

## **General Education Goals and Course Learning Objectives For Block VII Arts and Humanities Courses**

1. All Block VII arts and humanities (AH) courses are expected to include a section on the course syllabus entitled “General Education Goals and the Course” beginning Fall 2006. This requirement applies to all sections of all Block VII (AH) courses. AH courses address goals two, six, seven, and eight.
  - a. The course syllabi for all courses approved for Block VII (AH) should have the following statement: Students will be able to:
    - Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
    - Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (Goal six)
    - Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal seven)
    - Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)
  
2. When the General Education Committee approved courses for Block VII (AH), they approved course-specific learning objectives for each course. All sections of each approved course are expected to use the approved learning objectives, but individual faculty members may supplement the approved the learning objectives.
  - a. If the department wishes to revise course-specific learning objectives, the department should provide the revised course-specific learning objectives for approval by the General Education Committee prior to implementation.
  
3. As part of the assessment of General Education, the General Education Committee will be conducting a content analysis of course syllabi each semester. Department Chairs should collect an electronic copy of the course syllabus from all sections of approved courses in Block VII (AH) by the end of the third week of the semester and send those syllabi to the Chair of the University General Education Committee.

## **Course-Specific Learning Objectives**

### **BEM 350/BEM 351**

1. Critical thinking will be fostered by:
  - a. A comparison of the student's own opinions with those of recognized critics.
  - b. Defense of written ideas about film.
2. Analysis of values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works will be fostered by:
  - a. Understanding the social trends and events that affected the movies.
  - b. Becoming aware of important practitioners of the art.
3. Distinguishing the methods of the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences will be fostered by:
  - a. Analysis of the creative process.
  - b. Beginning to develop a set of standards as to what is good and bad artistically.
4. Integration of knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance will be fostered by:
  - a. Analyzing selected techniques by which cinema can be used to manipulate audiences, including editing, symbols, racial and other stereotypes, distortions of history, and propaganda.

### **ENR 112**

Students will demonstrate an ability to:

1. Identify key concepts and themes in artistic and literary texts.
2. Differentiate between key concepts and themes and subsidiary information in artistic or humanistic texts.
3. Summarize the key concepts and themes in artistic or humanistic texts.
4. Use writing as a means of constructing meaning from texts.
5. Analyze text structure.
6. Defend their interpretation of a text as being effective or ineffective.
7. Articulate the cultural values and ethical issues expressed in creative works from different cultures.
8. Use appropriate methods of inquiry and learning to understand a variety of artistic or humanistic texts.

### **HON 308: Opera as Cultural Drama**

1. Students will examine the aesthetic elements of musical drama and recognize the various styles and types of Western opera.
2. Students will acquire concepts and vocabulary for the analysis of opera as musical narrative, rather than technical musical form and analysis.
3. Students will demonstrate recognition of the voices and styles of famous opera singers since the advent of recorded music in the 20<sup>th</sup> century.

4. Students will acquire a knowledge of the philosophical and cultural themes inherent in light opera and grand opera.
5. Students will examine the development of opera narrative from the literary source of the libretti.

### **HON 308: Unlocking the Mysteries of the East**

Upon the completion of the course:

1. Students will demonstrate the ability to gather, synthesize, and critically analyze information and communicate one's research and analysis effectively in the class discussion, podcast, paper, and essay formats.
2. Students will demonstrate an understanding of selected aspects of Asian cultures.
3. Students will demonstrate the ability to compare Asian cultural values and practices with those of other cultures, as well as to relate cultural differences to aspects of our common humanity.

### **HON 308/312: The American Dream: Myth and Reality, Fact and Fancy**

Students who have successfully completed this course will have basic knowledge of:

1. The components of the American dream
2. The history of writings on the concept of the American dream
3. The values implicit and explicit in its pursuit
4. A range of contemporary critiques of the American dream
5. The importance of American cinema in promulgating the ideology of the American dream both domestically and internationally.

Students who have successfully completed this course will acquire the skills necessary to:

1. Gather, synthesize, and critically analyze conflicting information on a component of the American dream
2. Present an evaluation of these materials in a well-written format
3. Understand the significant content areas of the course and their relationship to one another and to other areas of human concern
4. Apply critical thinking to the texts of American film and gain an aesthetic appreciation of the art of film
5. Evaluate American film content as an expression of cultural, aesthetic, and social values pertinent to the American dream
6. Engage in meaningful and civil exchange of views in class and on Bb discussion board

### **MUH 371**

- Goal 1. To use critical listening skills to identify major music works
  - a. Students will discriminate between major musical works by identifying composer and title when presented with an audio sample of a work.
- Goal 2. To identify various styles, forms and genres of each of the historical periods covered (Middle Ages, Renaissance, Baroque) and of other cultural traditions.

- a. Students will determine common attributes in works of the same era and recognize differences between works of differing eras.
  - b. Students will evaluate the forms and genres specific to the major eras in Western music.
  - c. Students will compare and contrast the stylistic and cultural differences in non-Western music.
  - d. Upon hearing a new piece, students will use critical thinking to identify the era in which a work was composed by recognizing texture, number of voices/lines (if applicable), instruments, contrapuntal techniques, language (where applicable) and other stylistic features.
- Goal 3. To become familiar with many of the leading composers and theorists in Western Classical music from the Middle Ages through 1750.
- a. Students will identify major works by leading composers.
  - b. Students will interpret composers' compositional and stylistic innovations, basic facts about their lives and careers, and their general historical significance.
  - c. Students will identify by name and author (where applicable) some of the major treatises in the development of Western music.

## **MUH 372**

- Goal 1. To use critical listening skills to identify major music works
- a. Students will discriminate between major musical works by identifying composer and title when presented with an audio sample of a work
- Goal 2. To identify various styles, forms and genres of each of the historical eras covered (Classical, Romantic, Contemporary/20<sup>th</sup> century--present).
- a. Students will determine common attributes in works of the same era and recognize differences between works of differing eras
  - b. Students will evaluate the forms and genres specific to the major eras in Western music.
  - c. Upon hearing a new piece, students will use critical thinking to identify the era in which a work was composed by recognizing texture, number of voices/lines (if applicable), instruments, contrapuntal techniques, language (where applicable) and other stylistic features.
- Goal 3. To become familiar with many of the leading composers and theorists in Western Classical music from 1750 through the present.
- a. Students will identify major works by leading composers.
  - b. Students will interpret composers' compositional and stylistic innovations, basic facts about their lives and careers, and their general historical significance.
  - c. Students will identify by name and author (where applicable) some of the major treatises in the development of Western music.