January 28, 2019

Clarification Letter From Alan Willis For Virtual Tours

 In response to concerns form the General Education Committee, the history department has determined to offer the Virtual Tours course *only* as a World Cultures course and not pursue the “z” option as that would require resubmitting to CUP. This will be enforced, obviously, across all potential instructors.

 The General Education Committee raised concerns about the “discussions” as artifacts. The department has clarified that these are archived written discussions through EduCat *not* verbal in class discussions. As a result, they can be assessed and submitted in as tangible form as anything on the web.

**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: HS1xx** Virtual Tours

**Home Department:** History

**Department Chair Name and Contact Information** (phone, email): Dr. Alan Willis

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every other semester and maybe summer

**Official Course Status**: Has this course been approved by CUP and Senate? YES IN PROGRESS

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

Bulletin:The course utilizes a variety of technologies for students to engage with historical virtual tours. This course introduces students to types of history, which may include social, political, economic, and cultural history. It also introduces students to historical sources, historical interpretation, and digital literacy.

This section uses a variety of web-based as well as augmented/virtual reality historical tours to explore major developments in human history. The course introduces students to types of sources (primary, secondary, and tertiary), types of history (political, social, economic, cultural), and historical argumentation. It deals with social, political, economic, and cultural history in the following five major eras: ancient, classical, medieval, early modern, and modern. This course offers students a chance to select topics and themes from each era for further investigation. For example, themes may include war, state building, democratic participation, social inequalities, and cultural transformations. Students will also develop digital literacy skills while they assess the virtual tours based on scholarly standards and/or create their own tours.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes.

 Virtual Tours requires students to connect their learning to their experience via the methodology (tours) and technology (web, Google Cardboard, and/or virtual reality). Virtual Tours is based on a critical examination of four types of history (social, political, economic, and cultural) in five different historic eras. Students will “travel” around the world throughout the course. This entirely online course will utilize EduCat for all written discussions and other assignment submissions.

 Integrative Thinking Dimension #1 - Evidence: For each historic era, students will select and go on a tour, research a JSTOR article related to that tour, and participate in a written discussion requiring students to assess the major social, political, economic, and cultural themes of the historic time period. Students must identify and explain patterns in each time period while also selecting and evaluating evidence from the tour and the JSTOR article for their arguments about each time period. Students will connect academic knowledge to the tour experience as they analyze the historic context and interpret the historic significance while also identifying the elements of political, economic, social, and economic history in their selected tour and JSTOR article. By discussing various tours from each era, students will apply their historical argumentation skills while comparing themes across cultures/time.

 Integrative Thinking Dimension #2 - Integrate: The Final Project requires students to apply their historical argumentation skills to either write a four-five page paper comparing/contrasting one type of history across all five historic eras using extensive evidence from the tours and JSTOR articles or to apply their historical argumentation skills by creating their own tour based on their disciplinary interests. Either way, students must communicate complex concepts by choosing appropriate content and form.

 Integrative Thinking Dimension #3 - Evaluate: In the Midterm CRAP Project, students will apply their digital literacy skills about types of sources by crafting arguments about the scholarly contributions of a selected tour. The Midterm CRAP Project requires students to critically examine the scholarly contributions of their digital sources by applying the CRAP (currency, reliability, authority, and purpose/point of view) method. The CRAP method will enhance students’ comprehension of digital humanities and their ability to evaluate digital sources in an increasingly digital world. They will download template and complete a four-page written report. They will communicate complex concepts by choosing appropriate content of at least three examples (screenshots, hyper links, written descriptions, etc.) from their selected tour for each CRAP dimension to support their arguments.

 Critical thinking criteria are met via these assignments. Students will assess the quality of information that may be integrated into an argument in the written discussions because the students must select evidence from the tours and JSTOR articles. Students will integrate insight and or reasoning with existing understanding to reach informed conclusions and/or understanding with their Final Project that requires them to apply historical argumentation skills. Students will evaluate information, ideas, and activities according to established principles and guidelines in the Midterm Project requiring them to complete a written four-page report evaluating a tour using the CRAP method.

C. Describe the target audience (level, student groups, etc.)

This 100-level course targets a variety of students with varying levels of experience and needs. There are no prerequisites for this course. The course caters to a generalist audience rather than a History-specific audience. The course will likely appeal to Global Campus students because it will be designed (at least initially) as an entirely online course.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

This course meets the World Cultures requirement because at least 2/3 of the tours investigate non-western cultures.

**World Cultures Dimension #1: Comprehend and articulate the distinctive world view (e.g., values, norms and beliefs) of at least one culture that varies significantly from Anglo-American and Western European cultures.**

 Students will meet this criteria beginning in Unit 2 when they explore tours from the Ancient Era. They will continue to explore tours from non-western cultures for Unit 3 and Unit 4. Depending on the students’ choices, they could further pursue non-western cultures In Unit 5 and Unit 6. They will demonstrate that they comprehend and can articulate the distinctive world view of at least one non-western culture through their written discussion posts/JSTOR article analysis assignments and the Final Project.

**World Cultures Dimension #2: Understand how culture is expressed in terms of artifacts, artistic accomplishments, technology, customs, and texts.**

 Students will meet this criteria beginning in Unit 1 when they learn to identify the characteristics of cultural history. They will then explore cultural history throughout the rest of the class. They will demonstrate that they understand how culture is expressed in terms of artifacts, etc through their written discussion posts/JSTOR article analysis assignments and the Final Project.

**World Cultures Dimension #3: Understand and respect social and cultural diversity and complexity in a global context.**

 Students will meet this criteria throughout the course as they explore different political, social, economic, and cultural systems around the world in each historic era. They will demonstrate that they understand and respect social and cultural diversity through their written discussion posts/JSTOR article analysis assignments and the Final Project.

**World Cultures Dimension #4: Understand how factors such as racial, ethnical, gender and class differences affect how groups within a culture relate to each other.**

 Students will meet this criteria beginning in Unit 1 when they learn to identify the characteristics social history. They will then explore social history throughout the rest of the class. They will demonstrate that they understand how factors such as racial, ethnical, gender, and class differences affect how groups within a cultures relate to each other through their written discussion posts/JSTOR article analysis assignments and the Final Project.

**World Cultures Dimension #5: Articulate the important achievements and contributions of other cultures in such areas as the arts, literature, philosophy, ethical values, religion and science.**

 Students will meet this criteria as they explore cultural history throughout the historic eras. They will articulate the important achievements and contributions of other cultures through their written discussion posts/JSTOR article analysis assignments and the Final Project.

E. Provide any other information that may be relevant to the review of the course by GEC.

The History Department currently only offers only one other 100-level course that meets the NMU world cultures and integrative thinking general education outcomes. That course, HS130, is offered on campus Fall and Winter, rapidly fills, and receives multiple requests for waitlists and increased course offerings. Online students and advisors of online students ask when an online version will be available. HS130 only meets on campus and the HS Department does not yet plan to create an online version of HS130 (although the HS Department may explore that in the future). The History Department proposes to meet the needs of the online students by offering this Virtual Tours course that meets the world cultures and integrative thinking General Education requirements.

The course will be designed as a three-credit course, with an optional one-credit (research) addition. This way the course meets the needs of students who need three credits or four credits, providing maximum flexibility for students based on their individual circumstances such as major and transfer credits.

This course offers the opportunity for students to utilize virtual reality technology. The course ran as an independent study for two credits with two students during the Fall 2018 semester. The students reported positive experiences with the short version of the course, which involved written discussions about the tours of each historic era and written JSTOR article analysis of a topic from each tour.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type**: Written Discussions & JSTOR Article Analysis**Description**: For each tour, students will explain the historic context and significance while also interpreting/evaluating the elements of political, economic, social, and economic history in their selected tour and JSTOR article. **Typical grading weight**:50%**Expected Proficiency Rate**: The criterion level for proficient is at 75% as this course is for lowerclassmen and many students are often from disciplines other than History.**Frequency**: 5 times. One each per historic era.  |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type**: Final Project**Description**: Choose One Option: * Select one type of history. Write a 4-5 page paper comparing/contrasting that type of history and showing change over time across all the eras.
* Create your own virtual tour.

**Typical grading weight**: 22%**Expected Proficiency Rate**: The criterion level for proficient is at 75% as this course is for lowerclassmen and many students are often from disciplines other than History.**Frequency**: 1 time.  |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Midterm CRAP Project**Description**: Choose one tour and evaluate the scholarly resources using the CRAP (currency, reliability, authority, purpose/point of view) method. Students complete a 4-page report (template provided). **Typical grading weight:** 20%**Expected Proficiency Rate:** The criterion level for proficient is at 75% as this course is for lowerclassmen and many students are often from disciplines other than History.**Frequency:** 1 time. |

**PLAN FOR LEARNING OUTCOMES
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Connections to Experience** *OR* | Connects academic knowledge to experiences | **Task Type**: Written Discussions & JSTOR Article Analysis**Description**: For each tour, students will explain the historic context and significance while also interpreting/evaluating the elements of political, economic, social, and economic history in their selected tour and JSTOR article. **Typical grading weight**:50%**Expected Proficiency Rate**: The criterion level for proficient is at 75% as this course is for lowerclassmen and many students are often fromdisciplines other than History.**Frequency**: 5 times. One each per historic era.  |
| **Connections to Discipline** | Makes connections across disciplines |  |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | **Task Type:** Midterm CRAP Project**Description**: Choose one tour and evaluate the scholarly resources using the CRAP (currency, reliability, authority, purpose/point of view) method. Students complete a 4-page report (template provided). **Typical grading weight:** 20%**Expected Proficiency Rate:** The criterion level for proficient is at 75% as this course is for lowerclassmen and many students are often fromdisciplines other than History.**Frequency:** 1 time.**Task Type**: Final Project**Description**: Choose One Option: * Select one type of history. Write a 4-5 page paper comparing/contrasting that type of history and showing change over time across all the eras.
* Create your own virtual tour.

**Typical grading weight**: 22%**Expected Proficiency Rate**: The criterion level for proficient is at 75% as this course is for lowerclassmen and many students are often fromdisciplines other than History.**Frequency**: 1 time.  |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | **Task Type:** Midterm CRAP Project**Description**: Choose one tour and evaluate the scholarly resources using the CRAP (currency, reliability, authority, purpose/point of view) method. Students complete a 4-page report (template provided) **Typical grading weight:** 20%**Expected Proficiency Rate:** The criterion level for proficient is at 75% as this course is for lowerclassmen and many students are often fromdisciplines other than History.**Frequency:** 1 time.**Task Type**: Final Project**Description**: Choose One Option: * Select one type of history. Write a 4-5 page paper comparing/contrasting that type of history and showing change over time across all the eras.
* Create your own virtual tour.

**Typical grading weight**: 22%**Expected Proficiency Rate**: The criterion level for proficient is at 75% as this course is for lowerclassmen and many students are often fromdisciplines other than History.**Frequency**: 1 time.  |



**HS 1xx: Virtual Tours**

**Fall 2019 – 3-4 Credit Hours**

**Instructor:**

Kathryn Johnson

Email: kathryjo@nmu.edu

History Dept. Office Tel: 906-227-2512

Virtual Office hours appointments in EduCat by request.

**Course Description**

**Bulletin:** The course utilizes a variety of technologies for students to engage with historical virtual tours. This course introduces students to types of history, which may include social, political, economic, and cultural history. It also introduces students to historical sources, historical interpretation, and digital literacy.

This section uses a variety of web-based as well as augmented/virtual reality historical tours to explore major developments in human history. The course introduces students to types of sources (primary, secondary, and tertiary), types of history (political, social, economic, cultural), and historical argumentation. It deals with social, political, economic, and cultural history in the following five major eras: ancient, classical, medieval, early modern, and modern. This course offers students a chance to select topics and themes from each era for further investigation. For example, themes may include war, state building, democratic participation, social inequalities, and cultural transformations. Students will also develop digital literacy skills while they create their own tours and/or assess the virtual tours based on scholarly standards.

Applies toward the integrative thinking (intt) general education requirement. *(pending Gen Ed approval)*

Applies toward the world cultures university requirement (wc). *(pending Gen Ed approval)*

There are no prerequisites for this course.

**Course Objectives**

At the completion of the course students will be able to:

* Identify and utilize primary and secondary sources in historical argumentation
* Identify and explain the characteristics of four major types of history (social, political, cultural, and economic) from ancient history to modern history
* Debate the causes and consequences of historical change
* Employ digital literacy skills to create and/or assess virtual history tours for their scholarly contributions

**Required Resources**

There is no required text for this course.

This entirely online course requires internet access. Links will be provided within EduCat and JSTOR articles will be accessed from the NMU Library website.

No other materials are required.

**Optional Technology**

Each unit will offer at least two, and sometimes three, technology options to begin a tour:

* web-based (computer only) and
* either Google Cardboard or Oculus Go (sometimes both).

The History Department offers students the option to come into the office and utilize a Google Cardboard viewer and/or the Oculus Go. Students wanting to borrow the Google Cardboard viewer must supply their own compatible cell phone (see list of cell phones in EduCat).

Distance students may wish to purchase their own technology. If students elect not to use Google Cardboard or Oculus Go, they may use provided websites such as YouTube 360 videos or web-based (computer only) tours.

**Recommended Resources**

Additional website and video resources will be provided in EduCat.

**Grading**

Grades will be percentage-based:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A 94-100% | B+ 87-89 | C+ 77-79 | D+ 67-69 | F 59 and below |
| A- 90-93 | B 83-86 | C 73-76 | D 63-66 |  |
|  | B- 80-82 | C- 70-72 | D- 60-62 |  |

For more information about NMU’s grading policies such as calculating GPA, withdrawing or requesting an incomplete, please visit: https://www.nmu.edu/registrar/grading-system

**Methods of Evaluation**

**Total: 200 points (3 credits) or 245 points (4 credits)**

* Introduction Unit discussion forum and quiz: 15 points
	+ Identify types of sources, identify types of history (political, economic, social, and cultural), and the characteristics of historical argumentation
* Historical Era Unit discussion forums & JSTOR Article Analysis (5 x 20 points): 100 points
	+ For each unit, students will experience a virtual tour by selecting from the recommended options and explain what they experienced on their tour. They will connect academic knowledge to experience as they analyze the historic context and interpret the historic significance while also identifying the elements of political, economic, social, and economic history in their selected tour and JSTOR article. By discussing various tours from each era, students will apply their historical argumentation skills while comparing themes across cultures/time.
* Midterm CRAP Project: 40 points
	+ Students will apply their digital literacy skills about types of sources by crafting arguments about the scholarly contributions of the tour. They will communicate complex concepts by choosing and explaining appropriate content such as screenshots, hyperlinks or written descriptions that support their arguments.
	+ Choose one tour and evaluate the tour’s scholarly resources using the CRAP (currency, reliability, authority, purpose/point of view) method. Download and complete the CRAP Project template from EduCat. This 4-page template requires students to select and explain at least three pieces of evidence that demonstrate how each of the four CRAP dimensions are met by the tour. If there are fewer than three pieces of evidence, then write suggestions for how the tour could be improved to meet the dimension criteria.
* Final Project: 45 points – Choose One:
	+ Select one type of history. Write an essay comparing/contrasting that type of history and showing change over time across all the eras.
	+ Create your own virtual tour. Must get instructor approval of topic and potential sources.
* Students earning 4 credits will conduct an additional research project.
	+ Must complete both final project options.

**Tentative Schedule**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Unit** | **Topic** |
|  | 1 | Introduction, Types of History, Types of Sources, Historical Argumentation |
|  | 2 | Ancient Era |
|  | 3 | Classical Era |
|  | 4 | Medieval Era |
|  | 5 | Early Modern Era |
|  | 6 | Modern Era |
|  | 7 | Final Projects Due |

**The instructor reserves the right to change this schedule and any assignments.**

**Assignment Dates, Times & Late Penalties**

All writing assignments are to be completed and submitted by 11:59 pm EST on the assigned due date. Granting extensions is at the discretion of the instructor.

Discussion posts may be submitted at a penalty of 10% per day late for the initial post. Responses submitted past the deadline will not be accepted. JSTOR Article Analysis assignments may be submitted late at a penalty of 10% per day.

If you are having difficulties completing the work by a deadline, *please contact the instructor as soon as possible*.

**Academic Honesty**

As members of an academic community, which places a high value on truth and the pursuit of knowledge, NMU students are expected to be honest in every phase of their academic life and to present their own work and only that which is genuinely theirs. This class will follow NMU’s guidelines on academic dishonesty and plagiarism found in the [NMU Student Handbook](http://www.nmu.edu/dso/node/62).

Vericite plagiarism detection software is activated for EduCat. Students are encouraged to view their Vericite reports.

**Disability Services**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines. Further information can be found on the [Disability Services Webpage](http://www.nmu.edu/disabilityservices/).

**Email Communication**

Students will be contacted by the instructor using the email address that is provided in EduCat. This address is most often an NMU email address.

**When communicating by email, please include your last name and the class designation in the subject line. Example: A. Smith HS 105.**

Emails sent to the instructor will receive a response within 24-48 hours.