Department Annual Report

Non-Perkins Programs

2012-2013

Language and Thought

Document Prepared By:

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Department Information

Current year goals

Some of our goals for this year were successful, some were not.

American Sign Language: Our wish for articulation between GRCC and Aquinas has not yet happened due to lack of response from Aquinas College. We are dependent on Aquinas taking the lead on this initiative and had responded to their request for a meeting with their Administration and the ASL instructors. ASL has expanded to include a course in Holland for the summer.

Spanish for Heritage Speakers Sp 215, 216: These courses were instituted as a result of seeing a need in our GRCC community for students who come from a Spanish-speaking background, but who lack the necessary grammar skills to be successful in a transfer Spanish course. However, due to very poor enrollment, Sp 216 was first cancelled, being replaced by Sp 215 in the Winter and well as the Fall semester. Those enrollments were also too low to justify offering the classes again this coming year. It is hoped that with more publicity and word of mouth the potential for enrollment will gain momentum for the future.

Communication Studies: This goal was met. The Com Studies people have worked diligently on their assessment projects and updating their CARPS. They completed the second phase of their three-year assessment project and have collected data at the end of the Winter term. The next phase adds adjuncts to the assessment process, which will start with the Fall 2013 term. All the CARP documents for Communication Studies will be finalized during the Fall 2013 term. Dennis Sutton is revising COM 135, COM 236, COM 240, COM 250, JR 254, JR 256, and JR 266. Tamara Scott is revising the CARP for COM 131, and Mary Lucas is revising the CARP for COM 235. Dennis Sutton and Mary Lucas have developed an assessment tool for the on-line COM 135 classes which will be implemented during the 2013-14 academic year to gauge how students feel about the class being offered on-line. Tamara Scott and Dennis Sutton are revising the generic Course Pack for the COM 135 classes to reflect the consolidation to the Beebe text.

Foreign Languages: The condensed FL offerings are now all 7 week courses in the summer, eliminating the 5-week courses. All FL condenses courses for Fall and Winter have been eliminated. This was done for uniformity in the classes and also for good teaching practices.

Adjunct meetings. A luncheon was held in Communication Studies to which 14 adjuncts attended, both to socialize, field questions and share ideas and teaching challenges. Harold met with all the Humanities adjuncts to discuss the curriculum and the classes. A summer get-together was held for adjuncts at Aleta Anderson’s house after the first summer session, and a Christmas party was held at Mike Rydman’s house to which all adjuncts and full-timers were invited. An ASL festival was held March 22 and 23. All of our ASL instructors are adjuncts, and a vast majority of our teaching faculty is adjuncts. It is therefore imperative that we work
closely with them, evaluating them and supporting them. Progress is being made in getting to know our adjuncts and making them feel an important part of the department. It is suggested that we hold another Christmas or Holiday Buffet on campus next year so that more adjuncts will and can attend, and that we continue in all our disciplines to hold meetings with our adjuncts.

Goals for next year

This past year has seen a tremendous improvement in departmental communications and general atmosphere. Everyone seems to be pulling together to make this a more effective department and working environment. We will continue being an active department serving the needs of our students and GRCC.

The Department will continue to make strides in connecting with our adjuncts and if needed, recruiting well-qualified adjuncts.

We have established a schedule for updating the CARPS, and this will help keep us on track and make revisions as appropriate.

We will continue our outreach efforts in the community. Foreign Languages already reach out to the elementary schools and the Hispanic community, and Occupational Spanish is increasing its area by offering Spanish for Education and a possibility of Spanish for Business in the near future.

ASL: We need to find another additional source for translators as the requirements for translating at an institution such as GRCC have become stricter.

Hybrid courses for Spanish 101, 102, and Intro to Philosophy will have been completed by the end of next year if not sooner, and ready to be offered.

Internal collaborations and partnerships

Occupational Spanish is already offering Spanish for Health Care Professionals, GH 141, and Spanish for Criminal Justice and Corrections, CJ 122, 123. Spanish for Culinary Arts is presently not going to be offered because it is offered as an elective, not a requirement. Therefore not enough students are signing up for it to make it a feasible class. Spanish for Education, Sp 101E will be offered starting in the Fall semester.

French Study Away is offered this summer along with Art History Abroad, with Hillery Haney and Kimberly Overdevest. This is part of a Study Away Pilot Program which will open the door to more potential study away programs in the future.
More Internal collaborations are always welcome.

External collaborations and partnerships

This year German 102 and 231 students partnered with Palmer Elementary School to read a German children’s story to a second grade class. The second graders were taught the names of the fruits mentioned in “Die kleine Raupe Nimmersatt”, as well as additional vocabulary items from a story they were well acquainted with in English. The reading of the story was a great exercise in pronunciation for the German students, as well as a departure from the textbook, and was well received by Palmer Elementary and their students, who asked us to plan to continue this in the future at their school.

Bernard Manker has established a connection since 2011 with the Hispanic Center and the Spanish intermediate students at GRCC. His students meet with and tutor the ESL students from the Hispanic Center, serve as conversation partners, and help the instructors with individual instruction. This has been a very positive experience on both sides, with the GRCC students applying what they have learned in class to real life situations, as well as improving their listening comprehension skills and building their self-confidence in Spanish.

John Heredia attended and served as advisor to GRCC students who attended the Model UN in Chicago with Keith St. Clair.

Departmental needs for support from other departments within the college

The Department would like to have more communication with other departments concerning scheduling of classes, such as Carmela’s Occupational Spanish. The Department Head will be working with Carmela to attain this goal.

The Department would also like to learn more about working with students who have ADD/ADHD. We could schedule this into a Department meeting.

Program accreditation Updates

NA
Description of departmental advising plan and outcomes

The Department has been advising students on a drop-in as needed basis and handled by the different disciplines within the Department. For the Academic Year 2013 and 2014 it was decided by the Department that each discipline hold a morning advising session once per Semester. The old system of advising our students on a drop-in basis seemed to work well, but since there have been no formal advising activities there have been no reported outcomes. Our new plan for advising should attract students who were unable to or were too shy perhaps to just drop by our offices. Specific dates will be set up at our first Department meeting.

Student Achievements & Awards

Two categories of awards are offered through the Language and Thought department:

Foreign Languages:

    **Audrey Write Scholarship** recipients for those students who have demonstrated exceptional ability in in the study of foreign language during their freshman year at GRCC, and who intend to enroll in the intermediate level:

    Stephanie Dannenberg – German
    Katie Van Dyk – French
    Clare Kolendra – Spanish
    Elizabeth Davarn – Spanish

    **Allen Gerard Scholarship** recipients for Hispanic students who have displayed an interest in majoring in one or more foreign languages:

    Luis Salazar – Spanish
    Jesus Nereyda Omelas – French

    **WISP** – Work Study Immersion Program

    Sarah Ross

    **Epsilon Phi Delta** – Honorary Community College German Society: for those students who have a GPA in German of 3.5 or higher and who will continue their studies of German:

    Eric Smoes
Ross Knoop
Bryan Ayers
Joel Rinzema-Sweet
Stephanie Dannenberg
Monika Steffans
Madison Roessler
Renee Ritzenheim
Benjamin Stout
Gregory Terry

Communication Studies:

**Regenmorter Scholarships:**

Sarah E. Neville
Skye Thebo

**Other department updates**

Upon the retirement of Scott McNabb the College has hired Jennifer Ackermann to take on the advisorship of the Student Newspaper, the Collegiate. Since her hiring the Collegiate has gone through a transformation which includes an on-line edition as well as the paper edition.

Carmela Zapata made a site visit to Spain as a possible source for our Spanish students to study abroad.

We now have a new adjunct office on 3rd floor Main which better fits the needs of our adjuncts and which is much closer to the department. It would be nice to have a printer installed in that office.
Faculty & Staff

Departmental Professional Development Activities (Contractual Obligations for Departmental Faculty Development/6 hours)

We have held a total of 6 department meetings this year, with presentations from Eric Mullen on the outside marketing firm ACE that will advise each department on the GRCC web-site, as well as a presentation and training in "My Career Path".

Faculty Professional Development Activities- Year End Summary

Aleta Anderson attended the Annual Meeting of MIIIE, the Midwest Institute Consortium for Internationalization of the Curriculum, held at Lorrain Community College in Elyria, Ohio April 5 & 6, along with Sherry Knoppers from Nursing and Keith St. Clair from Social Sciences. Many topics were covered specifically creating global visions at various community colleges.

Aleta Anderson also attended along with Mike Schavey, a Forum workshop in Chicago covering risk management for Study Abroad programs. This conference was very helpful in giving guidance to study abroad programs, 2 of which come out of the Language and Thought Department.

This summer Aleta also attended 2 Annual Conventions: NAFSA, and THE TEACHING PROFESSOR.

Dennis Sutton is developing an Honors section for COM 135 which starts with the Fall 2013 term. Mary Lucas will be developing a hybrid COM 135 class in addition to the one Marne Apollo is teaching.

Faculty Development Plans for Upcoming Year

Even though the College is doing an excellent job at offering faculty and support staff training, our faculty would like more guidance in the new Faculty Evaluation System. The Department Head will also be encouraging the entire department to attend next year’s THE TEACHING PROFESSOR conference, which will be held in Boston.
EOL/Release Time Work

Michelle Wolner, our lead American Sign Language instructor, is the liaison with outside entities in the field of ASL. She is our contact for referring interpreters and our "go-to" person for coordinating all the ASL instructors.

Faculty & Staff Accomplishments/Awards

Aleta Anderson established, through her membership in AATG, the first National Honorary German Society in Michigan, Epsilon Phi Delta. 10 students with a GRA in German of 3.5 or higher were inducted into the society at its first initiation ceremony.

Faculty & Staff Community Service

Dennis Sutton represented these Communication Studies department by serving as a judge for the Skills USA competition which returned to Grand Rapids for their state finals competition this year, with the assistance of GRCC, after being hosted by Lansing Community College for the past 20 years.

Dennis Sutton also served as the United Way Captain for the Language & Thought department for the Fall 2012 campaign.

Curriculum

Course Document (CARP) Updates completed this year

All the COM Studies CARPs are being revised and updated. Work began on them during the Winter 2013 term, and will be finalized during the Fall 2013 term. Dennis Sutton is revising COM 135, COM 236, COM 240, COM 250, JR 254, JR 255, and JR 266. Tamara Scott is revising the CARP for COM 131, and Mary Lucas is revising the CARP for COM 235.

New Courses/Course Improvement Projects

Spanish 101e is being developed and will be offered the Fall 2013. This is a transfer Spanish course with activities designed to meet the needs of Education majors.

Spanish 102 Hybrid is expected to be completed this year, with Spanish 101 Hybrid to follow.
Intro to Philosophy Hybrid has been completed.

Communication Studies will transition to a single text for all Interpersonal Communication COM 135 classes starting with the Fall 2013 term. This will make book orders easier for the Language & Thought Department and the bookstore, but more importantly will create more consistency within the department and offer more collaboration options between full-time and adjunct faculty. Tamara Scott and Dennis Sutton are revising the generic Course Pack for the COM 135 classes to reflect the consolidation to the newly revised Beebe text.

Assessment of Student Learning

COMMUNICATION STUDIES

Program Learning Outcome(s) assessed this year

The Com Studies Program outcomes are to assess how well students incorporated the terms and concepts in each of the courses, and also providing personal examples to indicate an ability to apply the information learned from the classes in their end-of-year term assignments.

Measures of Student Learning

The assessment tool used on each 5th randomly selected research papers helped gauge to what degree adjunct factuality teaching these same courses compare to FT faculty, and to give a sense of how well-designed the assessment tool is and what steps need to be taken.

Initial Data and Findings

The initial date findings indicate that students either met or exceeded expectations.

(Group Exercise)

In small groups, have students compile one list of the positive and one list of the negative impacts of mediated communication (cell phones, smart phones, tablets, laptops, etc.) on interpersonal communication and relationships. Then have one student from each group share first positives, and then go around to the groups a second time for the negatives. This may then lead to a discussion of the differences between rich and lean forms of communication.
In small groups, have each student discuss a person they know who they believe has a low self-concept. Some of the things that may help them share would be these prompts.

- What makes you think this person has low self-esteem?
- What do you think has caused them to have a low self-concept?
- What has been, and may continue to be the effect on their lives, careers, and personal relationships if this current pattern continues?

You may choose to either keep the discussion focused just within each group, or you may want to have one person from each group share their example with the rest of the class.

**Preconceived Explanations**

For each of the following situations, think about what your first explanation of the cause would be, for each person in the group. Then come up with three additional explanations than none of you initially considered.

- A person not calling back after a first date
- A waitress giving you lousy service
- You pick up your car from the repair shop and as you drive away you find the problem still hasn’t been fixed
- A teacher being late for class
• A child beating up other kids at school

Ch. 4

(Grupo Exercise)

In small groups create a list of the stereotypes associated with one of the following, listed below. These aren’t necessarily stereotypes you personally believe, but ones you are aware of. For this exercise don’t be overly concerned with being too politically correct. The kinds of things to consider in creating the list would be age, race, ethnicity, gender, personality type, physical appearance, etc.  Note: Once your group has compiled your list also discuss where you think these stereotypes come from, and then share both the list and your comments with the rest of the class.

• A gas station
• A rock musician
• A hairdresser
• A business executive
• A nurse
• Someone in the military

Ch. 5

(Pairs Exercise)

Break the class up into pairs and have them choose which of them will be Person A and which will be Person B. Let them know you will be giving two sets of instructions a bit later, directed to either Person A or Person B. Then have them start a conversation about whatever they’d like to talk about. Once they’ve gotten a couple of minutes into the conversation, make this announcement.
-Person A, you should act normal, but Person B please make absolutely no eye contact with Person A, but try to keep the conversation going.

Note: Let this go for about a minute. Then make the second announcement.

-Now person B should act normal, but person A should stare non-stop at Person B, but again try to keep the conversation going.

Note: Try this for a minute, if they can make it that long. Then go to the various pairs and ask how the exercise affected each of the people in the pairs, both with sending the messages and with listening.

**Ch. 6**

**Avoiding the “Blame Game”**

When things don’t go our way we are quick to point the finger at the other person. Remember though, we each approach things from a unique perspective and our egos are strong motivating factors to how we react. Here’s an exercise to give you another perspective-taking tool to try, and it involves using the word “I” rather than the word “you.” “You” statements place all the blame on the other person, often causing them to be defensive, and the statements are often not specific enough. “I” statements, on the other hand, make it clear what the other person did, but also focuses on expressing how those actions make you feel, which the other person may honestly not have considered.

**Example:** (“You” statement) You can’t take a joke.

(“I” statement) I get frustrated when I try to lighten the mood with a funny comment and you take it so personally.

**Exercise:** Change the following “You” statements into “I” statements. Feel free to use your imagination to invent some details to make the situation more specific.

1. You’re never there for me.

2. You only care about yourself.

3. You ruined my day.
4. You always have to have the last word.

__________________________________________________________________________________________

5. You take me for granted.

__________________________________________________________________________________________

6. You always make too much of things.

__________________________________________________________________________________________

7. You never want to hear my side of things.

__________________________________________________________________________________________

8. You ruined everything.

__________________________________________________________________________________________

9. You really screwed up this time.

__________________________________________________________________________________________

10. (Make up your own “You” statement, then change it to an “I” statement)

“You” statement: ____________________________________________________________

__________________________________________________________________________________________

“I” statement:

__________________________________________________________________________________________
(Entire class exercise, to show the challenges of communicating nonverbally)

The goal is for the class to line up chronologically by birth date (just month and day), but without speaking, writing anything down, or showing their driver’s licenses. It can only be nonverbal.

(Individual Exercise to help learn to be verbally assertive, without being aggressive)

**Steps for Writing DESC Scripts**

**Describe Line**
You begin your script by describing to your Downer the exact behavior you find bothersome. Be as objective as possible. People are generally not in the habit of describing another’s behavior objectively. Use simple, concrete terms to describe the behaviors so the person will have little basis for arguing with you on that point. Don’t accuse him/her of bad faith; avoid guessing at motives. Avoid vague terms such as, “You’re ignoring me.” Instead, use specific language, like, “You don’t look at me when I talk to you.”

**Express Line**
Express what you feel and think about the Downer’s offensive behavior (just described) in the specific situation. Select the exact words to tell him/her what your reactions are when the behavior occurs, and make sure you squarely acknowledge that these are your feelings. You can signal emotion by using words like, “I feel…” or “I have the feeling that…” and statements about your personal beliefs, by saying, “I believe…” or “I think that…” When you hope to negotiate a problem, aim for objective clarity and moderation rather than an emotional outburst or crushing sarcasm. Avoid hurting your Downer or provoking feelings of guilt. Example: “I think that your behavior and my reaction to it are preventing us from having a more pleasant relationship” or “I feel insignificant and diminished when you criticize me so often.”

**Specify Line**
After describing the offensive behavior and expressing your feelings about it, the next step is to clearly ask for a different, specified behavior. Essentially, you ask, “Please stop doing X and start doing Y.” Research shows that such requests are most likely to be accepted and adhered to if there are only a few, or even just one, at a time. The request should be concrete and specific and should refer to objective responses rather than personality traits or attitudes. Say, “Please stop playing your guitar at 7 a.m. on Sunday mornings,” instead of, “Stop being so inconsiderate.” The request must be reasonable and within the power of the other person to meet.

**Consequence Line**
Effective agreements spell out consequences for both parties if they do not live up to the terms. Spell out clearly the reward the Downer gets for abiding by the contract, and the penalty for breaking it. It’s best to focus on positive consequences, as focusing on punishments can produce undesirable side effects.

**DESCRIBE:** You are telling me not to go to church and giving your own reasons why I shouldn’t go.

**EXPRESS:** When you do this, I feel like a child. I’m an adult, and adults make their own decisions about where to go to church. This is an important choice for me.

**SPECIFY:** Stop commenting now on where you feel I should go to church.

**CONSEQ.:** (Positive) If you stop commenting on where to go to church, I’ll prepare lunch that we can all enjoy after church this Sunday.
(Negative, only if necessary) If you continue to talk to me about my church choice, I’ll simply walk out of the room. I refuse to listen to you on this subject any more.

Ch. 9

(Group Exercise)

Note: -Discuss as a group how you would communicate in these situations.

1. You have been dating your boyfriend/girlfriend for six months. While you love and care about them a great deal you still don’t feel you truly know them to commit to a long-term relationship. One night at dinner they ask you to marry them. You are shocked, and all you can think of to say is you’ll have to think it over. How would you handle the situation from there?

2. You and your boyfriend/girlfriend have been in a non-sexual relationship for about a year. You have both decided to get tested for STDs before taking your relationship to the next level. Your girlfriend/boyfriend’s test came back positive for a non-terminal STD. How would you handle this situation, and what would your communication be?

3. Your girlfriend of four years has just told you she is pregnant. You were under the impression she was using birth control. When you confront her about it she tells you she planned it because you had not proposed, and she knows the two of you will be very happy and good parents if the two of you get married. How would you handle the situation, and what would you say to her?

4. You and your husband have three children (ages 11, 13, and 16) and you have been married 20 years. You would really like to have another child, but your husband is completely against it, and won’t even discuss it. How would you handle this situation, both from the wife’s and husband’s perspective?

Ch. 10

(Group Exercise)

For each of the following situations, what emotions do you think would it be appropriate to feel, and how do you think it would be best to express those emotions?

1. The person whom you have been exclusively dating for the past two years has just told you they have been dating someone else for the past six months.
2. You and a friend have both interviewed for the same job. Your friend gets a great job offer, and you were never even called back for a second interview.

3. Your daughter who is still in high school has just informed you she is pregnant.

4. Your supervisor at work tells you that you’re not pulling your weight and she may have to let you go.

5. Your sister is going to marry someone that you are sure is not “good enough” for her.

6. You have a confrontation with your son’s teacher and it doesn’t go well. He begins to tell you all the “bad” things your son does and never gets around to any of the possible good things he does.

Ch. 11

(Group Exercise)

1. Your spouse has just confessed that they have had an affair, which has now ended. They come to you apologizing and asking for forgiveness. How would you handle the situation?

2. How would you feel if your boyfriend/girlfriend hardly ever told you how they felt, but yet they often tell a friend when something is wrong? The message gets back to you and you are upset. How would you approach the situation, and also, what if you learned that the reason they don’t share more with you is because you tend to get upset easily?

3. You have been dating your “mate” for six months. You feel that the relationship is going well. You believe you and your mate are in love, but then they say they’d like to have some space. They say a break would help to make the relationship stronger, but you don’t want a break. How would you react?
4. You’ve just had a big fight with your boyfriend/girlfriend, and some of the words exchanged resulted in your feelings being hurt. You want the relationship to end, but your partner insists on working it out. How would you communicate to come to a decision on whether to continue the relationship or not?

Ch. 12

(Group Exercise)

1. While doing the laundry you discover a phone number next to a woman’s name on a napkin in your husband’s pocket. How, or would, you respond?

2. You are four months pregnant and looking forward to your upcoming maternity leave when your husband comes home and informs you he had an argument with his boss and has quit his job. He tells you it’s no big deal because you make enough money to support the family, so he’s decided to stay at home with the baby after a reduced maternity leave for you. How would the two of you resolve this situation?

3. You have been dating the girl of your dreams for three years and are ready to propose to her when she tells you about a recent trip to the doctor where she learned she is unable to have children. You want kids, but are opposed to adoption. Would this change your plans to marry her, and how would the two of you go about discussing the issue?

4. You and your spouse have been married for five years and have an 18 month old child. The wife is offered a great job, but it’s across the country. The husband works as a teacher and also coaches the basketball team at a school he loves, and he doesn’t really want to move. How do the two of you come to some agreement on how to handle the situation?
Curricular or Pedagogical Changes Implemented

The students will be assessed again at the end of Fall 2013, with this time the adjunct faculty included. Any adjustments will be tested with another round of assessments in Fall 2014 and Winter 2015.

Data and Findings (post improvement/change)

The baseline numbers will be used as a starting point and will give something to compare at the results from full-time faculty in this phase to adjunct faculty starting with Fall 2013, especially considering the high percentage of Communication Studies classes at GRCC that are taught by adjunct faculty.

The results of this phase of the assessment project suggest strong numbers of students are using term and concepts from our classes with 81% meeting expectations. The number of students who showed a moderate understanding of terms and concepts (50%) was fine, but it was encouraging to see 39% showed a full and accurate grasp of the terms they used. The number of students who scored moderately low (29%) on grammar, spelling, and MLA style is concerning, suggesting some students may not be adequately prepared to write at a college level.

PHILOSOPHY

Program Learning Outcome(s) assessed this year

At the end of each semester all students in Philosophy 201 classes will be evaluated and scored on a list of often questions, which will give a clear indication of the amount and quality of learning in the study of philosophy that have occurred during the semester.

Measures of Student Learning

Ten questions will be given to Philosophy 201 students, which will then be given points for answer, the points being added together and then divided by 3 to create the overall learning evaluation.
Initial Data and Findings

In the Fall 2012 students scored with an average of 7.66. In the Winter 2013 students scored with an average of 6.81.

Fall 2012

Class One      25 students, 169 points = 6.76
Class Two      24 students, 203 points = 8.45
Class Three   16 students, 139 points = 8.69
Class Four     21 students, 148 points = 7.05
Overall           86 students, 659 points = 7.66

Winter 2013

Class One      23 students, 132 points = 5.74
Class Two      22 students, 141 points = 6.41
Class Three   24 students, 204 points = 8.50
Class Four     22 students, 123 points = 5.59
Class Five      21 students, 163 points = 7.76
Overall         112 students, 763 points = 6.81

At the end of each semester all students in my Philosophy 201 classes will answer three questions on my choice from the rubric list of ten in the following document. These will then be evaluated and scored. I assume that few, if any, students would be able to answer these questions satisfactorily before the Philosophy 201 class; therefore, their attempts to complete these after a semester’s study of Introduction to Philosophy will give clear indication of the amount and quality of learning in the study of philosophy that have occurred during the semester. The grading of these will answers will be evaluated in the following manner. The points for each answer will be added together
and then divided by 3 to create the overall learning evaluation. They will be changed to a point system in the following manner.

A+  13 points  A  12 points  A- 11 points
B+  10 points  B   9 points  B-  8 points
C+   7 points  C   6 points  C-  5 points
D+   4 points  D   3 points  D-  2 points
E    1 point

The list of questions is following.

Assessment Rubrics

1. Carefully describe the method used by Descartes to arrive at philosophical truth. Briefly describe the scientific and religious climate that preceded Descartes’s philosophy and why it was important.

2. How did Berkeley, the British empiricist, argue against the material world? How does God fit into his reasoning about the consistency of our perceptions? Evaluate his argument.

3. In many ways David Hume might be seen as an archetypal skeptic. About what specific areas of assumed knowledge was he especially skeptical? Relate his arguments in one of these areas. How would you evaluate his arguments in this specific area?

4. Explain what Kant means by the distinction between the thing-in-itself and phenomena. What is his view of ethics? Evaluate Kant’s ethical position.

5. Explain John Mill’s version of utilitarianism. Give a specific situation where utilitarianism would suggest a different action than Kant’s ethical system. Evaluate Mill’s ethical position.

6. What philosophical influences were important in the development of Marx’s philosophy? What does Marx see as the major problems created by capitalism? Evaluate Marx’s views of capitalism.
7. Contrast the views of John Locke and Thomas Hobbes regarding human shortcomings. How has Locke contributed to our view of government in America?

8. In what ways does Nietzsche’s philosophy echo that of Schopenhauer? How does it diverge from the thoughts of Kierkegaard?

9. Define postmodernism. List the main tenets of existentialism. Choose either one strength or one weakness in the existential position, and make a case either for or against this existential position.

10. According to Heidegger, in what ways can anxiety be helpful? What does he dislike about conforming to what he calls they? Why do you suppose he makes such a big deal about language?

Curricular or Pedagogical Changes Implemented

Not Available

Data and Findings (post improvement/change)

Not available

HUMANITIES

Program Learning Outcome(s) assessed this year

The learner was assessed as to how the learner was able to demonstrate a proficient understanding of the technical language of that particular discipline and utilize it in aesthetic criticism of the art of ideology at hand.

Measures of Student Learning

All HU 204 and HU 205 students take a common entrance exam and exit exam and data is collected from the exam to assess the outcome.
FOREIGN LANGUAGES

Program Learning Outcome(s) assessed this year

Spanish, German, and French all did their own informal assessments this year. The Spanish assessment test previously administered was found to have some faulty data, and is therefore being revised.

All three languages assess their students’ outcomes through chapter tests, quizzes, and final exams.

Measures of Student Learning

Each language scores their students’ tests on a percentage basis.

Initial Data and Findings

All languages report that their students are doing well, although there is no formal assessment other than the tests and quizzes being given. We realize this is not good enough. Spanish will be working on a new or revised assessment due to the faulty data from the previously given assessment. Foreign Language faculty will be working hard this summer and into the Fall 2013 to improve our assessments and work on a more unified approach.
Curricular or Pedagogical Changes Implemented

Not Available for all languages. German changed to a new first year textbook which should make the learning for the students clearer and more in line with other 4-year institutions.

French changed to a new textbook last year. It is the French equivalent of the Spanish textbook now being used.

Data and Findings (post improvement/change)

No data is available for Spanish or French. The only information for German at this time is the response from the students that they like the new text very much and wish to continue with the same text in German 231.

The Foreign Language Faculty will be meeting this summer to compose a clearer and more sustainable assessment of its classes.

After a recent meeting with the Foreign Language FT faculty the following were agreed upon as measures of assessment to be implemented starting Fall 2013 for all 101 classes:

Grammar: Subject-verb agreement, Adjective agreement, Complete sentences

Reading comprehension

Speaking

The vehicle for assessing the grammar will be a writing assignment at the midpoint and again at the end of the semester. The FL instructors will continue to meet this summer to determine the nature of the writing assignments and the rubric for grading the assignments. The rubrics for the Reading and Speaking assessments will be administered at the midpoint and again at the end of the semester, with ACTFL guidelines being used. Because these areas of foreign language learning are not as discrete as the grammar area of assessment, it was decided that the ACTFL guidelines, which are universally followed by other 2 and 4-year institutions, should be used. Once the data is collected at the end of the semester, the information received from the assessment will serve as a refining tool if needed, and will also serve to inform the assessments for the 102 classes the following semester.