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|  | Content: These courses provide opportunities for students to appreciate art, to analyze art in historical and theoretical context, and in some courses to create works of art or performances. Literary, visual, and performing arts courses may focus on artistic processes or on analysis of finished works, whether created by professionals or by students themselves. Courses emphasizing processes will provide ample opportunity for students to engage actively in producing art; courses emphasizing analysis will give students ample experience applying one or more methods of research and critical inquiry. | **GE CLAS Core****LITERARY, VISUAL, AND PERFORMING ARTS**  |
| **YES NO** | **COMMENTS** | **REQUIRED GE CLAS Core COURSE ATTRIBUTES**  |
|  |  | Assumes no prior student knowledge in the course content. |
|  |  | Builds from simple and/or informal assignments to more complex and/or formal ones. |
|  |  | Offers early and frequent evaluation of student work |
|  |  | Uses models and/or rubrics to define academic expectations. |
|  |  | Uses a variety of teaching and assessment strategies throughout the semester. |
|  |  | Integrates the instructor’s research within the course when feasible.  |
|  |  | Encourages students to learn from each other whenever possible. |
|  |  | Uses technology as a supplemental tool to support learning when feasible. |
|  |  | Discusses academic integrity. |
| **YES NO** | **COMMENTS** | **(continues)****GE CLAS Core COMPREHENSIVE OUTCOMES** |
|  |  | Students become more aware of the learning process. |
|  |  | Students have a better understanding of the ways that learning can transform the individual and motivate change within society. |
|  |  | Students use the skills, methods, and modes of inquiry central to the area of study represented by the course and by its GE status area within the GE program. |
|  |  | Students think critically, using analysis, deduction, inference and/or other analytical strategies to complete assignments and other course activities. |
|  |  | Students write and speak informally and/or formally about matters related to the course, while also using other methods of communication appropriate to the course content. |
|  | **COMMENTS** | **LITERARY, VISUAL, AND PERFORMING ARTS OUTCOMES** |
|  |  | Students recognize constituent parts of an artwork **and** the processes of artistic production. |
|  |  | Students recognize how aesthetic and critical meanings are attached to artworks **and** to understand ways quality can be evaluated. |
|  |  | Students relate art to the broader human context (e.g. historical, social, ethnic, economic, geographic) in which it is created, including, for example, how an artwork or form is linked to the artist’s culture and identity. |