND policy:
If you have emergency medical information to share with me, if you need special
arrangements in case the building must be evacuated, or if you need accommodations in
this course because of a disability, then please make an appointment with me as soon as
possible so that appropriate actions can be taken. If you plan to request disability
accommodations you are expected to register with the Disability Support Services (DSS)
office in McCannel Hall (Room 190; 701-777-3425).

Blackboard:
The class will be supported by and administered using the university software package
called Blackboard. Any updates to the schedule will be posted on Blackboard.

If you are new to Blackboard or need additional help using the system, contact the Center
for Instructional and Learning Technologies (CILT) to find out about Blackboard Student
Demo’s and other training. You can contact CILT at 777-6305.

TENTATIVE Course Outline (all times listed are in Central Standard Time and
according to the Blackboard server):

1/11: Introduction to History and Systems of Psychology (1) & Early Greek Philosophers
(2)

1/18: After Aristotle (3) & Beginnings of Modern Science and Philosophy (4);
Discussion 1 OPEN for participation

1/24: Discussion 1 DUE (link closes at 9:00am CST)

1/25-1/28: Exam #1 (Chpts: 1, 2, 3, 4) available @8am CST until the end of the day
(11:59pm CST) on 1/28

2/1: Empiricism, Sensationalism, and Positivism (5) & Rationalism (6)

2/8: Romanticism and Existentialism (7) & Physiology and Experimental Psychology
(8); Discussion 2 OPEN for participation; HAP title page/summary due for approval
(BY 9AM)!

2/14: Discussion 2 DUE (link closes at 9:00am CST)

2/15-2/19: Exam #2 (Chpts: 5, 6, 7, 8) available @8am CST until the end of the day
(11:59pm CST) on 2/19 (**NOTE: Monday, 2/18 is President’s Day – you may not be
able to have your exam proctored that day – be sure check ahead of time!!**)
2/22: Voluntarism, Structuralism and Early Psychology (9) & Darwinian Influence and Mental Testing (10)

3/01: Functionalism (11) & Behaviorism (12); Discussion 3 OPEN for participation; HAP Rough Draft #1 (title page, intro, far past, recent past) Due (BY 9AM)

3/07: Discussion 3 DUE (link closes at 9:00am CST)

3/11-3/15: Spring Recess

3/18-3/21: Exam #3 (Chpts: 9, 10, 11, 12) available @8am CST until the end of the day (11:59pm CST) on 3/21 (**NOTE: because of Spring Break the week before, this exam occurs over the week and will not be available over a weekend – please plan accordingly**) 

3/28: Neo behaviorism (13) & Gestalt Psychology (14)

4/05: Early Diagnosis & Treatment of Mental Illness (15) & Psychoanalysis (16); Discussion 4 OPEN for participation; HAP Rough Draft #2 (entire paper, including abstract & references) Due (BY 9AM)

4/11: Discussion 4 DUE (link closes at 9:00am CST)

4/12-4/15: Exam #4 (Chpts: 13, 14, 15, 16) available @8am CST until the end of the day (11:59pm CST) on 4/15

4/19: Early Alternatives to Psychoanalysis (17) & Humanistic Psychology (18); Discussion 5 OPEN for participation

4/25: Discussion 5 DUE (link closes at 9:00am CST)

4/26: Psychobiology (19), Cognitive Psychology (20) & Contemporary Psychology (21); Final Historical Analysis Paper Due (BY 9AM)

5/3-5/6: Exam #5 (Chpts: 17, 18, 19, 20) available at @8am CST until the end of the day (11:59pm CST) on 5/6

5/07 @ 8am – 5/09 by 11:59pm: Final Exam – includes ALL chapters and lecture (1-21).
Essential Studies Course Revalidation Form

Department & Course Number  **Psyc 421**  Date  **10-18-13**
Course Title: **Diversity Psychology**  Credit Hours:  **3**

I. Under which of the following areas would you like to revalidate this course?

A) Essential Studies Goals* (Choose the one goal that the course is designed most to help students meet. ES Capstones choose two goals):

- Thinking and Reasoning (critical thinking, quantitative reasoning, and creative thinking)
  - Students should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.
- Communication (written communication and oral communication)
  - Students should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.
- Information Literacy
  - Students should be able to access and evaluate information for effective, efficient, and ethical use in a variety of contexts.
- Diversity
  - Students should be able to demonstrate understanding of social-cultural diversity and use that understanding to address issues, solve problems, and shape civic, personal, and professional behavior.

B) Breadth of Knowledge* (Choose one. Please note that these are the choices for UND courses; the NDUS categories for BOK are slightly different—see website):

- Oral Communication
- Social Science  (X)
- Fine Arts
- Humanities
- Math, Science, and Technology
- Not validated for BOK

C) Special Emphasis* (Choose one. Please note that Special Emphasis Courses must meet more detailed criteria than other ES courses):

- This course will not be validated in a special emphasis area
- Quantitative Reasoning (designated Q)
- Advanced Communication (A)
- US Diversity (U)
- Global Diversity (G)  (X)
- ES Capstone (C)

Special Emphasis and ES Goal Alignment: in designing a Special Emphasis course, note that the SE must align with a specific ES goal: Q—Thinking & Reasoning, A—Communication, U & G—Diversity. A—may also be attached to an ES Capstone course that is validated for Communication as one of its two goals.

Registrar Office  NOV 14 2013  Received

RV Form: Jan2013
*More information is available on the ES Website. Please see the following:
  - ES Goals http://und.edu/academics/registrar/essential-studies-goals.cfm
  - Breadth of Knowledge Requirements http://und.edu/academics/registrar/essential-studies-criteria-breadth-of-knowledge.cfm
  - Special Emphasis and Capstone Criteria (Under Essential Studies for Faculty) http://und.edu/academics/registrar/essential-studies-committee.cfm

II. Please explain (attachment or below) how you have designed the course to intentionally help students meet the ES goal (both goals for Capstones) or to meet the Special Emphasis Criteria. How do course activities and assignments help students practice the ES goal?

III. Please include Assessment materials (as an attachment). This should include:
   A) a description of the direct assessment you have done to determine how this course helps students meet the ES goal(s) selected above;
   B) a summary of the indirect student assessment of the course in terms of the ES goal(s)
   C) a discussion of assessment results—by goal and special emphasis
   D) a discussion of what changes could be made to the course to better help students meet the ES goal(s) in the future.
   E) If this course is taught in more than one section or format (e.g., multiple sections taught by different instructors, both face-to-face and online sections), please explain how you determined that your assessment findings are applicable across the various sections or formats.

IV. Please attach a current course syllabus. This syllabus needs to explain to students the specifics of how the course activities and assignments will help them practice the ES Goal(s) and/or the Special Emphasis area under which the course is being revalidated. (Contact the ES Office for examples of syllabus statements that specify the course's contribution to the program.)

Signatures

Faculty Member Responsible for Course ______________________ Date 11-12-13

Department Chair ______________________ Date 11-12-13

College Dean ______________________ Date 11/19

RV Form: Jan 2013
II. The goal of Psyc 421 is diversity with a special emphasis in Global Diversity (G). The course has been designed for students to discuss issues of diversity with peers as well as to consider such issues in quiz and essay format. These activities assess understanding of global diversity in multiple ways: a) quiz responses assess basic understanding for concepts and definitions, b) written essays assess the analysis and application of diversity issues to other realms, and c) discussions assess recognition of diversity with respect to self and others.

III. A) Direct assessment was conducted for the goal of diversity and special emphasis (G). Direct assessment was collected in three ways: 1) quiz responses, 2) responses to discussion blog topics, and 3) written essays on various topics related to diversity.

B) Indirect assessment for the course was collected by asking students on the course evaluation form if they believed the course improved their “understanding of social-cultural diversity.” The scale students used ranged from 1 (not at all) to 4 (greatly). Eighty percent of students completing the evaluation form marked 3 or 4, with no students indicating that their skills were improved “not at all.” Students are seeing some applicability of the course contents to the general area included as the goal of the course.

C) 1) Quizzes for each chapter were available for students to take multiple times. Students who did not perform well the first time they completed a quiz, were able to learn which components of the course material they did not understand and then re-take a chapter quiz. The quizzes were drawn from a pool of questions so although they covered the same aspects, students were asked different questions on different attempts to avoid simply memorizing responses. This practice resulted in student’s final performance on quizzes to be very high.

2) Students completed 4 discussions throughout the semester each pertaining to a particular aspect of diversity. Students were able to take course material regarding understanding of concepts and apply them to real-world scenarios and experiences they have engaged in. Please see the rubric below used for data regarding this assessment.

3) Students were asked to choose a topic from a variety of options at two points in the semester. They wrote a 2-3 page essay on the topic using outside of course materials and applying their understanding of global diversity issues. Very few wrote incomplete or sufficiently lacking essays. Those who needed some improvement in skill or understanding did seem to improve their essay responses throughout the semester.

Department of Psychology: Assessment Rubric for ES Goal #4 - Diversity

<table>
<thead>
<tr>
<th></th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use concepts like culture, difference, and</td>
<td>• Demonstrates understanding of concepts</td>
<td>• Some understanding demonstrated;</td>
<td>• No demonstrated understanding</td>
</tr>
<tr>
<td>diversity</td>
<td>lacking depth</td>
<td>of concepts</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Recognize your own diversity in relationship to the larger society, and understand and respect the social-cultural diversity of others</td>
<td>• Recognizes diversity in respect to self and others</td>
<td>• No recognition of diversity in respect to self and others</td>
<td></td>
</tr>
<tr>
<td>Analyze and apply knowledge about diversity to domestic and global issues</td>
<td>• Analysis and application of diversity to domestic and global issues clearly demonstrated</td>
<td>• Some analysis and application of diversity demonstrated; lacking depth</td>
<td></td>
</tr>
</tbody>
</table>

**Department of Psychology: Assessment Rubric for ES special emphasis – Global Diversity**

<table>
<thead>
<tr>
<th>Cultural analysis of complex situations</th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates analysis of global culture</td>
<td>• Limited analysis of global culture</td>
<td>• Lack of analysis of global culture</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates understanding of complex global situations</td>
<td>• Limited understanding of complex global situations</td>
<td>• Lack of understanding of complex global situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of theoretical concepts of culture as applied to real-world situations</th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates ability to apply theory of global diversity to real-world situations</td>
<td>• Limited ability to apply theory of global diversity to real-world situations</td>
<td>• Lack of ability to apply theory of global diversity to real-world situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflexivity of own culture in relationship to other cultures</th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates understanding of connections between cultures globally</td>
<td>• Limited understanding of connections between cultures globally</td>
<td>• Lack of understanding of connection between cultures globally</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvement of thinking and</th>
<th>3-Skilled</th>
<th>2-Developing</th>
<th>1-Lacking Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates improvement in</td>
<td>• Limited improvement</td>
<td>• Lack of improvement</td>
<td></td>
</tr>
<tr>
<td>writing skills as applied to complex problems</td>
<td>thinking and writing skills</td>
<td>in thinking and writing skills</td>
<td>in thinking and writing skills</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Ability to think through problems of cultural difference</td>
<td>• Demonstrates ability to think through problems of cultural difference</td>
<td>• Limited ability to think through problems of cultural difference</td>
<td>• Lack of ability to think through problems of cultural difference</td>
</tr>
</tbody>
</table>

Using the rubrics above, students were rated in terms of percentage of them that fell into each of the 3 levels for diversity and Global Diversity Special Emphasis.

Quizzes: Students who did not perform well on the first quiz and took subsequent quizzes performed very well on the final attempt. Therefore 90% of students were rated as skilled and 10% as developing across quizzes for the entire semester.

First discussion: Skilled = 5%, Developing = 45%, lacking skill = 50%. This discussion has consistently required a lot of moderation for understanding of the topic and accurate applications.

Second discussion: Skilled = 10%, Developing = 55%, lacking skill = 35%. Students tended to perform better during this discussion as the application of material was to them. Students have an easier time comparing regional and national diversity issues than global issues.

Third discussion: Skilled = 15%, Developing = 60%, lacking skill = 25%. Students were asked specifically to apply topics globally and tend to be performing better with this aspect as the course continues.

Fourth discussion: Skilled = 30%, Developing = 55%, Lacking skill = 15%. Applicability of topics to various aspects (personal, regional, national, global) has continued to improve over the semester and I consistently see some students who do a great job at helping other students understand concepts with their applications and posts. However, I see many students who have not been asked to consider global diversity issues and continue to have difficulty in this particular regard. The inclusion of the special emphasis criteria in these data are what keep most students at the “developing” level of diversity understanding.

First essay: Skilled = 25%, Developing = 50%, Lacking skill = 25%. The first essay student write tends to be very good in general diversity. However, about 1/4 of them write only about what they know or have experienced and do not even attempt to apply it beyond the region they are most familiar with.

Final essay: Skilled = 40%, Developing = 50%, Lacking skill = 10%. After feedback on the first essay, the final essay tends to be much more globally applied and most student discontinue the practice of using only anecdotal evidence to support their claims.
Students in this course began with little or no understanding of diversity as it applies globally. Most had some understanding of local diversity awareness (especially for race) but not as it applied outside the US. This course covered varying topics in diversity that are dealt with around the world and were asked to apply those aspects to their experiences in the state of ND as well as globally.

Students understanding of the broader concepts continued to improve throughout the course and although the quiz scores are a good measure of that, the discussion blogs add an aspect of how the concepts are being applied that the quizzes do not. Additionally, the essays allow students to focus on application of one particular topic and to apply professional sources ranging from personal to global.

D) I would like to see more students leaving the course with “skilled” understanding and application of concepts of diversity and plan to continue to update topics for the discussion as well as presentation and quiz material to further gauge student understanding earlier so as to improve the course to meet the needs of the students in each course. Many students are tackling concepts in this course that are new to them and so to see a basic understanding develop into a skill that can be applied in various venues points to the success of the course material in understanding of diversity.

E) This course has been taught in multiple sections, formats (campus based and online) and with various instructors over the previous 3 years. Despite that difference, there was a general belief among instructors that this data accurately reflects student ability in the course. These assessment data are meant to capture the general view of student ability for diversity and the special emphasis of global diversity that have been reported for the various courses.
Essential Studies Course Revalidation Form

Department & Course Number  Sociology 475  Date  12/26/2013
Course Title: Sociology Capstone  Credit Hours: 3

I. Under which of the following areas would you like to revalidate this course?

A) Essential Studies Goals* (Choose the one goal that the course is designed most to help students meet. ES Capstones choose two goals):
   - Thinking and Reasoning (critical thinking, quantitative reasoning, and creative thinking)
     - Students should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.
   - Communication (written communication and oral communication)
     - Students should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.
   - Information Literacy
     - Students should be able to access and evaluate information for effective, efficient, and ethical use in a variety of contexts.
   - Diversity
     - Students should be able to demonstrate understanding of social-cultural diversity and use that understanding to address issues, solve problems, and shape civic, personal, and professional behavior.

B) Breadth of Knowledge* (Choose one. Please note that these are the choices for UND courses; the NDUS categories for BOK are slightly different—see website):
   - Oral Communication
   - Social Science
   - Fine Arts
   - Humanities
   - Math, Science, and Technology
   - Not validated for BOK

C) Special Emphasis* (Choose one. Please note that Special Emphasis Courses must meet more detailed criteria than other ES courses):
   - This course will not be validated in a special emphasis area
   - Quantitative Reasoning (designated Q)
   - Advanced Communication (A)
   - US Diversity (U)
   - Global Diversity (G)
   - ES Capstone (C)

Special Emphasis and ES Goal Alignment: in designing a Special Emphasis course, note that the SE must align with a specific ES goal: Q—Thinking & Reasoning, A—Communication, U & G—Diversity. A—may also be attached to an ES Capstone course that is validated for Communication as one of its two goals.
*More information is available on the ES Website. Please see the following:
  - ES Goals http://und.edu/academics/registrar/essential-studies-goals.cfm
  - Breadth of Knowledge Requirements
    http://und.edu/academics/registrar/essential-studies-criteria-breadth-of-knowledge.cfm
  - Special Emphasis and Capstone Criteria (Under Essential Studies for Faculty)
    http://und.edu/academics/registrar/essential-studies-committee.cfm

II. Please explain (attachment or below) how you have designed the course to intentionally help students meet the ES goal (both goals for Capstones) or to meet the Special Emphasis Criteria. How do course activities and assignments help students practice the ES goal?

III. Please include Assessment materials (as an attachment).
    This should include:
    A) a description of the direct assessment you have done to determine how this course helps students meet the ES goal(s) selected above;
    B) a summary of the indirect student assessment of the course in terms of the ES goal(s)
    C) a discussion of assessment results—by goal and special emphasis
    D) a discussion of what changes could be made to the course to better help students meet the ES goal(s) in the future.
    E) If this course is taught in more than one section or format (e.g., multiple sections taught by different instructors, both face-to-face and online sections), please explain how you determined that your assessment findings are applicable across the various sections or formats.

IV. Please attach a current course syllabus. This syllabus needs to explain to students the specifics of how the course activities and assignments will help them practice the ES Goal(s) and/or the Special Emphasis area under which the course is being revalidated. (Contact the ES Office for examples of syllabus statements that specify the course’s contribution to the program.)

Signatures

Faculty Member Responsible for Course __________________________ Date 12-30-15

Department Chair __________________________ Date 12-30-13

College Dean __________________________ Date 1/22/14

RV Form: Jan2013
II. Please explain how you have designed the course to intentionally help students meet the ES goal. How do course activities and assignments help students practice the ES goal?

This course has been explicitly designed to meet the goals of an ES Capstone course, and specifically goal #1: Thinking and Reasoning, and Goal #2: Communication. These ES goals, as well as the rationale for ES and the Capstone course are all spelled out in detail in the course syllabus:

**Overview**

Soc475: Sociology Capstone is a required course for sociology majors. The course has also been specifically designed to satisfy the Essential Studies (ES) Capstone requirement. As you begin this class, it is good to be reminded why a capstone course is essential to your college education, and also why this particular capstone course is essential for Sociology majors.

*Why is a capstone course essential to my college education?*

The idea here is that you need a time, sometime later in your undergraduate career to “put the pieces” of your Essential Studies program together into a meaningful whole. As it has been put by the UND faculty, we require a capstone course to provide students with a “culminating experience” during which they will “...pull together learning that occurred in previous courses around two or more of the Essential Studies goals.” (to read more about the rationale behind the ES capstone course go here: ES Capstone Criteria).

*Why is a capstone course essential for sociology majors?*

The Sociology faculty believes that just such a “culminating experience” is also essential for sociology majors to “pull together” learning that occurred in previous sociology courses, and this is why we require you to take this class. Moreover, the central activity of the course—writing and presenting an empirical research report—has been chosen because it is both a “culminating experience” as well as the core of professional sociological work. As you know, the purpose of sociology is describe, explain, and understand how the social world works. Such descriptions, explanations, and understandings are generated through sociological scholarship and research, and communicated to others by sociologists in books, articles and reports (both written and oral) of various kinds for various audiences. As a sociology major, you have spent a
great deal of time reading the books, articles and reports written (or presented) by others. But there comes a point in the life of a sociology major when it is time for you to move from just reading about the sociological work done by others to doing some of your own. That time is now, and the purpose of this course is to teach you how to do it.

What are the two ES program goals that we will be focusing on in this class?

In this class you will learn how to do basic quantitative sociological research, write up the results of that research and present your findings to an audience. Doing this necessarily involves you in achieving two of the ES program goals required of the ES capstone course—Thinking and Reasoning and Communication—which makes this course ideal for meeting the ES capstone requirement.

Before discussing what is involved in writing an empirical research report in sociology and how the course is organized to help you do that, it is useful to review the nature of the two ES goals that we will be trying to address throughout this course. The following are taken from ES Program Goals.

Thinking and Reasoning
You should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.

Rationale: The ability to call on a variety of thinking and reasoning skills and choose among them in order to accomplish a range of civic, professional, and personal tasks is a core hallmark of an educated person. By the time you complete your ES courses, you will have encountered opportunities to practice various kinds of thinking and reasoning skills, including critical thinking, quantitative reasoning, and creative thinking.

You will improve your critical thinking skills when your ES courses ask you to do the following:

- Synthesize and analyze texts, issues, or problems.
- Evaluate the logic, validity, and relevance of arguments.
- Come to reasoned conclusions or resolutions to problems that includes foreseeing ethical ramifications of choices, broader implications of actions, and alternative solutions.
- You will improve your quantitative reasoning skills when your ES courses ask you to do the following:
  - Apply empirical data to a special problem or issue.
• Draw conclusions based on quantitative information.

• Analyze graphical information and use it to solve problems.

• You will improve your creative thinking skills when your ES courses ask you to do the following:

• Explore alternate and potentially divergent perspectives on an idea, process, experience, or object.

• Discover ways to confront complex or ambiguous problems, make new connections, and see how things could be otherwise.

• Engage in creative practice as a means to develop aesthetic understanding.

  **Communication**
  You should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.

  **Rationale:** Communicating skillfully involves learning the conventions associated with writing and speaking as well as learning to develop and to speak clearly to diverse audiences.

  You will improve your communication skills when your ES courses ask you to practice the following, in written or oral assignments:

• Present information, express ideas, or construct arguments for particular purposes and audiences.

• Use critical thinking skills of analysis, synthesis, and evaluation to create effective written or oral presentations.

• Present research, cite sources, and format documents in ways that are consistent with different disciplinary standards.

*How will this class meet the ES and Sociology Department capstone goals?*

As mentioned above, the central focus of this class is on writing and presenting a quantitative research report in sociology. To do this will require you to use, and hopefully improve, virtually all of the thinking, reasoning, and communication skills listed above. Ideally, reports written for this class would be competitive in the various student paper competitions sponsored by, for example, the Great Plains Sociological Association or the Midwest Sociological Association. Writing such a paper, and
presenting it to an audience of sociologists, would require you to think, reason, and communicate at a fairly sophisticated level.

In addition to the information provided in the syllabus, students are also presented the handout below in which the ES goals for the class are tied to the ES “General Activities” and “Soc475 Specific Activists.” Half of one class during the first week of the semester is devoted to presenting and discussing this handout.

<table>
<thead>
<tr>
<th>Essential Studies Goals</th>
<th>General Activities</th>
<th>Soc475 Specific Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking &amp; Reasoning: critical Thinking</td>
<td>Synthesize and analyze texts, issues, or problems</td>
<td>Reviewing literature on a particular basis, applied, or policy issue or question</td>
</tr>
<tr>
<td>Thinking &amp; Reasoning: critical Thinking</td>
<td>Evaluate the logic, validity, and relevance of arguments</td>
<td>Reviewing literature; self-critique of own work; consider feedback</td>
</tr>
<tr>
<td>Thinking &amp; Reasoning: critical Thinking</td>
<td>Come to reasoned conclusions or resolutions to problems that includes foreseeing ethical ramifications of choices, broader implications of actions, and alternative solutions</td>
<td>Defining research problem or question; thinking about the political and ethical assumptions and implications that frame any research question</td>
</tr>
<tr>
<td>Thinking &amp; Reasoning: quantitative reasoning</td>
<td>Apply empirical data to a special problem or issue</td>
<td>Using GSS data and SPSS statistical software to describe, explain, and understand how the social world works; raise questions about how the social world works</td>
</tr>
<tr>
<td>Thinking &amp; Reasoning: quantitative reasoning</td>
<td>Draw conclusions based on quantitative information</td>
<td>Writing the conclusions section of empirical research report</td>
</tr>
<tr>
<td>Thinking &amp; Reasoning: quantitative reasoning</td>
<td>Analyze graphical information and use it to solve problems</td>
<td>Use charts, graphs, illustrations in research report</td>
</tr>
<tr>
<td>Thinking &amp; Reasoning: creative thinking</td>
<td>Explore alternate and potentially divergent Review of literature; applying different theoretical perspectives on an idea, process, experience, or object perspectives to question</td>
<td></td>
</tr>
<tr>
<td>Thinking &amp; Reasoning: creative thinking</td>
<td>Discover ways to confront complex or ambiguous problems, make new connections, and see how things could be otherwise</td>
<td>Interrogating assumptions</td>
</tr>
<tr>
<td>Thinking &amp; Reasoning: creative thinking</td>
<td>Engage in creative practice as a means to develop aesthetic understanding</td>
<td>Creating an elegant solution to answering an empirical research question</td>
</tr>
<tr>
<td>Communication</td>
<td>Present Information, express ideas, or construct arguments for particular purposes and audiences</td>
<td>Writing an empirical research report and present findings to the department</td>
</tr>
<tr>
<td>Communication</td>
<td>Use critical thinking skills of analysis, synthesis, and evaluation to create effective written or oral presentations</td>
<td>Creating coherent written and oral presentation of empirical research</td>
</tr>
<tr>
<td>Communication</td>
<td>Present research, cite sources, and format documents in ways that are consistent with different disciplinary As applied to the discipline of Sociology standards</td>
<td></td>
</tr>
</tbody>
</table>

As should be clear from the syllabus and the above materials, the course was specifically designed and is taught as an ES capstone course. These ES goals are not in any way subordinated to disciplinary goals for the class; the ES goals and the disciplinary goals are virtually identical.
Assessment Materials

Some preliminary remarks are in order. This course has been offered for 7 semesters to a total of 34 students, and has been taught by the same instructor, Professor Clifford L. Staples (the author of this report). Given the relatively small class size (3-9 students), I have had the opportunity to work with these students very closely. In addition, I met routinely with students individually in tutorials outside of class. Moreover, given the purpose of the course is to build toward a “final paper,” and a 15 minute PowerPoint presentation at the end of the semester, students have multiple opportunities to get feedback on their work and revise accordingly. Thus, I have been fortunate to adjust my approach with each semester depending on the make-up of the class, and equally fortunate to adjust my approach with each student depending on what he or she brings to the course. Thus, in this course the assessment and reassessment of student learning took place on a continuous basis, something that is not always possible in other courses, at least not to the extent it is possible in Soc475.

Given the above, I take the liberty below to go beyond what the direct and indirect assessment data show to make a few observations about the course, how it has developed, and the prospects for the future. Henceforth the course will be taught by several different instructors and so in part my intent here is to share my experience with my colleagues as well as revalidate the course for ES capstone credit.

Direct Assessment Methods and Results

To assess student learning with respect to the ES goals of this class, 5 ES rubrics were used to measure student learning as demonstrated in two student products: (1) the written research report and (2) the PowerPoint presentation.

Assessment of Research Reports
For the research reports, the 34 reports were scored using 1 of the following four rubrics:

“General Education Scoring Guide for Critical Thinking” (8 reports scored)
“Q Rubric” (8 reports scored)
“Creative Thinking Rubric for Student Assessment” (8 reports scored)
“Essential Studies Rubric for Written Communication” (10 reports scored)
Thus, every student paper completed since the course started was evaluated once using one of the rubrics, for a total of 34 assessments. Rubrics were assigned to papers at random. Scoring was standardized across the rubrics so that 2= "exceeds expectations,” 1= "meets expectations” and 0= "does not meet expectations.”

The average scores for each rubric were as follows:

Critical Thinking 1.16  
Written Com. 1.25  
Creative Thinking 1.33  
Q reasoning 1.52  

The overall average for all papers assessed was 1.3, putting the class on average just slightly above “meets expectations.” The results of scoring the research reports merely confirm my observations from working with these students rather closely over the past few years. On average the class is meeting the ES goals it is designed to meet. A few observations:

➢ Somewhat surprisingly, students have become quite comfortable with basic quantitative sociology and the use of statistical analysis software (SPSS). They come into the class having been taught both in a number of our required and senior level classes. We are, I believe, seeing the results of our investment in this over the past half-dozen years. While individual students do vary, of course, in their facility with quantification and with statistical software, all students are able to get up to speed and in the end are able to produce at least proficient work. Whoever lacks confidence or skills usually gets plenty of help.

➢ Students are also fairly creative about their research—at least those who give it some thought. Some, sadly, are pretty perfunctory and thoughtless about choosing a topic to explore, clearly in many cases without spending much time “doing their homework,” by reading the existing literature on the topic. They find later that what they thought was a good idea either isn’t, or has been done to death, and so have to scramble to come up with a rationale for their study post hoc. Not ideal, but short of refusing to allow students to proceed to the next step, all the instructor can do is encourage, cajole, and warn of the necessity to go about one’s business thoughtfully.

➢ Where I see students come into the Sociology Capstone lacking is in critical thinking and in writing. This, in my view, is where we (i.e. UND) are
failing to prepare our students for the road ahead. While a few students come into this course as writers, most do not. What I mean by a writer is someone who writes regularly, gets or has gotten feedback on his or her writing from an accomplished writer/critic, and revises accordingly. A writer is someone who knows what a non sequitur is; who knows that one paragraph follows logically from the one that preceded it; and who knows enough to proofread for typos and grammar. In an ideal world I should not have to spend a lot of time in a “capstone” class teaching basic composition, but that is in fact what I spend a lot of time doing. I am happy to do it—it is impossible in any case to do anything else without doing it—but as a result the work that students are able to produce is, on average, less sophisticated than it might otherwise be. In a semester I can take some from workmanlike competence to very promising, and others from abysmal incoherence to workmanlike competence. And I can recognize and reward progress and effort, but it is about 2 out of 5 students who leave the course capable of going on to graduate school or a professional workplace ready to hit the ground running with respect to critical thinking and writing. Most will need more practice, and more help. All learning is good whenever and wherever it occurs, but there are “levels of the game,” and I think what the “Capstone” course turns out to mean is that we have the opportunity to really focus our attention on these students before they leave in a way that has not happened for most of them prior to the class. Some have, in fact, told me exactly that. This seems to be what our capstone is all about. I think it serves a very useful purpose, although it does not always in practice live up to the expectations that people have for it in theory.

**PowerPoint Presentation**

For the presentations, all 13 PowerPoint presentations were selected from the spring 2013 and Fall 2013 semesters and scored using the “Essential Studies Rubric for Oral Communication.” The average score for these 13 PowerPoint presentations was .961, suggesting that the presentations on average barely met expectations. A few observations about this:

- While not of professional caliber, the actual PowerPoint slides themselves tend to be pretty well done, are appropriate for the allotted time, etc. I think the students know what such a presentation is all about and are quite skilled at creating them—and with little help from their instructor. I spend some time giving them tips on how to give a good presentation—all the standard sorts of advice—and then we devote one day to a “dress rehearsal,” where
students get feedback and revise both the content of the PowerPoint and their presentation. The results suggest, however, that more time should be spent on this. It’s clear that with more instruction the average presentation could be better. The problem has been that my priority is clearly the written research report, and as a result the PowerPoint presentation turns into something of an afterthought. Further, given what I said above about the writing issues, in order to get students to the point of writing a report that meets expectations it is necessary to devote a great deal of time and energy to it, and so by the end of the semester, when the presentation needs to be put together and given, both students and instructor are running out of gas. I think this is one area of the course that future instructors should revise. One approach would be to integrate smaller in-class presentations into the course earlier, along with a presentation at the end.

Indirect Assessment Methods and Results

Two indicators of indirect assessment were used for this class: (1) success in graduate school (2) Student responses to two questions at the end of each class.

Success in Graduate School
Of the 34 students who have taken Soc475 over the past 3 years, 6 have entered our M.A. program in Sociology. The instructor who teaches our advanced data analysis class has reported back to me that these students are noticeably better prepared and better performers than those who entered the program prior to our institution the Soc475 requirement. This instructor notes as well that those students who come into the program from elsewhere, who have not had a similar capstone experience, are at a clear disadvantage.

Another point worth mentioning is that several of these students have proposed M.A. theses that build directly on the work they did for Soc475, suggesting a deepening of intellectual and research interests that might not otherwise occur.

Finally, it should also be noted that 5 of these students have presented papers at the Great Plains Sociological Association Meetings; most have presented revised versions of their Soc475 papers; and two of them have won the “Best Undergraduate Paper Award.”

Student Responses
Students were asked to answer two open-ended questions on the course evaluation at the end of the class. These questions were:

_The purpose of this course was to provide a “culminating experience” for you. Reflecting on how this is defined in the course syllabus, how well do you think it accomplished this?_

_Reflect on the Essential Studies goals for this course “Thinking and Reasoning” and “Communication.” Do you feel that this course gave you the opportunity to develop your abilities and skills in these areas? Could you give some examples?_

Virtually all of the students agreed to a greater or lesser extent that the course provided a culminating experience and that it gave them the opportunity to develop their thinking and reasoning and communication skills. Some provided more elaborate responses than others; very few provided examples. In isolation, I wouldn’t know how to interpret such data, but these responses are consistent with the direct assessment data and my own experienced it. I would have been very surprised to discover that they didn’t think the course did these things, at least to some extent.

_Changes to Enhance Student Achievement of ES Goals in the Future_

With respect to the written research report I am not sure much else can be done given the ideal circumstances under which the course is taught. Where improvement should occur, as noted above, is in what students bring into the course in the first place, particularly their critical thinking and writing skills. I think the course does as much as can be expected given what we have to work with; the challenge is improving, in the classes leading up to the capstone, what we have to work with. Thus, one of the most important things that the capstone course does for students in Sociology is provide us with feedback about what needs to be done at the undergraduate level to prepare students to maximize their capstone experience. If I might offer a suggestion along these lines, it would be that UND devote more resources to teaching students how to think and write clearly and coherently and much less to the latest electronic gadgetry that strikes me as more intended to entertain and distract everyone from our core mission of teaching and learning.

As noted above, one approach to improving the course would be to integrate smaller in-class presentations into the course earlier, along with a presentation, and/or even a poster presentation instead of a PowerPoint.
Assessment across Different Sections

As noted above, only one instructor has taught the course so far. The instructors who are scheduled to teach the course are aware of how the course has been taught, have been consulted about their plans for the course, have been given copies of this report, and so are preparing to teach the course with these considerations in mind. The syllabus provided is for the course as it has been taught, but we can provide future syllabi as they become available.
SOC475: Sociology Capstone
Spring, 2013

Clifford L. Staples, Ph.D.
Professor and Chair
Class: 12:30-1:45 MW, Education 294
Office Hours: MW 2:00-4:00 and by appt.
Office 203 Gillette
Phone: 777-4417
clifford.staples@email.und.edu


Required Texts

Assigned readings.

Overview
SOC475: Sociology Capstone is a required course for sociology majors. The course has also been specifically designed to satisfy the Essential Studies (ES) Capstone requirement. As you begin this class, it is good to be reminded why a capstone course is essential to your college education, and also why this particular capstone course is essential for Sociology majors.

Why is a capstone course essential to my college education?
The idea here is that you need a time, sometime later in your undergraduate career to “put the pieces” of your Essential Studies program together into a meaningful whole. As it has been put by the UND faculty, we require a capstone course to provide students with a “culminating experience” during which they will “…pull together learning that occurred in previous courses around two or more of the Essential Studies goals.” (to read more about the rationale behind the ES capstone course go here: ES Capstone Criteria).

Why is a capstone course essential for sociology majors?
The Sociology faculty believes that just such a “culminating experience” is also essential for sociology majors to “pull together” learning that occurred in previous sociology courses, and this is why we require you to take this class. Moreover, the central activity of the course—writing and presenting an empirical research report—has been chosen because it is both a “culminating experience” as well as the core of professional sociological work. As you know, the purpose of sociology is describe, explain, and understand how the social world works. Such descriptions, explanations, and understandings are generated through sociological scholarship and research, and communicated to others by sociologists in books, articles and reports (both written and oral) of various kinds for various audiences. As a sociology major, you have spent a great deal of time reading the books, articles and reports written (or presented) by others. But there comes a point in the life of a sociology major when it is time for you to move from just reading about the sociological work done by others to doing some of your own. That time is
now, and the purpose of this course is to teach you how to do it.

*What are the two ES program goals that we will be focusing on in this class?*

In this class you will learn how to do basic quantitative sociological research, write up the results of that research and present your findings to an audience. Doing this necessarily involves you in achieving two of the ES program goals required of the ES capstone course—Thinking and Reasoning and Communication—which makes this course ideal for meeting the ES capstone requirement.

Before discussing what is involved in writing an empirical research report in sociology and how the course is organized to help you do that, it is useful to review the nature of the two ES goals that we will be trying to address throughout this course. The following are taken from ES Program Goals.

**Thinking and Reasoning**

You should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.

**Rationale**: The ability to call on a variety of thinking and reasoning skills and choose among them in order to accomplish a range of civic, professional, and personal tasks is a core hallmark of an educated person. By the time you complete your ES courses, you will have encountered opportunities to practice various kinds of thinking and reasoning skills, including critical thinking, quantitative reasoning, and creative thinking.

You will improve your critical thinking skills when your ES courses ask you to do the following:

- Synthesize and analyze texts, issues, or problems.
- Evaluate the logic, validity, and relevance of arguments.
- Come to reasoned conclusions or resolutions to problems that includes foreseeing ethical ramifications of choices, broader implications of actions, and alternative solutions.
- You will improve your quantitative reasoning skills when your ES courses ask you to do the following:
  - Apply empirical data to a special problem or issue.
  - Draw conclusions based on quantitative information.
  - Analyze graphical information and use it to solve problems.
• You will improve your creative thinking skills when your ES courses ask you to do the following:

• Explore alternate and potentially divergent perspectives on an idea, process, experience, or object.

• Discover ways to confront complex or ambiguous problems, make new connections, and see how things could be otherwise.

• Engage in creative practice as a means to develop aesthetic understanding.

**Communication**
You should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.

**Rationale:** Communicating skillfully involves learning the conventions associated with writing and speaking and learning to write and to speak clearly to diverse audiences.

You will improve your communication skills when your ES courses ask you to practice the following, in written or oral assignments:

• Present information, express ideas, or construct arguments for particular purposes and audiences.

• Use critical thinking skills of analysis, synthesis, and evaluation to create effective written or oral presentations.

• Present research, cite sources, and format documents in ways that are consistent with different disciplinary standards.

*How will this class meet the ES and Sociology Department capstone goals?*

As mentioned above, the central focus of this class is on writing and presenting a quantitative research report in sociology. To do this will require you to use, and hopefully improve, virtually all of the thinking, reasoning, and communication skills listed above. Ideally, reports written for this class would be competitive in the various student paper competitions sponsored by, for example, the Great Plains Sociological Association or the Midwest Sociological Association. Writing such a paper, and presenting it to an audience of sociologists, would require you to think, reason, and communicate at a fairly sophisticated level.
Organization of the Course

The course will be run as a workshop with class time devoted to presentations, demonstrations, and discussion. Homework will require reading, computer work, rehearsing (presentations), and writing. The semester is divided into sections corresponding to the sections of an empirical research report. During each section you will develop a piece of your report as far as possible, with re-writing, editing, and presentations coming at the end of the semester (See Tentative Course Schedule below).

For each section of the course you will be given handouts, examples, instructions, and guidelines for successfully completing each section (and the presentation of the report).

Grading
Your grade for the course is dependent on the empirical research report that you write and present. At the conclusion of each of the 6 sections of the course (see schedule below) I will give you 3 “progress grades” in the areas of thinking and reasoning, communication, and sociological content. Together, these three grades will give you a good idea how well you are doing in the course. One-fourth of your final grade will be based on the progress you made across these three areas during the semester. One-half of your grade will be based on the quality of the final report itself. And one-fourth of your final grade will be based on your presentation. To summarize:

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<tr>
<td>Progress during the semester</td>
<td>25%</td>
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<tr>
<td>Final paper</td>
<td>50%</td>
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<tr>
<td>Presentation</td>
<td>25%</td>
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Policies:
My office hours are listed above. Unless there is some sort of emergency or meeting I have to attend during those hours I will be there to see students, first come, first served. You are also free to drop in to see me anytime I am in my office. If you want to make an appointment to see me at a specific time, in or out of office hours, we can do that too. Probably the best way to get hold of me and get a quick response is via e-mail (address above). Leaving messages on my voice mail is probably not a good idea. If you have any sort of learning disabilities that I should be aware of, please let me know ASAP. If you are having any trouble with the class, or if you have any personal problems with anything I or anyone else in the class has done or is doing that disturbs you or impedes your learning in any way, university policy states that you come and talk to me about it first. If, however, you feel you can’t approach me, or you have and still feel troubled, your next step should be to see the dean of the College of Arts and Sciences, Dr. Kathleen Tiemann.
### Soc475 Spring, 2013 Tentative Class Schedule

**C. Staples**

<table>
<thead>
<tr>
<th>Readings</th>
<th>Section 1</th>
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<tbody>
<tr>
<td>Syllabus and Overview</td>
<td>The Research Topic</td>
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<tr>
<td>The Empirical Research Report: Overview</td>
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<tr>
<td>Finding a Topic</td>
<td>Section 2</td>
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<tr>
<td>Focusing Your Topic</td>
<td>Reviewing the Literature</td>
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<tr>
<td>Writing Reviews of Academic Literature</td>
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<tr>
<td>Identifying a Literature for Review</td>
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<td>Compiling a Bibliography and Software</td>
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<td>Reading Academic Papers</td>
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<td>Taking Notes and Writing Annotations</td>
<td>Section 3</td>
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<tr>
<td>Synthesizing and Summarizing Research</td>
<td>The Research Problem</td>
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<td>Writing Simple Research Hypotheses</td>
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<tr>
<td>A Closer Look at Hypotheses</td>
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<tr>
<td>Describing the Data to be Used</td>
<td>Section 4</td>
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<tr>
<td>The Things to be Measured</td>
<td>Data and Methods</td>
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<tr>
<td>How Those Things Will be Measured I</td>
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<tr>
<td>How Those Things Will be Measured II</td>
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<tr>
<td>Index and/or Scale Construction</td>
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<tr>
<td>Other Measurement Issues</td>
<td>Section 5</td>
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<tr>
<td>Descriptive Findings I</td>
<td>Data Analysis</td>
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<td>Descriptive Findings II</td>
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<td>Bivariate Findings I</td>
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<td>Bivariate Findings II</td>
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<tr>
<td>Multivariate Findings I</td>
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<td>Multivariate Findings II</td>
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<tr>
<td>What Does it Mean?</td>
<td>Section 6</td>
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<tr>
<td>What You did/What Comes Next</td>
<td>Discussion/ Summary/Conclusions</td>
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<tr>
<td>Re-Writing/ Editing/Bibliography</td>
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<tr>
<td>Abstracts and Introductions</td>
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<td>Presenting Your Research I</td>
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<td>Presenting Your Research II</td>
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<td>Presentations</td>
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<td>Presentations</td>
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<td>Final Papers due</td>
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