

## Essential Studies Course Approval Form

**Course Number & Title:** HUM 147: Western Culture in the Classical Age  
(use a separate form for each course and ESLO)

**I. Logistical Information:** List the term(s) offered, locations and modes of offering, and projected capacity:

HUM 147 is taught once per year in the Fall term at the Klamath Falls campus as a lecture courses, with a typical maximum enrollment of 40 students.

**II. Levels of Achievement & Prerequisites**

What is this course's level of achievement for the ESLO? (Select foundation, practice or capstone)

- Foundation.** Learning new knowledge and skills. Assignments reflect significant scaffolding; highly structured environment. Active learning is appropriate at this level.
- Practice.** Learning how to apply knowledge and skills in scripted examples. Assignments reflect moderate scaffolding, but students are learning how to work with less structured/open-ended problems and situations.

*Prerequisite courses:* \_\_\_\_\_

Indicate which type of course and specific prerequisites this course builds on:

- Essential Practice.** Practice courses taught by content area experts.
- Program-Integrated.** Practice courses that require demonstration of ESLOs within the major.
- ESSE.** Cross-disciplinary experience that demonstrates synthesis of all ESLOs.
- Capstone.** Students meet the criteria with minimal or no prompting. Assignments reflect no scaffolding; students work independently in unstructured environments.

*Prerequisite courses:* \_\_\_\_\_

**III. ESLO:** Indicate which ESLO and criteria this course will fulfill.

<input type="checkbox"/> COM	<input checked="" type="checkbox"/> IA	<input type="checkbox"/> ER	<input type="checkbox"/> TW	<input type="checkbox"/> QL	<input type="checkbox"/> DP
<input type="checkbox"/> Oral <input type="checkbox"/> Written	<input checked="" type="checkbox"/> IA-H <input type="checkbox"/> IA-SS <input type="checkbox"/> IA-NS				
<input type="checkbox"/> Purpose <input type="checkbox"/> Audience <input type="checkbox"/> Evidence <input type="checkbox"/> Genre <input type="checkbox"/> Style & delivery <input type="checkbox"/> Visual <input type="checkbox"/> Justification	<input checked="" type="checkbox"/> Identify <input type="checkbox"/> Investigate <input checked="" type="checkbox"/> Collect <input checked="" type="checkbox"/> Evaluate <input type="checkbox"/> Conclude	<input type="checkbox"/> Theory <input type="checkbox"/> Recognition <input type="checkbox"/> Logic <input type="checkbox"/> Judgment	<input type="checkbox"/> Achieve purpose <input type="checkbox"/> Fulfill roles <input type="checkbox"/> Communicate <input type="checkbox"/> Reconcile <input type="checkbox"/> Contribute <input type="checkbox"/> Develop strategies <input type="checkbox"/> Adjust	<input type="checkbox"/> Calculate <input type="checkbox"/> Interpret <input type="checkbox"/> Construct <input type="checkbox"/> Apply in context <input type="checkbox"/> Communicate	<input type="checkbox"/> Recognize <input type="checkbox"/> Know <input type="checkbox"/> Understand <input type="checkbox"/> Apply

**a. How do students learn and practice the targeted ESLO within this course?** Briefly describe how the course as a whole addresses the criteria checked above for the targeted ESLO, including potential texts, instructional approaches, and/or course materials. (Attach detailed syllabus that includes course outcomes.)

- Identify: Though the main research question is provided for the students by the research paper prompt, the attached assignment tasks them with identifying a particular comparison that they find appropriate. In this way, they are still expected to choose a “topic of inquiry” that will allow them to complete the assignment successfully.
- Collect: During the completion of the attached assignment, students must do their own research into a contemporary work, and collect evidence from that work that will allow them to make a successful comparison to a class text.
- Evaluate: Once evidence is collected, students must evaluate said evidence to see where and how the contemporary work and the class text have thematic, structural, etc. parallels and where they don't.

**b. How do students demonstrate the appropriate level of proficiency in this ESLO?** Briefly describe a significant assignment(s) and/or student work appropriate for proficiency assessment in this ESLO, identifying how the assignment(s) will require students to demonstrate each of the criteria checked above. (Attach assignment(s).)

The three criteria above are all exhibited within the major research paper:

- Identify: A clear articulation of their underlying thesis that shows awareness of the broader cultural content of their question. See section 1 of grading rubric.
- Collect: An thematically organized outline of evidence from multiple sources that forms the core of the research paper. See section 2 of grading rubric.
- Evidence: Explication of key patterns and thematic parallels seen in in their textual analysis. See sections 4 and 5a of grading rubric.

Department chair and dean signatures indicate proposal fits departmental and academic strategic plans and are willing to commit appropriate resources to support the proposed course. In addition, the department chair commits to ensuring course outcome alignment over all sections, locations and modes of delivery.

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Department Chair

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Dean

*If submitting this form in conjunction with CPC changes, please submit by including with your CPC submission. If you are submitting this form only for Essential Studies course approval with no other changes, please submit to GEAC support [nellie.stewart@oit.edu](mailto:nellie.stewart@oit.edu) or OW145.*