

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

**World Perspectives**

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

**Course:**

**Course title:**

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

**Unit head name:**

**Date submitted/revised:**

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

***1. Student Learning Outcome***:*Examine how culture affects people's efforts to understand, use, and survive in their environments, and how these efforts, in turn, affect culture.*

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

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

***2. Student Learning Outcome:*** *Examine within a cultural context the world views, language, or ways of life of societies, nations, regions, or peoples located outside of the United States.*

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

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

**Choose one of the following - either 3a or 3b:**

***3a. Critical and Creative Thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.*** *People with a general education think logically and creatively. Expressiveness, imagination, and originality are needed for innovation. Innovative ideas must be subject to critical evaluation, which involves distinguishing information, judgment, and assumption; evaluating evidence and the logic of arguments; identifying and assessing differing perspectives and assumptions; and reasoning systematically in support of arguments.*

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

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

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

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

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

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

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

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

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

***Or, select Student learning outcome 3b***

***3b. Information Literacy is the process of locating, evaluating, and using multiple forms of information.*** *People with a general education work with many forms of information: text, data, images, and multimedia. Becoming information literate is a multi-step, iterative process that includes articulating the need for information, finding information efficiently, thinking critically about resources, managing the abundance of information available, using information ethically, synthesizing and incorporating information into one’s knowledge base, and creatively expressing and effectively communicating new knowledge****.***

***Student Learning Outcome:*** *Develop a search plan that articulates the specific information needed****.***

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

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

***Student Learning Outcome:*** *Execute a plan for accessing information using appropriate search tools.*

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

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

***Student Learning Outcome:*** *Evaluate the quality, usefulness, and relevance of the information.*

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

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

***Student Learning Outcome:*** *Communicate results ethically and appropriately.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***4b. Oral Communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.*** *People with a general education are able to synthesize their knowledge of a subject with their speaking and listening skills to effectively craft a verbal presentation appropriate for a specific situation, purpose, and audience. They understand that effective verbal communication involves a dialogue between speaker and audience and use this knowledge for decision-making about the organization, development, and presentation of appropriate material. They understand that oral communication skills are essential for a knowledgeable speaker to inform, persuade, and inspire audiences.*

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

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

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

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

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

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

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

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

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

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

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

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

Form Updated 11/15/2013