

Assignment or Exam Aligned with Learning Objectives  
Building Self-Assessment Quiz For Exercising Critical Thinking  
Part 1A - Introduction to the Exam  
Draft A

Prepared for Teaching in Higher Education Seminar (EPSY 8985) Fall 2020

Due 10/06/2020

Response by David R. Guinnup

## **Introduction:**

Part 1B contains a Self Assessment Quiz designed to meet several of the goals of the GenEd Course entitled *People Places and Environment* (CTRP 0807). Part 2 contains an explanation of why this type of assessment was selected, and how the questions relate to learning goals of the *People Places and Environment* (PPE) course.

The quiz is designed so it can be converted to a Canvas quiz, or the questions can be put in a Canvas Question Bank for later retrieval. Note that my routine is to have Canvas Quizzes shuffle the candidate answers for multiple choice and matching questions. So the alpha labels for candidate answers and in the answer sheet are not applicable in that environment.

## **The Relevant PPE Learning Goals:**

- Enhance your critical thinking skills.
- Have an understanding and a critical awareness of the growth and development of American cities, towns, and suburbs.
- Be aware of the multiple and inevitable connections of people, places, and their environment.
- Understand the relevance of ecology as it provides a basis to plan, design, and build cities of the future.

## **Origin of This Task:**

The Self-Assessment Quiz and the subsequent explanatory reflection were generated in response to an assignment in the 2020 Fall Semester in the Course entitled *Teaching in Higher Education Seminar* (EPSY 8985) at Temple University. The title of the assignment is “Assignment or Exam Aligned with Learning Objectives.” The primary task is to “design an assessment for your class that meets (at least) one of your goals.”

The project is divided into two parts:

1. An assessment written as if to distribute to students. This could take the form of a writing assessment, presentation, project or exam. It should include the objective(s) that the assessment is intended to meet and clear directions about what the students are required to do in order to succeed.
2. A reflection on why you have chosen this particular assessment to meet the objective(s). In the reflection, you might discuss ways that this assessment will meet the learning objective(s), how it is appropriate for your students and/or discipline. You might also address why the assessment will be engaging and challenging, etc. (Word limit for part 2: 500).

Assignment or Exam Aligned with Learning Objectives  
Building Self-Assessment Quiz For Exercising Critical Thinking  
Part 1B - The Exam

**Draft A**

Prepared for Teaching in Higher Education Seminar (EPSY 8985) Fall 2020

Due 10/06/2020

Response by David R. Guinnup

This quiz contains 10 questions regarding material in the Part 1 and Part 2 of the course. The questions are in the form of single answer multiple choice, multiple answer multiple choice, matching, short answer, and open ended questions. Read each question carefully before answering. Most of the questions will require some analysis and critical thinking. While this is an open book, open notes quiz, you will not necessarily find the correct answer in either. You will have two opportunities to repeat the quiz. For questions having multiple candidate answers, select the **best answer**, unless instructed otherwise. For multiple answer multiple choice questions, it is best to select the candidates of which you are sure, and not guess further, since in Canvas wrong answers are deducted from correct answers — however, the lowest score for such a question is zero (0).

This is a self-assessment quiz to help you gauge how well you understand the material in the readings, lectures, and videos. While you are required to complete the quiz, the score does not count toward your final grade in the course.

Question 1 (12 points)

This question covers the three readings and one lecture for Part 1 (“Discovering Ourselves: How We Learn What to Value”) of the People, Places and Environment course.

Loren Eiseley, Aldo Leopold, and Tom Brown, Jr., went through awakenings regarding the relationship between human beings and nature, sometimes at a spiritual level. We read selections from all three authors, and the lecture of September 1st concentrated on the work and ideas of Loren Eiseley. You also have had an opportunity to read the “Editor’s Introduction” in the *People, Places and Environment Reader* for each author’s contribution. Match the following quotes with the correct author of each:

Quote 1:

“‘The Vision Quest is not a onetime event, but a continuing process,’ he said, ‘a process that you should seek throughout life.’” Name of Author: \_\_\_\_\_

Quote 2:

“We reached the old wolf in time to watch a fierce green fire dying in her eyes. I realized then, and have known ever since, that there was something new to me in those eyes something known only to her and to the mountain. . . . ; I thought that because fewer wolves meant more deer, that no wolves would mean hunters' paradise. But after seeing the green fire die, I sensed that neither the wolf nor the mountain agreed with such a view.” . . . .

“We all strive for safety, prosperity, comfort, long life, and dullness. The deer strives with his supple legs, the cowman with trap and poison, the statesman with pen, the most of us with machines, votes, and dollars, but it all comes to the same thing: peace in our time. A measure of success in this is all well enough, and perhaps is a requisite to objective thinking, but too much safety seems to yield only danger in the long run, Perhaps this is behind Thoreau's dictum: In wildness is the salvation of the world. Perhaps this is the hidden meaning in the howl of the wolf, long known among mountains, but seldom perceived among men.”

Name of Author: \_\_\_\_\_

Quote 3:

"As I advanced, his teeth showed and his mouth wrinkled to strike. The rumbling rose to a direct snarl. His flat head swayed low and wickedly as a reptile's above the floor. I was the most loved object in his universe, but the past was fully alive in him now. Its shadows were whispering in his mind. I knew he was not bluffing. If I made another step he would strike."

Name of Author: \_\_\_\_\_

Quote 4:

“True life was far greater than the existence of the physical and mental, logical or intellectual. It was not life outside of the self that mattered so much as the life beyond the self. And so life at its fullest was to be found, almost entirely, in the realm of spirit. Each and every lesson . . . taught led ultimately to a greater understanding of the guiding forces behind creation, of the Creator."

Name of Author: \_\_\_\_\_

Quote 5:

“We see ourselves as the culmination and the end, and if we do indeed consider our passing, we think that sunlight will go with us and the earth be dark. We are the end. For us continents rose and fell, for us the waters and the air were mastered, for us the great living web has pulsed and grown more intricate.” . . . . “Perhaps the old road through the marsh should tell us. We are one of many appearances of the thing called Life; we are not its perfect image, for it has no image except Life, and Life is multitudinous and emergent in the stream of time.”

Name of Author: \_\_\_\_\_

Quote 6:

“Conservation is getting nowhere because it is incompatible with our Abrahamic concept of land. We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect. There is no other way for land to survive the impact of mechanized man, nor for us to reap from it the esthetic harvest it is capable, under science, of contributing to culture. That land is a community is the basic concept of ecology, but that land is to be loved and respected is an extension of ethics. That land yields a cultural harvest is a fact long known, but lately often forgotten.”

Name of Author: \_\_\_\_\_

Question 2 (5 points)

For the September 17<sup>th</sup> session, the lecture covered the reading by Oliver Gillham regarding “What is Sprawl.” Oliver Gillham presented definitions of “Sprawl” from a number of sources. There were some significant variations in those definitions. However, in the end, Reid Ewing, Oliver Gillham, and Dr. Cohen settled on the following “all inclusive definition of sprawl.”

Sprawl, as a generic pattern, is a form of development distinguished by:

1. Leapfrog patterns of development.
2. Commercial strips.
3. Low density.
4. Separated land uses.
5. Automobile dominance.
6. A minimum of open space.

The lecture discussion then turned to the issue of whether there is a difference between “Urban Sprawl” and “Suburban Sprawl.”

A definition of each was offered:

**Urban Sprawl** — A planned or unplanned extension of an existing town or city settlement pattern into its immediately contiguous territory.

**Suburban Sprawl** — An unconnected, low density development pattern that separates land uses, making them principally accessible by automobile, and is not an extension of an existing town or city.

Which definition **more completely** meets the six characteristics of the generic definition of sprawl? (Select/checkmark the best answer)

- ☐ A. Urban Sprawl  
☐ B. Suburban Sprawl

Question 3 (5 Points)

Why did you select the answer you did in Question 2? (Short answer: 1 to 3 sentences.)

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Question 4 (5 points)

After reading Oliver Gillham's article and listening to Dr. Cohen's lecture, do you think the one or both of the following substitute phrases would be better descriptors of characteristics 5 and 6? Would it change what qualifies as Sprawl? If so or not, why? (Short answer: 3 to 6 sentences.)

Proposed Substitute	Current Descriptor
5. Poor Accessibility or Automobile dominance.	5. Automobile dominance.
6. Lack of Functional (that is public) open space.	6. A minimum of open space.

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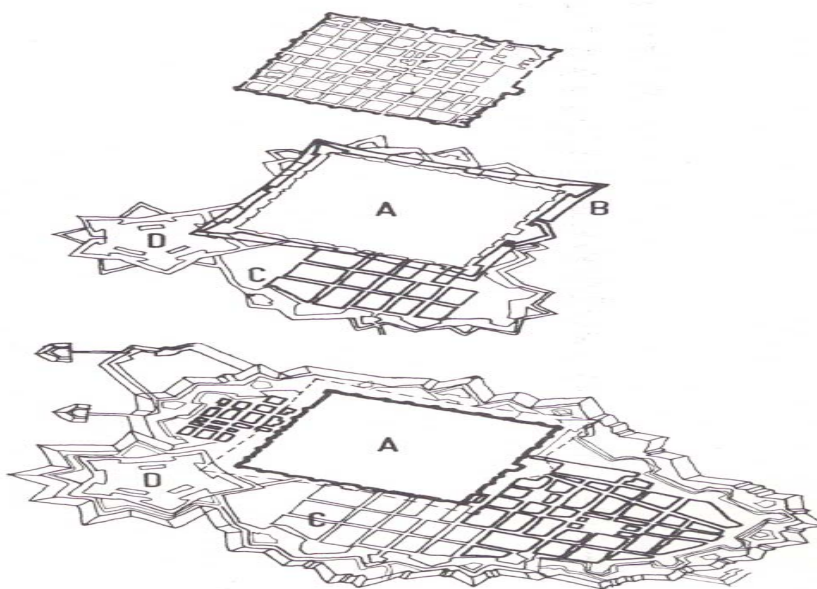
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Question 5 ( 5 Points)

Below is a drawing of the expansion of a walled Roman garrison town over a number of centuries. Is this a example of sprawl, or just natural expansion of the town? If it is sprawl, which of the six distinguishing features or characteristics of sprawl are depicted and visible in the drawing? See the generic definition of sprawl in Question 2. (Short answer: 1 to 3 sentences.)



Labels:

- A) Roman Town core
- (B) Surrounded by an earlier wall
- (C) Expanded areas
- (D) The citadel

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Question 6 (10 points)

Dolores Hayden described defined seven suburban patterns in the United States that evolved over time. Here are the seven patterns with the approximate starting date of each.

1. Building in the borderlands -1820
2. Picturesque enclaves -1850
3. Streetcar buildouts - 1870
4. Mail-order and self-built suburbs - 1900
5. Mass produced, urban scale “sitcom” suburbs - 1940
6. Edge nodes - 1960
7. Rural fringes - 1980 (exurban development)

She notes that all these patterns still survive in America (2003). Some continue to be constructed. Dolores Hayden contends that:

Each pattern is defined by characteristic development practices, building technologies, marketing strategies, architectural preferences, and environmental attitudes. Despite some mid-twentieth-century claims that suburbia is a classless place, in each era of suburban life, economic class has affected residents' employment options, commuting choices, lot sizes, and house sizes, as well as favored shapes for houses, porches, and yards. There are working-class, middle-class; and upper-class configurations, as well as practices of racial segregation, intertwined with the seven suburban patterns.

She asserts that the “American Dream” is embedded in all seven evolving patterns, and that the ideology of female domesticity was wedded to a “cult” of male home ownership. With time American Dream has evolved into a “Triple Dream” of a House + Land +Community.

“The triple dream encompasses both the private and public pleasure of peaceful, small scale residential neighborhoods.” However, she also observes that, “Unlike every other affluent civilization, Americans have idealized the house and yard rather than the model neighborhood of the ideal town.”

In a lecture on September 24<sup>th</sup>, Dr. Cohen noted that a fifth migration has been identified by Robert Fishman, which Fishman calls the “Reurbanization of inner city districts.” This movement includes the trend often called “gentrification.” At the same time, we have explored smart growth, new urbanism, neo-traditional design, adaptive reuse, and transit-oriented-design.

Does this fifth migration represent an end or reversal of American infatuation with suburban life, or just a slow down or pause? What do you think are the push and pull forces? And why the suburbanization process will or won’t end or reverse? (Opened ended: 6 to 10 sentences)

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Question 7 (5 Points)

One way to both physically define and identify a village as an urban form is whether it has scale, enclosure, and a green belt. Which two of these definitions overlap?

- A. **Scale:** Relates to a sense of place and suggests that notions of harmony and beauty become intertwined to create a simplicity and informality of form and function that promotes a social unity.
- B. **Enclosure:** Although there can be endless variations on actual form, there must exist a dimensional variable that prescribes a limitation on growth. Enclosure also establishes a scale of space, to create a compatible fit of uses and activities. This is not an imaginary boundary, but a land use growth boundary
- C. **Green Belt:** Surrounding the built areas of the village is an open space buffer to insure that development beyond the settlement pattern of the village does not become encroached on. This also reinforces the dimensional requirement of enclosure, and preserves scale.

- ☐ A & B
- ☐ A & C
- ☐ B & C

Question 8 (5 Points)

Which two images depict buildings that are in scale relative to each other, and in human scale?  
(Select no more than two.)



Figure 1

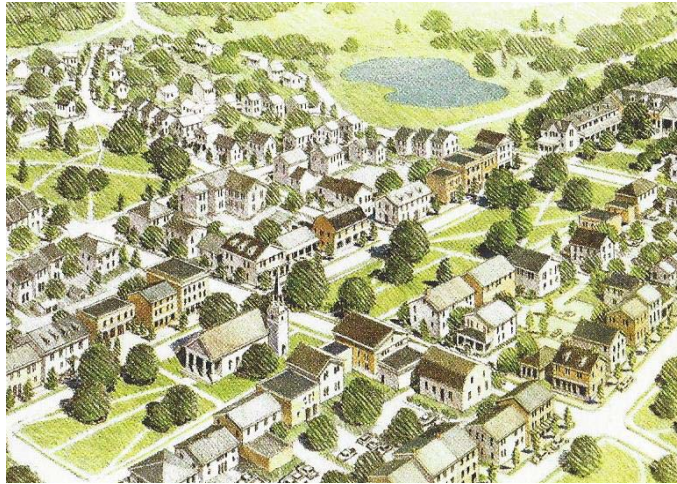


Figure 2



Figure 3



Figure 4

- ☐ A. Figure 1
- ☐ B. Figure 2
- ☐ C. Figure 3
- ☐ D. Figure 4



Question 9 (5)

In the two videos<sup>1</sup> we learned that discriminatory lending practices and policies by the Federal Housing Administration (FHA) combined with discriminatory local zoning practices made it nearly impossible for African-Americans to buy homes in the suburbs. Block-busting by real estate agents made it difficult for African-Americans to capture and retain the value of their housing investment.

These policies and actions resulted in the following (Select all the correct answers):

- ☐ A. Overcrowding in inner city dwellings and neighborhoods.
- ☐ B. Inability of most African-Americans to accumulate and bequeath wealth.
- ☐ C. Inability of many African-Americans to send their children to college.
- ☐ D. Block busting accelerated “White Flight” from urban neighborhoods.
- ☐ E. Created a new lending industry.
- ☐ F. Quickly lead to real estate regulatory agencies and organizations cracking down of real estate agents involved in the practice of block busting, and other discriminatory practices.
- ☐ G. The rerouting of freeways and interstate highways around predominately African-American neighborhoods.
- ☐ H. Increased funding for schools in predominately African-American neighborhoods.

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<sup>1</sup>First Homework Video Clip: *The Disturbing History of the Suburbs*; Adam Ruins Everything, 2017 (6:19 Minutes). Second Homework Video: *Segregated by Design* (17:40 Min) narrated by Richard Rothstein, author of *The Color of Law: A Forgotten History of How Our Government Segregated America* (2017)

Question 10 (5 points)

In the drawing below, what is missing from the row of houses that one usually sees and encounters in most suburban residential subdivisions? Select all that apply.



- ☐ A. Large front yards
- ☐ B. Driveways, driveway cuts at the street, and garages.
- ☐ C. Sidewalks on both sides of the street.
- ☐ D. Front Porches.
- ☐ E. Basements

File: DRGsProposedExamAlignedWLObjectvsPart1B-DraftA.wpd/pdf (WPW).

## Answer Sheet for Self-Assessment Quiz For Exercising Critical Thinking

Question Number	Part	Points	Answer
1	Quotes 1 & 4	4	Tom Brown, Jr.
1	Quotes 2 & 6	4	Aldo Leopold
1	Quotes 3 & 5	4	Loren Eiseley
2		5	B
3		5	Short Answer
4		5	Short Answer
5		5	Image is not Sprawl; Short Answer as to Why.
6		10	Open Ended, but should be Relatively Concise
7		5	B & C
8		5	B, C
9		5	A, B, C, D,
10		5	A, B
Total		62	
Note for questions 2, 5, 7 thru 10, Canvas Quizzes can shuffle the candidate answers.			

Assignment or Exam Aligned with Learning Objectives  
Building Self-Assessment Quiz For Exercising Critical Thinking  
Part 2 - Justification and Basis for the Exam — **Draft A**  
Prepared for Teaching in Higher Education Seminar (EPSY 8985) Fall 2020  
Due 10/06/2020  
Response by David R. Guinnup

**Introduction:**

The People, Places and Environment (PPE) is primarily aimed at transmitting declarative knowledge to the students and tends to be thin on critical thinking about and application of the knowledge being conveyed. One exception is the PPE Portfolio in which each student chooses any topic and a thesis, and then gathers images that demonstrate the relationship between the topic, and the accompanying thesis, to people, places, and environment. The PPE Portfolio requires critical thinking to find and select images and then order and present them to support the thesis or story.

However, our two exams are bereft of questions that require any analysis and critical thinking. For the most part, one can answer the questions by finding the answers in one's notes or in the *PPE Reader*. Prior familiarity with the material does speed and ease the process. The Self-Assessment Quiz is an experiment to see whether and how I might successfully develop some questions that require analysis, critical thinking, and application of knowledge.

**The Relevant Learning Objectives (RLO):**

- A. Enhance critical thinking skills. (a GenEd goal)
- B. Have an understanding and a critical awareness of the growth and development of American cities, towns, and suburbs.
- C. Be aware of the multiple and inevitable connections of people, places, and their environment.
- D. Understand the relevance of ecology as it provides a basis to plan, design, and build cities of the future.

Example: Question 1 requires the student to match 3 authors with 6 quotes. It requires analytical and critical thinking, since one of the six quotes is not from the *Reader*, but can be likely deduced by the student based on the content of the other quotes. Three of the quotes are fundamental to the foundation of ecology and ecocentric ethics. So RLOs A & D are covered.

Table of Relationship of Quiz Questions to Relevant Learning Objectives		
Question #	Related to RLOs	How the question is related to the Relevant Learning Objectives
1	A & D	Determine who is most likely to have said a new quote.
2	A & B, C	Apply information to a new problem.
3	A & B	Explain the reasons for their answer in Q2.
4	A, B, & C	Would changing a characteristic of Sprawl make a difference.
5	A & B	Analysis of an image & application of definition to a problem.

Table of Relationship of Quiz Questions to Relevant Learning Objectives		
Question #	Related to RLOs	How the question is related to the Relevant Learning Objectives
6	A, B, & C	Application of prior knowledge to a forward looking problem. (Involves some reasonable reading comprehension, lesson recollection, and information/concept chunking.)
7	A & B	Critical thinking to detect overlap of criteria for identifying a village.
8	A, B, & C	Analyze images to determine which depict a relatively uniform scale and a human scale.
9	A, B, & C	Based on a description of some policies and behaviors presented in two documentary/educational videos, determine the logical results. Students who watched these homework videos, and recollect the basic content of each, do have an advantage.
10	A, B, & C	Analyze an image and determine how the neighborhood looks different from most conventional neighborhoods.

File: DRGsProposedExamAlignedWLObjectvsPart2-DraftA.wpd/pdf (WPW).