

General Education Course Objectives and Learning Outcomes

Course Name: Honors World History to 1500 Course Number: HIST 1543

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COMMON COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES THAT ARE OR WILL BE LISTED ON THE SYLLABUS OF EVERY SECTION OF THIS COURSE:

<p><i>Course objectives:</i></p>	<p>Students will:</p> <ul style="list-style-type: none">- Recognize the interdependent nature of global social, religious, economic, and political institutions and systems.- Gain a basic knowledge of several significant civilizations of Europe, Asia, Africa, the Americas, and Oceania up to the year 1500 CE; to understand the beginnings of each of these civilizations, to understand how these civilizations interacted with one another, and to understand the relative wealth and power of these civilizations.- Be able to answer the three questions listed above.- Gain proficiency in reading and interpreting primary sources and secondary scholarship.- Gain proficiency in oral communication through class discussion and group presentations.- Exercise writing skills
<p><i>Student learning outcomes:</i></p>	<p>Completion of History 1543 constitutes partial fulfillment of the Social Science requirement for the General Education curriculum at Arkansas Tech University. As such, this course addresses certain Gen Ed goals and requirements.</p> <ul style="list-style-type: none">• An introduction to broad historical processes and development of human societies will “provide a foundation for knowledge common to educated people” (ATU Catalog).• Readings, lectures, and assignments will expose students to and demand that students acquire and “demonstrate knowledge in the arts and humanities.”• Readings, lectures, and assignments will introduce students to and demand that students master chronological sequence, cause and effect, continuity and change, comparison, connections, and context; all basic skills necessary to “think

	<p>critically.”</p> <ul style="list-style-type: none"> • Readings, lectures, and assignments will demand that students ponder the choices made and actions taken by humans in history, along with the resulting ramifications; thus prodding students to “develop ethical perspectives.” • Class discussion, student presentations, essay exams, and assigned papers
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ADHE ACTS INFORMATION FOR THIS COURSE (IF APPROPRIATE)

<i>ACTS Course number:</i>	
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<i>Copy the ACTS course objectives and learning outcomes:</i>	The student will develop and utilize critical thinking and communication skills in order to gain a global and historical perspective.
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WHICH ATU GENERAL EDUCATION GOALS DOES THIS COURSE FULFILL? (NO MORE THAN TWO)

- X Communicate effectively
 - o Written communication
 - o Oral communication
- X Think critically
- X Develop ethical perspectives
 - o Diversity
 - o Empathy
 - o Leadership
- Apply scientific and quantitative reasoning
 - o Scientific reasoning
 - o Quantitative reasoning
- X Apply the value of the arts and humanities
- Practice civic engagement

DESCRIPTION OF HOW THIS COURSE MEETS THE GENERAL EDUCATION GOALS CHOSEN ABOVE (TO BE INCLUDED ON THE SYLLABUS OF EVERY SECTION OF THIS COURSE)

Completion of History 1543 constitutes partial fulfillment of the Social Science requirement for the General Education curriculum at Arkansas Tech University. As such, this course addresses certain Gen Ed goals and requirements.

- An introduction to broad historical processes and development of human societies will “provide a foundation for knowledge common to educated people” (ATU Catalog).
- Readings, lectures, and assignments will expose students to and demand that students acquire and “demonstrate knowledge in the arts and humanities.”
- Readings, lectures, and assignments will introduce students to and demand that students master chronological sequence, cause and effect, continuity and change, comparison, connections, and context; all basic skills necessary to “think critically.”
- Readings, lectures, and assignments will demand that students ponder the choices made and actions taken by humans in history, along with the resulting ramifications;

thus prodding students to “develop ethical perspectives.”

- Class discussion, student presentations, essay exams, and assigned papers