



# AUCC 3B. ARTS & HUMANITIES

## ARTS & EXPRESSION COURSES

### DESCRIPTION

The Arts and Humanities explore uniquely human expressions. The Arts and Humanities investigate the cultural character and literatures of human experiences, fundamental questions of values and meaning, and, both in word and beyond words, the symbols, and creative expressions of human life. Courses must base at least **25% of the final grade on writing**, a portion of which must be written outside of class.

### CONTENT CRITERIA

**Content Competencies** are the knowledge, methods, concepts, and content-related learning that students should learn from participation in a course.

Upon successful completion of a course in this category, students should be able to:

Respond analytically and critically to works of artistic expression, by addressing all of the following:

- 1) Describe the basic elements and their effects on meaning in a work of art.
- 2) Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts.
- 3) Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
- 4) Interpret themes or major concepts.
- 5) Effectively use appropriate foundational competencies in the study of the arts and humanities, including competencies related to the creative process.
- 6) Expressive ability through a medium appropriate to the course content.

### CORE STUDENT LEARNING OUTCOMES

**Core Student Learning Outcomes** are transferable skills that students learn and apply through participation in the AUCC.

### CREATIVE THINKING

#### 1) Embrace Contradictions

- \* Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

### CRITICAL THINKING

#### 2) Utilize Context

- \* Evaluate the relevance of context when presenting a position.
- \* Identify assumptions.
- \* Analyze one's own and others' assumptions.

#### 3) Understand Implications and Make Conclusions

- \* Establish a conclusion that is tied to the range of information presented.
- \* Reflect on implications and consequences of stated conclusion.

### DIVERSITY & GLOBAL LEARNING

#### 4) Build Self-Awareness

- \* Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

#### 5) Examine Perspectives

- \* Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

### WRITTEN/ORAL COMMUNICATION

#### 6) Develop Content and Message

- \* Create and develop ideas within the context of the situation and the assigned task(s).

#### 7) Use Sources and Evidence

- \* Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

#### 8) Use language appropriate to the audience.

## PLANNING AND TEACHING AN AUCC COURSE

### ALIGN THE LEARNING ACTIVITIES TO THE COURSE OUTCOMES

**Map course activities and content** to the course learning outcomes. Does the course allow ample opportunities for students to learn and practice what they need to know and do to be successful?

**Plan learning experiences, instruction, and resources** that will help students reach the learning outcomes. The course should challenge students to build higher-order skills and use active and engaged forms of learning.

**Create structured activities that help students scaffold learning.** Break down large tasks or concepts and build smaller steps so that students can gain competence. Small, simple assignments build skills that help students accomplish something more complex. Give students opportunities to practice and repeat learning tasks.

**Communicate the learning outcomes to students.** Tag assignments with the course learning outcomes and talk with students about what they are learning and how it fits into the bigger picture of the course, the AUCC, or their university education.

### PLAN AHEAD TO ASSESS LEARNING

**Determine acceptable evidence** that students are achieving the learning outcomes. This includes formative assessments to check progress and summative assessments that measure achievement. Both kinds of assessments should build upon each other and are sequenced with learning activities.

**Start with the end in mind.** Decide how you will evaluate the assignment at the same time you create it. What are the priorities of the assignment? Are the priorities appropriately weighted in the grading plan?

**Communicate expectations to students.** Share rubrics, scales, or grading frameworks with students when you assign the work, or as they progress. Ensure there will be opportunities to get feedback or make revisions before students submit the final result of their work.

**Provide early, frequent, and immediate feedback.** Students need regular feedback on their performance, so they know how to focus their studies, when to work harder, and when to ask for help. To be effective, students need to know what they are doing well, what they need to work on, and how they can improve. Use specific and constructive language. CSU's **First Four Weeks** Initiative offers a structured start.

**Consider a pre-assessment.** In what ways can you learn about a student's preparation for the course? What are their strengths and where do students need additional support to meet course expectations?

## RESOURCES

Assessment at CSU

<https://assessment.colostate.edu/>

VALUE Rubrics

<https://www.aacu.org/initiatives/value-initiative/value-rubrics>

The Institute for Teaching and Learning (TILT)

<https://tilt.colostate.edu/>

First Four Weeks Initiative

<https://tilt.colostate.edu/prodev/teaching-effectiveness/tef/feedback-and-assessment/fa-first-four-weeks/>