



Course Assessment Report - 4 Column

Great Basin College

Courses (SS) - Integrative Studies

Course Outcomes 1 and ctu.unitid = 741	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>INT 349 - Integrative Social Science Sem - McCarthyism in the movie industry - Describe the role McCarthyism played in the movie industry.</p> <p>Applicable Gen Ed. Objectives:</p> <p>Communication Skills Critical Thinking</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/09/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: BBD #10 Sample Question:</p> <p>Question#1 After watching the "McCarthy Years" documentary that is posted in this week's module, please identify and discuss two aspects of the documentary that you found to be important and relevant to the material we have studied so far this semester.</p> <p>Question#2: Considering the political climate of the early 1950's and considering what happened to the Hollywood Ten after the hearings in 1947, what do you think was the primary moral dilemma faced by members of the Hollywood movie industry who were called before the HUAC between 1951 and 1953?</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 70 percent of students must score an 80 percent or better on BBD#10</p>	<p>10/09/2015 - 33 out of 37 students achieved and 80 percent or better on this assignment.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	
<p>INT 349 - Integrative Social Science Sem - Assess the impact of the American Communist Party and it's relationship to the movie industry - Assess the impact of the American Communist Party and it's relationship to the movie industry.</p> <p>Applicable Gen Ed Objectives:</p> <p>Critical Thinking Personal/Cultural Awareness</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/09/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: BBD #4 Sample Questions:</p> <p>Part 1 The author mentioned several movies that were made during the WWII era. What is a common theme or message that runs through several of these movies that were mentioned?</p> <p>Part 2 Please view ONE of the below movies and respond to the related question about that movie: 1. "Mission to Moscow" This movie was made in 1943, at the height of World War II. Remember, at that time, the U.S.A. was brothers in arms with the Soviet Union in the fight against Hitler and his Nazi thugs. This movie created a lot of controversy for its "pro" soviet take on Russian life under Stalin and for it's "soft" stance on Soviet life in general. Please describe some specific scenes</p>	<p>10/09/2015 - 32 out of 37 students achieved a score of 80 percent or better on this assignment.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	

Course Outcomes 1 and ctu.unitid = 741	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
	<p>that paints the picture of a "positive" image of the Soviet Union during this historical period.</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 70 percent of students must score an 80 percent or better on BBD#4.</p>		
<p>INT 349 - Integrative Social Science Sem - Explain blacklist era terminology - Explain blacklist era terminology such as "naming names" and "unfriendly witnesses".</p> <p>Applicable Gen Ed Objectives:</p> <p>Communication Skills Personal/Cultural Awareness</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/09/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: BBD #8 Sample Question:</p> <p>Question #2: This week's reading material has a lot to say about the "friendly" (cooperative) and "unfriendly" (uncooperative) witnesses that testified before the HUAC in 1947. Compare and contrast the behavior and attitudes expressed by "friendly" witnesses and "unfriendly" witnesses during the course of the 1947 hearings.</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 70 percent of students must score an 80 percent or better on BBD #8.</p>	<p>10/09/2015 - 29 out of 37 (69%) students achieved a score of 80 percent or better on this assignment</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>10/09/2015 - Although the criterion was only missed by 1%, this tells me that minor adjustments need to be made. This course emphasized the issues related to "uncooperative" witnesses, and future assignments will also include material, both written and visual, related to the plight of "cooperative" witnesses. This will help students to make better comparisons, as the assignment calls for.</p>
<p>INT 349 - Integrative Social Science Sem - Describe specific tactics used by the HUAC to intimidate witnesses - Describe specific tactics used by the HUAC to intimidate witnesses called before the HUAC.</p> <p>Applicable Gen Ed Objectives</p> <p>Critical Thinking Technological Understanding</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/09/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: BBD#11 Sample Question:</p> <p>Please watch the film "On the Waterfront" and then respond to the following question: "On the Waterfront, directed by Elia Kazan and scripted by Budd Schulberg, is a classic American film, yet it is also an allegory of the Hollywood blacklist. Its contents parallels the House Un-American Activities Committee practice of calling witnesses, asking to testify if they were Communist Party members, and expecting them to "name names" of other guilty party members." (National Endowment for the Humanities)</p> <p>Please refer to and discuss in sufficient detail at least two scenes in the movie that supports the above stated premise. Or, if you don't agree with the above statement, refer to scenes in the movie and tell me why you don't agree with the above statement. Have fun with this one....if you have never seen the movie, you are in for a treat!</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion:</p>	<p>10/09/2015 - 33 out of 37 achieved a score of 80 percent or higher on this assignment.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	

Course Outcomes 1 and ctu.unitid = 741	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
	70 percent of students must score an 80 percent or better on BBD #11.		
<p>INT 349 - Integrative Social Science Sem - Evaluate the economic and social impact on blacklisted Hollywood writers, directors, and actors - Evaluate the economic and social impact on blacklisted Hollywood writers, directors, and actors.</p> <p>Applicable Gen Ed Objectives:</p> <p>Personal Cultural Awareness Critical Thinking Communication Skills</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/09/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Research Paper Assignment: During the course of this semester, we will be discussing the role and the importance of the so-called members of the "Hollywood Ten," a group of prominent writers and directors who refused to cooperate with the HUAC and were subsequently blacklisted and sent to prison for their refusal to cooperate with the committee. Your assignment is to choose one of the members of the Hollywood Ten, and to research the life and Hollywood career of this particular member. Was this person a member or an associate of the Communist Party? How did they get involved in the Party? Why was this person and important member of the Hollywood motion picture industry? Why did this person choose not to cooperate with the HUAC? How did this decision affect the person economically and politically? These are just a few of the questions that need to be addressed during the course of your research</p> <p>Assessment Measure Category: Term Paper</p> <p>Criterion: 70 percent of students must score an 80 percent or better on research paper.</p>	<p>10/09/2015 - 32 out of 37 students achieved a score of 80 percent or better on this assignment.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	
<p>INT 349 - Integrative Social Science Sem - Describe the Hollywood 10 - Describe the importance and impact to American Politics and culture that the Hollywood 10 had during this era.</p> <p>Applicable Gen Ed Objectives</p> <p>Critical Thinking Communication Skills</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/09/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Sample Mid-Term Essay Question: What does the creation of the "Hollywood Blacklist" tell us about the makers of popular American culture?</p> <p>Assessment Measure Category: Written Test/Exam</p> <p>Criterion: 70 percent of students must score and 80 percent or better on this essay question.</p>	<p>10/09/2015 - 35 out of 37 students achieved a score of 80 percent or better on this essay question.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/14/2015 - This was the first time I taught this INT349 class, and it was certainly an enriching and enjoyable experience. I was especially pleased with the quality of writing and research that I received from the students on a weekly basis, but that is what I expect from upper division students and they certainly did not disappoint.</p>