**Oversight Table for LLT 121 - Fall 2013**

**Course name:** LLT 121 (Classical Mythology)

**Section Approval Process:**

Prior to Fall Semester 2013, all sections of LLT 121 (Classical Mythology) will be evaluated by the Course Coordinator, in consultation with the MCL Department Head, for compliance with the Course Assessment Targets (see below for a list of the Course Common Goals):

1. The overarching theme of “Classical Mythology” as contained in the course description.
2. Focus on Humanities, as defined by General Education Goal 9 and addressed in Course Common Goals 1, 2, and 3.

This procedure will be repeated as necessary for new instructors of LLT 121 (Classical Mythology) at least one semester before the new instructor is added to the Schedule of Classes.

**Assessment Process:**

Effective Fall Semester 2013, each of the following outcomes assessment-related essay questions is to be asked, at some point in the semester, of all students in all sections of LLT 121. These questions have been designed to represent, in essence, the Course Assessment Targets.

To best reflect the specific cultures and texts covered in a given section, the precise wording of the questions is left up to the individual instructor. But the clear essence of the question must be carefully retained.

1. How does Greco-Roman myth express the wide range of experiences and beliefs found in these two cultures through artistic means, both in ancient times and today? (Common Goal 1)
2. How does Greco-Roman myth’s adaptation and incorporation of myths from other, widely diverse, cultures show their attitudes about the world around them? (Common Goals 2, 3)

Each instructor will score on a common rubric representative sample answers for each question at the end of each semester, along with a brief written self-evaluation of how their section or sections met the Course Assessment Targets. The Course Coordinator will keep an electronic record of all Assessment Process results submitted.

**Application of Assessment Results:**

Before the beginning of each semester, the Course Coordinator will meet with the faculty teaching LLT 121 (Classical Mythology) in the upcoming semester to cover the following topics.

1. Update from the Course Coordinator on the results of the previous semester’s Assessment Process.
2. Open discussion of the Assessment Process results and their application to the upcoming semester’s LLT 121 (Classical Mythology) courses.
3. Open discussion of any external circumstances (e.g., General Education restructuring, staffing concerns) which may effect educational outcomes.

At the end of each academic year, the Course Coordinator will provide the MCL Department Head with a report on LLT 121 (Classical Mythology) and the assessment of its educational outcomes. In consultation with the MCL Department Head, the Course Coordinator will identify and see to the implementation of any necessary changes based on the Assessment Process results. The Assessment Process results and notice of any changes made will be communicated to CGEIP at the end of every academic year.

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| **General Goal 9 for “Humanities and the Arts” Courses** | **Course Common Goals for LLT 121** |
| ***Students will cultivate their intellect, imagination, and creativity as they develop an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide..*** |  |
| **9.1:** Understand how various forms of written, oral, musical, visual and bodily expression contribute to human knowledge and experience. | **1:** To understand how Greco-Roman myth has contributed, in its various modes of expression, to the knowledge and experience of spatially and temporally diverse human cultures. |
| **9.4:** Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavioral patterns. | **2.** To inform the student’s understanding of cultural influences, traditions, perspectives, and behavioral patterns via the close study of Greco-Roman myth as represented in its diversity of expressions and contexts. |
| **9.5:** Analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one’s own. | **3.** To discern by analysis of Greco-Roman myth the ways that community, institutions, and related constructions such as gender and race can influence thought, belief, and actions in diverse cultural and historical settings. |