

## General Education Foundations of Arts and Humanities (AH) Course Information Sheet

**Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.**

Department, Course Number, and Title \_\_\_\_\_

### The aim of the GE AH course offerings is:

*To provide students with the perspectives and intellectual skills necessary to comprehend and think critically about our situation in the world as human beings. In particular, these courses provide students with the basic means to appreciate and evaluate the ongoing efforts of humans to explain, translate, and transform our diverse experiences of the world through such media as language, literature, philosophical systems, images, sounds, and performances. These courses will introduce students to the historical development and fundamental intellectual and ethical issues associated with the arts and humanities and may also investigate the complex relations between artistic and humanistic expression and other facets of society and culture.*

**General Education AH Student Goals:** Courses fulfilling the GE AH will provide a minimum of five units and should align with some (not necessarily all) of the following four general goals:

1. Students will gain knowledge in the Arts and Humanities.
2. Students will engage in complex analysis and reasoning.
3. Students will demonstrate media and information literacy.
4. Students will communicate effectively.

**General Education AH Student Learning Outcomes:** Each course should have student learning outcomes listed in the syllabus. These outcomes may be tied to a specific discipline but should be associated with the four broad categories listed above (please see **Appendix I: Arts and Humanities Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

### General Guidelines for GE AH Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Arts & Humanities foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Arts and Humanities are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- ☐ Literary Cultural Analysis
- ☐ Philosophic and Linguistic Analysis
- ☐ Visual and Performance Arts Analysis and Practice.

Briefly describe the rationale for assignment to AH foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2019-21 and give anticipated enrollment:

<p>2019-20      <input type="checkbox"/> Fall: Enrollment _____</p> <p>                 <input type="checkbox"/> Winter: Enrollment _____</p> <p>                 <input type="checkbox"/> Spring: Enrollment _____</p> <p>                 <input type="checkbox"/> Summer: Enrollment _____</p>	<p>2020-21      <input type="checkbox"/> Fall: Enrollment _____</p> <p>                 <input type="checkbox"/> Winter: Enrollment _____</p> <p>                 <input type="checkbox"/> Spring: Enrollment _____</p> <p>                 <input type="checkbox"/> Summer: Enrollment _____</p>
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Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal at least 15 hours/week: \_\_\_\_\_ (hours)

Please present a concise explanation for the following:

Which of the four student learning goals listed on page 1 are you addressing in your course?

For each course goal listed above, what are the student learning outcomes you will list in your syllabus? In addition, what types of assignments will be given to determine whether students achieve the learning outcomes? (Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment)

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

## APPENDIX I

### Student Learning Goals with Nested Learning Outcomes for All General Education (GE) Foundations in Arts and Humanities (AH) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE AH” courses:

**1. Students will gain knowledge in the Arts and Humanities.**

- a. Students will recognize the varying historical, social, political, and economic conditions that shape human action.
- b. Students will identify how individuals relate to or diverge from particular social norms through the creation of artistic and expressive forms.
- c. Students will examine “texts” in any language or structure, and/or art forms in one or more media.
- d. Students will account for how different worldviews and challenges are expressed in the arts and humanities as a product of interaction among diverse groups.

**2. Students will engage in complex analysis and reasoning.**

- a. Students will analyze works in the context of an aesthetic movement, critical theory, philosophy, rhetoric, or languages/linguistics.
- b. Students will articulate perspectives and priorities found in expressive forms.
- c. Students will describe how insight can inform constructive change and ethical action.
- d. Students will develop and evaluate an argument informed by evidence.

**3. Students will demonstrate media and information literacy.**

- a. Students will locate appropriate resources to support an argument.
- b. Students will evaluate resources for their reliability and significance.
- c. Students will use resources effectively and ethically.

**4. Students will communicate effectively.**

- a. Students will make arguments and express perspectives through a wide range of media or performance (i.e. written, digital, storytelling, visual arts).
  - b. Students will learn how to collaborate with others to express perspectives in diverse media.
  - c. Students will tailor communication to their perspective audiences.
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