

# Humanities

Miami Dade College - Virtual College - HUM1020



## Course Design

**Transcript**

**Chapter Overview**

The word "empire" comes from the Latin imperium, the absolute authority held by the rulers of ancient Rome. By sheer military force, Rome created the West's largest and longest-lasting empire: a world state embracing many different lands and peoples. Rome was not the first of antiquity's empires; from Sargon and Hammurabi of Mesopotamia to the kings of Assyria and Persia, territorial ambitions drove the course of empire. However, Rome's influence outlasted that of its predecessors by centuries. By adopting and then adapting the best features of the cultures it conquered—Etruscan, Egyptian, Greek, and Asian—Rome became the fountainhead of urban civilization. While the Roman transmission of the Greek legacy was crucial to the success of Classicism, Rome's original contributions to

**Chapter 3**

**Empire: The Power and Glory of Rome**

**Fountainhead of Urban Civilization**

### Goals and Objectives

- The developer used current brain research, so students who enter the course innately understand the overall design. Each chapter is broken down as it would be in a traditional classroom. The students are provided with a Detailed Interactive Checklist each week with all the assignments, which they can check off as they go. Assignments open weekly, so students are not overwhelmed.

### Content Presentation

- Each chapter is introduced by a slide show featuring artwork from the chapter and a narrated and animated chapter overview that familiarizes students with the concepts.

### Learner Engagement

- Provided students with ample opportunity to interact with the material in addition to the above mentioned web activities. The developer has set up activities for each chapter in the publisher software Connect Humanities. Each chapter has a practice Pretest and a practice Post Test and InterActives, where students are asked to fill out interactive animated graphic organizers that have them map, analyze, classify, identify, outline, compare, contrast or arrange content in chronological order.

### Technology Use

- The developer created several options each week for the discussion board, and most topics include multimedia. Students can choose in most chapters to do an internet search, or respond to an embedded video on art, philosophy, music, theater, or dance.

## Interaction and Collaboration

**Museum Visitation:**  
Questions about the Museum Visitation paper? Please watch the video below.

### Communication Strategies

- Provided choice. Because current brain research shows adult learners respond better when they are offered choices, in all chapters after the introduction, the students have several options on the discussion board from which to pick each week. A humanities course covers several disciplines each a week, e.g., art, philosophy, music, dance, literature, etc. Students may choose a philosophy discussion one week and an art discussion the next.

### Development of Learning Community

- Encouraged interaction. Students are encouraged to read and respond not just to the topic they researched but also to other topics. Therefore, even though they are not researching every topic on their own, they are still part of more than one discussion. Thus, learning becomes a collaboration. Posting responses to classmates is part of students' overall score and is addressed on the discussion board rubric.

### Interaction Logistics

- Created animated videos. In a virtual environment, it is important to use multiple tools to communicate; multimedia videos were created to reinforce important aspects of the course.

## Assessment

### Learning Outcomes

**Purpose:** Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning.

As graduates of Miami Dade College, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.

### Expectations

- Miami Dade College has a strong learning outcomes program that ensures that course competencies align to learning objectives and that each course contributes to MDC's General Education Outcomes. Moreover, this course adheres to standards developed by Quality Matters, a nationally recognized peer review program that certifies the quality of online courses. Course alignment is rigorously addressed by the QM rubric. Special care has been taken to make sure assignments and assessments are aligned with the learning objectives.

### Assessment Design

- Provided frequent assessment. Research shows that students do better when they are given multiple opportunities for formative assessment. Thus, each week students are quizzed on the chapter's content to ensure they are mastering the learning objectives. Their first quiz for the semester is on the syllabus to make sure they understand the course requirements.

### Self Assessment

- Afforded students the opportunity for self-analysis. Each week before taking the quiz, students are asked to complete a PreQuiz Survey to make sure they feel they have mastered the content and put enough time aside to take the quiz. Students must also complete a Self-Analysis Assessment after each quiz in order for them to grasp where they need improvement.

## Learner Support

HUM 1020 Course Resources


- Provided students with information on the Virtual College Orientation. It is optional for students, but participation is encouraged.
- Provided tutorials for students to make sure their computers are set up properly to run and navigate in Angel through the Virtual College.
- Students are also asked to give feedback at Midterm and Finals. The instructor takes this feedback very seriously, and uses it to constantly improve the course.

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