Liberal Arts Essentials Assessment Plan

Course: THEA 350: History of Film

Writing Unit: Yes

Instructor(s): Phillips

Methods: Rubric to assess a writing assignment and a student self-assessment

LAE Category: The Western Heritage

Goal 1: Muskingum students will develop skills in perception, analysis, and expression.

Learning Objective 1: A Muskingum University student will be able to define a meaningful issue(or problem) related to an academic area of study, formulate a position (or solution or argument) on that issue, and communicate his or her position effectively to a professional audience.

Departmental Perspective 4: Students will analyze questions related to major concepts.

A. Student work examined
   List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

   Students will complete a writing assignment research paper from 5-8 pages in length regarding some issue relevant to film. Students must use correct and appropriate research to assert their position regarding this film issue. A minimum of five resources will be required for this written assignment. Reference materials such as encyclopedias, dictionaries, or websites similar to these reference sources will not be allowed as part of the research materials.

   A second stream of data will consist of the Self-Assessment Rubric regarding students’ perceptions of the course and its ability to meet its objectives. Students will complete section one of the LAE Questionnaire which is distributed through the VPAA’s office. The instructor will be looking to see if students understand that this course meets the proposed objectives, and to what level they feel the class meets this objective.

Approved 3/1/2012
B. Scoring Criteria

Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes exceeding expectations, meeting expectations, and failing to meet expectations, etc.) Attach copies of measurement instrument or rubric.

Attached is a rubric used to score the written reports. Scoring for this rubric is as follows:

10-12  Exceeds expectations
7-9    Meets average expectations
4-6    Below expectations

The standard LAE Questionnaire will be used as the student self-assessment method, and by the scoring criteria defined by the Assessment Committee and reported on the LAE course assessment results form returned with the scantron sheets. Only the first four statements will be analyzed as they related to Learning Objective 1 which is the LAE objective to be addressed for this course.

C. Attachments (Rubrics, Checklists, Pre and Post tests, other evaluation methods, etc.)

See attached.
<table>
<thead>
<tr>
<th>Objective</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying critical reading and writing skills</td>
<td>Work demonstrates original thought, a specific thesis, and demonstrates comprehensive learning.</td>
<td>Work contains a general thesis and discernible argument, but is vague or not explicit.</td>
<td>Work contains no thesis and/or clear defensible idea.</td>
</tr>
<tr>
<td>Evaluating evidence critically</td>
<td>Work makes connections between evidence and uses persuasive reasoning to form a solid, thoughtful position.</td>
<td>Work shows some understanding of general ideas and evidence, but contains some factual errors or misinterpretation of meaning. Work tends to stray from the objective posed.</td>
<td>Work does not discuss the general topic or answer the question posed.</td>
</tr>
<tr>
<td>Acquiring appropriate material to produce work</td>
<td>Work provides ample, well-chosen, and factually correct evidence that supports a thesis or position.</td>
<td>Work does not directly support the thesis or is insufficient, contains little evidence and vague or incorrect information.</td>
<td>Work contains no relevant evidence to support ideas and place work in context.</td>
</tr>
<tr>
<td>Synthesizing and reading and writing seamlessly</td>
<td>Work is organized, with well-developed ideas which transition in a cohesive manner. It follows conventional rules of grammar, uses, words correctly and contains few or no spelling errors.</td>
<td>Work is underdeveloped and weak with awkward and unclear ideas, several grammatical errors, incorrect spelling and/or word choice. (Work may also contain citation errors.)</td>
<td>Work lacks paragraph, topic sentences and transitions. Work contains so many grammatical and spelling errors that it is difficult to understand.</td>
</tr>
</tbody>
</table>

| Total Score | | | |

Approved 3/1/2012