

Assessment: Course Four Column



Courses (SS) - Anthropology

ANTH 101: Intro Cultural Anthropology

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Ethnographic methodology - Understand the basics of ethnographic methodology including the concepts of cultural relativity and ethnocentrism.</p> <p>Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Discussion - Discussion Post 1: Ethnographic Methods Criterion: A score of 28/40 (excluding no submissions)</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Average Score: 34/40 High: 40 Low: 20 6/32 no submissions (09/25/2019)</p>	<p>Action: This discussion meets a general education objective and is a critical thinking writing assignment TOPIC: Based on lectures in Weeks 1, 2, and 3 (and others may apply!), chapters in Culture Counts, and the films, address the following: You need to be detailed and draw on all course materials.</p> <ol style="list-style-type: none"> 1. What is culture? How does ethnographic practice approach the description of culture? 2. Compare and contrast emic and etic in the practice of ethnography. 3. Why is cultural relativity an important component of ethnographic fieldwork? <p>NOTE: MY LECTURES CONTAIN DETAILS THAT I EXPECT TO SEE HERE!</p> <p>The majority of students who completed the assignment did great and no changes are planned at this point! (09/25/2019)</p>

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<p>Key components of human social behavior - Analyze a case study to identify key components of human social behavior.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Discussion - Discussion Post 2: The Structure of Society</p> <p>Criterion: A score of 28/40 (excluding no submissions)</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>Average Score: 31/40</p> <p>High: 40 Low: 28</p> <p>11/32 no submissions</p> <p>Nearly half the class did not submit for the assignment and that accounts for the low overall score. (09/25/2019)</p>	<p>Action: This discussion meets a general education objective and is a critical thinking writing assignment</p> <p>TOPIC: Analyze a case study to explore the structure of society. Select ONE of the following articles and respond to the questions posed below.</p> <p>Eating Christmas in the Kalahari-1.pdf Cross cultural approach Male Female Communication.pdf A Secrets of Haiti's Living Dead.pdf A Painted Land.pdf Understanding Eskimo Science.pdf</p> <p>Address these questions:</p> <ol style="list-style-type: none"> 1. Describe the general nature of the society in question as depicted in the article. 2. Identify and explain three components of cultural behavior depicted in the article. 3. How do these components form a whole? Think holism here-- how do these features work within the society, how do they fit together? <p>Students had fun with this assignment and I like giving them the challenge of reading specific journal articles as this builds their scholarly skills. No changes are planned on this assignment.</p> <p>I plan of setting up scheduled reminders in the announcement feature of WebCampus to remind students of the assignment. (09/25/2019)</p>

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<p>Global social stratification - Analyze the nature of global social stratification.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Discussion - Discussion Post 3: Global Social Stratification</p> <p>Criterion: A score of 30/50 (excluding no submissions)</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>Average scores: 41/50</p> <p>High: 50 Low: 33</p> <p>13/32 no submissions (41% of the class) (09/25/2019)</p>	<p>Action: This discussion meets a general education objective and is a critical thinking writing assignment.</p> <p>This discussion is much more comprehensive in nature and does require that students have done the majority of required work.</p> <p>TOPIC: this topic relates to inequities across the globe. The discussion is based on your understanding Chapters 13 and 14 and my lectures for Weeks 13 and 14 along with Pts 1, 2, and 3 of Guns, Germs, and Steel (linked in Wks 13 and 14 modules).</p> <p>YOUR POST SHOULD BE FULL OF REFERENCES TO THE FILMS!!</p> <ol style="list-style-type: none"> 1. How do anthropologists define inequality (social hierarchy)? 2. According to Jared Diamond in Guns, Germs and Steel, what are FOUR major factors that contribute to inequities between places like Europe and New Guinea? 3. How does World Systems theory help to explain the patterns Diamond observes? 4. What factors, according to your book and lecture, contribute to contemporary inequity across the globe? (09/25/2019)
<p>The field of anthropology - Develop a knowledge base of the field of anthropology--the basic anthropological principles/concepts, the patterns of culture, and the similarities and differences in the human experience through</p>	<p>Quiz - All chapter quizzes</p> <p>Based on multiple choice questions of textbook readings, written/multiple choice for assigned films and lectures.</p> <p>Criterion: Overall Average Score of</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>Quiz 1</p> <p>Average Score: 25</p> <p>High 35 Low 14</p> <p>5/32 (16%) no submission</p> <p>Quiz 2</p>	<p>Action: These quizzes include multiple choice and essay questions and include material from the textbook, films and lectures. Students are informed of quiz composition on the syllabus and again in class and are</p>

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<p>engagement with the textbook, lecture, and films. General Education categories: Cultural Awareness Critical Thinking Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>24/35 (excluding no submissions)</p>	<p>Average Score: 24 High 35 Low 8 6 (12%) no submission Quiz 3 High: 35 Low: 10 Average Score: 24 6 (12%) no submission Quiz 4 Average Score: 25 High: 35 Low: 10 7 (16%) no submission Quiz 5 Average Score: 25 High: 35 Low: 9 8 (18%) no submissions Quiz 6 Average Score: 25 High: 35 Low: 17 8 (18%) no submissions Quiz 7 Average Score: 25 High: 35 Low: 10 9 (18%) no submissions</p> <p>Overall class average: 25 (09/25/2019)</p>	<p>reminded to be sure to watch films and lectures. Of the students who do the required work, the results are satisfactory to excellent.</p> <p>Other than reminders, I have no tools to ensure students take on the responsibility of doing the required work in class. (09/25/2019)</p> <p>Follow-Up: Overall I am satisfied with how students are progressing on course learning objectives. I have designed the class so there is a balance between objective and subjective work, and my writing assignments are open as I want to see thinking and use of materials. As such, there are opportunities for all kinds of learners, but they need to be willing to do the work. And many are not, and that seems to get worse every semester.</p> <p>The biggest challenge I have, along with colleagues, is simply getting across to students that students are responsible for doing the work. It would be awesome if orientations to college hit this hard as we have many nontraditional students at GBC including many high school students as young as 15! And many of these students are the ones asking for re-dos and special consideration. Clearly, GBC needs to get the word out that college, even at a community college, is</p>

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			<p>serious business and passing a class or assignment is not a simply a matter of turning something in.</p> <p>I am working on tweaking assignments and that will likely be ongoing!! The discussion posts clearly articulate with general education objectives and these are areas I think are important. So we'll see!! (09/25/2019)</p>