

Term Information

Effective Term Spring 2020

General Information

Course Bulletin Listing/Subject Area Near Eastrn Lang and Cultures
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3105
Course Title Lost Languages
Transcript Abbreviation Lost Languages
Course Description The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19th and 20th centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages and history unlocked.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1199
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Individual and Groups; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Survey Course

Course Details

Course goals or learning objectives/outcomes

- Students gain an understanding of the history and typology of writing systems.
- Students analyze the methods of decipherment, utilizing comparative linguistics and bilingual texts.
- Students gain an understanding of the history of archaeological and epigraphic endeavors associated with the 'great decipherments' and their relationship to the colonial past.
- Students gain a state-of-the-art understanding of the undeciphered scripts and why most claims of decipherment are 'bogus'.
- Students attempt the decipherment of a script, using the methods discussed above.

Content Topic List

- Epigraphy
- Egyptian Hieroglyphs
- Cuneiform
- Ugarit
- Mayan Hieroglyphs
- Phaistos disc
- Linear A
- History and typology of writing systems
- Archeology

Sought Concurrence

No

Attachments

- GE Assessment Plan for Diversity.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith, Jeremie S)
- GE Assessment Plan for Social Sciences.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith, Jeremie S)
- NELC 3105 - Lost Languages - New Course Syllabus.docx: Syllabus
(Syllabus. Owner: Smith, Jeremie S)
- Rationale -Social Sciences.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith, Jeremie S)
- Rationale_Diversity Global Studies.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith, Jeremie S)

Comments

COURSE REQUEST
3105 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/04/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	03/27/2019 03:20 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/27/2019 03:30 PM	Unit Approval
Approved	Heysel,Garett Robert	04/04/2019 01:18 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/04/2019 01:18 PM	ASCCAO Approval

NELC 3105 - Lost Languages

Instructor: A. Al-Jallad Office: Hagerty 313

Term: Spring 2020 Email: al-jallad.1@osu.edu

Credit Hours: 3

Description

The last known Hieroglyphic text is a graffito dated to 394 CE. Knowledge of this ancient writing system disappeared once all non-Christian temples in Egypt were closed by the Romans, and with it, 3000 years of Egypt's history. Myths surrounding the meaning of these mysterious writings emerged. Medieval scholars read allegorical meanings into the elaborate epigraphs, always assuming that the hieroglyphs recorded 'ideas', but were never able to divine their meaning. For early 15 centuries, the writing system resisted decipherment. In 1822, the French scholar F. Champollion unlocked the writing system and with it a lost language – Ancient Egyptian. The next decades saw nearly 3,000 years of lost history restored. But how was this accomplished?

The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19th and 20th centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages and history unlocked. We will look in detail at what methods epigraphists and linguists used to crack these lost languages and what gaps remain in our understanding.

The second part of the course will turn to undeciphered languages. We will examine various attempts by scholars to decode this group of writing systems and why they continue to resist decipherment.

The Great Decipherments

1. Egyptian Hieroglyphs
2. Cuneiform
3. The Origins of the Alphabet
4. Ugarit and the background of the Bible
5. The Ancient Alphabets of Arabia
6. Mayan Hieroglyphs

Undeciphered Scripts

1. Linear A – the Aegean
2. Proto-Elamite – Iran before the Persians
3. Easter Island Rongorongo
4. The Indus Script
5. Phaistos disc
6. Meroitic Script

Course Learning Objectives:

- 1) Students gain an understanding of the history and typology of writing systems.
- 2) Students analyze the methods of decipherment, utilizing comparative linguistics and bilingual texts.
- 3) Students gain an understanding of the history of archaeological and epigraphic endeavors associated with the 'great decipherments' and their relationship to the colonial past.
- 4) Students gain a state-of-the-art understanding of the undeciphered scripts and why most claims of decipherment are 'bogus'.
- 5) Students attempt the decipherment of a script, using the methods discussed above.

This course is intended to satisfy the GE requirements for Social Sciences: Individuals & Groups and Diversity: Global Studies. This course also meets the requirements for ... in NELC.

General Education Requirement - Social Science: Individuals and Groups

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected learning outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

General Education Requirement - Diversity: Global Studies

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Teaching Method: Lectures and Discussion

Textbook: Lost Languages: The enigma of the world's undeciphered scripts. Robinson, A. Thames and Hudson (2009, reprint).

Articles and course materials posted on Carmen

Grading

Four Quizzes	25 %
Carmen discussions	10 %
Attendance	10%
Mid-Term Exam	20%
Final Paper	30%
Final Presentation	5%

Please check assignment and class schedule for when assignments are due.

Grading scale:

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

What Do Letter Grades Mean?

(From Ohio State University's Art Department, adapted for this class)

A represents outstanding distinction and excellence. 90-100%

- These are not impossible to achieve but are rare and difficult to come by.

B signifies levels of solid accomplishment and goodness. 80- 89%

- Good is more common than excellent but more rare than average. While there is merit to hard work and long hours, it does not always guarantee success. Goodness refers to the combined results not just the effort.

C signifies average- simple, common, adequate but ordinary 70-79%

- C is a very respectable point. Recognize what more is needed; plan to move ahead, improve and grow.

D represents results less than standard and/or mediocre- just passable 60-69%

- Perhaps priorities about school or life have not been established. Recognize however, that a D can also mean that you truly do not understand what is expected. You should make an office appointment to discuss how you might take action on your future and upcoming assignment problems.

E is a clear failure. < 59%

-It represents lack of effort/interest. It is a cause for deep concern.

Course Requirements

- Class attendance is essential. More than two unexcused absences will affect your attendance and will result in a percentage point deducted from the final grade for each absence.
- There will be four quizzes during the semester.
- Weekly Carmen discussions that students must participate in.
- Participating in class discussions is necessary.
- A final 5 page essay on an undeciphered script.
- A mid-term exam on the basics of the great decipherments.
- Students will present the subject of their final papers in class.

Explanation of assignments:

Attendance and Participation

As with anything, your presence and full engagement make all the difference. Please do not miss class on a regular basis. When you are in class, please be fully present. For every absence after 2 (excused or unexcused), you will lose a point. Three tardies (arriving late or leaving early) is equal to one absence (unless excused). Please talk with the instructor about extenuating circumstances. The policy is not meant to be punitive; it is meant to encourage you to get the most out of the class.

Weekly Assignments

Every week, the instructor will post a Carmen discussion for you to participate in. You will have four quizzes in class going over material we have discussed.

Final Presentation

At the end of the semester, students will present the subject of their final paper. The presentation should last around 5 minutes. More detailed information about this assignment will be distributed and discussed in class.

Final Paper

Your final paper will present an undeciphered script to the class, the problems it has posed for decipherment, the history of scholarship, and your ideas about what is required to crack the code.

Supplementary Statements

Incompletes: I prefer to avoid incompletes when possible, but sometimes you need one. You are required to request it before final exam week, be passing the course, and give good reasons.

Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases would mean a failing grade in the course and possibly expulsion, according to university rules. I use anti-plagiarism software to check for undocumented source material. Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

Disability policy: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability

(including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292--3322.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COURSE SCHEDULE

PART I. The Great Decipherments

1 st Week	Discovery in the age of colonialism
2 nd Week	Egyptian Hieroglyphs
3 rd Week	The Cuneiform script and ancient Mesopotamia
4 th Week	Proto-Sinaitic and the Origins of the Alphabet
5 th Week	Ugaritic and the background of the Bible
6 th Week	The lost alphabets of ancient Arabia
7 th Week	Mayan Hieroglyphs

Part II: The Undeciphered Scripts

8th Week	Linear A – the Aegean
9th Week	Proto-Elamite – Iran before the Iranians
10 th Week	Easter Island Rongorongo
11 th Week	The Indus Valley Script
12 th Week	Phaistos Disk
13 th Week	Meroitic Script
14 th Week	Final presentations

NELC 3105: Lost Languages GE Rationale – Social Sciences

COURSE DESCRIPTION

The last known Hieroglyphic text is a graffito dated to 394 CE. Knowledge of this ancient writing system disappeared once all non-Christian temples in Egypt were closed by the Romans, and with it, 3000 years of Egypt's history. Myths surrounding the meaning of these mysterious writings emerged. Medieval scholars read allegorical meanings into the elaborate epigraphs, always assuming that the hieroglyphs recorded 'ideas', but were never able to divine their meaning. For early 15 centuries, the writing system resisted decipherment. In 1822, the French scholar F. Champollion unlocked the writing system and with it a lost language – Ancient Egyptian. The next decades saw nearly 3,000 years of lost history restored. But how was this accomplished?

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The second part of the course will turn to undeciphered languages. We will examine various attempts by scholars to decode this group of writing systems and why they continue to resist decipherment.

Social Sciences

Expected Learning Outcomes:

1. Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - a) This course familiarizes students with the fields of linguistics and philology. Students are introduced to concepts like bilingualism, language change, language death, and paleography.
 - b) Students apply basic principles of comparative linguistics to understand and reproduce the decipherment of ancient languages and scripts.
 - c) Quizzes, Carmen discussions, final presentation and a final take-home exam will equipment students with the tools to understand how ancient writing systems worked and why decipherment is sometimes possible and other times not.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 - a) Students will examine the various circumstances under which writing emerged across the ancient world. They will also examine the forces that lead to the proliferation of writing systems, official languages, and literacy.

- b) Students will participate in class debates and discussions related to the political circumstances surrounding the discovery and decipherment of ancient languages.
- c) The assignments and class discussions will ask students analyze the causes for the death of languages and writing systems.

NELC 3105: Lost Languages
GE Rationale – Diversity : Global Studies

COURSE DESCRIPTION

The last known Hieroglyphic text is a graffito dated to 394 CE. Knowledge of this ancient writing system disappeared once all non-Christian temples in Egypt were closed by the Romans, and with it, 3000 years of Egypt's history. Myths surrounding the meaning of these mysterious writings emerged. Medieval scholars read allegorical meanings into the elaborate epigraphs, always assuming that the hieroglyphs recorded 'ideas', but were never able to divine their meaning. For early 15 centuries, the writing system resisted decipherment. In 1822, the French scholar F. Champollion unlocked the writing system and with it a lost language – Ancient Egyptian. The next decades saw nearly 3,000 years of lost history restored. But how was this accomplished?

The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19th and 20th centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages and history unlocked. We will look in detail at what methods epigraphists and linguists used to crack these lost languages and what gaps remain in our understanding.

The second part of the course will turn to undeciphered languages. We will examine various attempts by scholars to decode this group of writing systems and why they continue to resist decipherment.

Diversity: Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - a) Students learn about ancient states across the world and their social, political, and religious use of writing, both in public and private spaces.
 - b) The readings of the course introduce students to various pre-modern states around the world and the basics of their history, culture, languages, and society.
 - c) The assignments familiarize students with non-Latin based writing systems and their historical and geographic distribution.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

- a) Students learn about the social, political, and religious underpinnings of ancient writing systems.
- b) The readings introduce students to the linguistic and cultural diversity of ancient societies across the world and how this is reflected in written documents.
- c) The written assignments allow students to understand the development of their own writing system (Latin-based English orthography) and its historical connections with ancient civilizations, going back to the Egyptian hieroglyphs.

**GE Assessment Social Sciences: Individuals and Groups
NELC 3105: Lost Languages**

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</p>	<p><u>Direct:</u> Embedded questions in Mid-Term and Final Exam <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u> Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<p><u>Direct:</u> Embedded Questions in Mid-Term and Final Exam; Carmen discussions <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	
<p><u>ELO 2</u> Students comprehend and assess individual and group values and their importance in social problem solving and policy making.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final exam <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	

Appendix: Assessment Rubric for Proposed Persian 3350 course

Two examples of direct measures:

1. **Students will be given written assignments throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor.**

Example questions include:

- a. *ELO 1 example question:* What social and economic forces led to the invention of writing in Ancient Sumer?
 - b. *ELO 2 example question:* What consequences did the invention of the alphabet proper have on literacy?
 - c. *ELO 3 example question:* In what ways have changes in group values facilitated corresponding changes in the complexity of written languages?
-
2. **Questions from final exam will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
- a. *ELO 1 example question:* What assumption prevented the decipherment of Egyptian hieroglyphic writing by pre-modern scholars, and how so?
 - b. *ELO 2 example question:* Explain why the decipherment of the Rongorongo script impossible?
 - c. *ELO 3 example question:* Explain what values have contributed to some languages being considered more of a priority to decipher.

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Social Sciences: Individuals and Groups ELO 1

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Social Sciences: Individuals and Groups ELO 2

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Social Sciences: Individuals and Groups ELO 3

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

GE Assessment Plan for Diversity: Global Studies
NELC 3105: Lost Languages

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> Embedded questions in Mid-Term and Final Exam</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be</p>
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> Embedded Questions in Mid-Term and Final Exam; Carmen discussions</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Appendix: Assessment Rubric for Proposed Persian 3350 course

Two examples of direct measures:

1. **Students will be given written assignments throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* What role did the shift in religious identity play in the death of the Cuneiform script?
 - b. *ELO 2 example question:* Compare and contrast social use of Egyptian Hieroglyphic writing and the early alphabet.

2. **Sample of the questions of final exam that will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - a. *ELO 1 example question* What effect did the invention of the alphabet have on literacy rates?
 - b. *ELO 2 example question:* What role did the attitudes of Spanish conquistadors play in the death of Meso-American hieroglyphic writing?

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Diversity: Global Studies ELO 1

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Diversity: Global Studies ELO 2

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: