

**ARCH 10012 - Survey of Architecture II**

**Architecture**

**Arts and Humanities Core**

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	Become familiar with the ways in which historians' interpretations of topics change over time, due to their own cultural and political outlook. Gain experience of the process of architectural research and the critical evaluation of research materials.	Exercise 2 - 4 page paper comparing historians' approaches to a modern movement or designer.	Scores on specific critical thinking tasks are included in rubric for this exercise and will be tracked.
Apply principles of effective written and oral communication	Communicate effectively	Students will learn to organize arguments about historical monuments, situating examples within a rich, narrative context supported by evidence.	Exercise 2. Essay questions on exams.	Scores for effective communication will be included in rubrics for these assessments and tracked.
Broaden their imagination and develop their creativity		Students will learn to appreciate compositional principles and formal ordering systems in architecture.	Exercise 1 (renaissance church façade) requires students to resolve a formal problem using a set of classical motifs and to explain their solution	Samples of student work for Exercise 1.
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge		None are specifically geared to this objective.		
Develop competencies and values vital to responsible uses of information and technology		Gain experience of the process of architectural research and the critical evaluation of research materials.	Exercise 2 - Requires careful evaluation of and citation of sources, use of library databases.	Scores for quality of citations and research included in rubric for exercise 2.
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy	Become familiar with the ways in which historians' interpretations of topics change over time, due to their own cultural and political outlook.	Exercise 2 requires students to make an independent argument and to participate appreciatively in dialogue with other voices.	Exercise 2 includes a score for attention to voicing and clarity/naturity of authorial voice.
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society	Understand how forms and ideas developed in one cultural context may be re-interpeted in response to religious and political transformations.	Essay questions in the second exam deals with "non-Western" forms in 18th Century architecture.	Scores for relevant essay question will be tracked.
Increase their awareness of ethical implications of their own and others' actions		None are specifically geared to this objective.	None	None
Integrate their major studies into the broader context of a liberal education		The built environment is inherently interdisciplinary, and disciplinary connections are highlighted in the lectures.	None	None
Strengthen quantitative reasoning skills		Become aware of the quantitative and geometric principles that underly design traditions.	Exercise 1 (renaissance church façade) requires an understanding of underlying geometric and quantitative principles.	Skill is included in rubric for assignment and will be tracked.
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities	Situate monuments within a rich description of the institutional, religious and social concerns of their creators. Learn to read simple architectural graphics and understand basic architectural vocabulary. Understand compositional and ordering systems.	Six slide quizzes on visual recognition of monuments and terms. Exercise 1 requires understanding of elevations and their conventions. Three exams predominantly include questions related to these objectives.	Scores on slide quizzes and exams will be tracked.