| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | *Assessment Activity/Artifact:*  Presentation to the class on an approved scholarly article about an issue within a Shakespearean production or film related to local, global, international, and/or intercultural issues. Presentation will require detailed handout (two pages, single-spaced) that includes bibliographic information, key terms, summary of main arguments, analysis of relevant issues, and the student’s own connection between the article and our course learning.  *Evaluation Process:*  Assessment will be based on the quality and detail of the handout, the clarity of the classroom presentation, and the clear manifestation of knowledge about the interrelatedness of the explored issues. Assessment will be according to the activity’s grading criteria.  *Minimum Criteria for Success:*  Completion of the presentation and handout along with clear indication of thoughtful consideration of local, global, international, and intercultural issues  *Sample:*  All students in course will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate an understanding of the interrelatedness of approaches to understanding Shakespeare and the many local, global, international, and intercultural issues the study of his texts raise. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | *Assessment Activity/Artifact:*  Analysis Paper (6-9 pages): Students will examine two films, each from a distinct cultural background, based on a single Shakespearean play in order to analyze a major theme in terms of the differing perspectives offered in each film.  *Evaluation Process:*  Papers will be evaluated based on the depth and development of the analysis based on the differing perspectives, the clarity and strength of the thesis and claims surrounding the selected central issue, and the quality of the writing. Assessment will be according to the activity’s grading criteria.  *Minimum Criteria for Success:*  Work must contain the development of a central issue within a Shakespearean text using multiple perspectives.  *Sample:*  All students in course will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to conduct an analysis of selected intercultural Shakespearean films and texts in terms of multiple local, global, international, and intercultural perspectives on relevant issues and problems. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | *Assessment Activity/Artifact:*  Applications Paper (5-7 pages): Students will reflect on their learning within the course and write to explain the applications of the course into their lives. They will reflect on specific changes in behavior and thought, ways they have (or can) engage with issues, and other detailed applications of this course’s learning. Their paper must address local, global, international, and intercultural issues and applications using perspectives gained from class study.  *Evaluation Process:*  Assessment will be based on the depth and specificity of the description the real-world applications of perspectives gained through the study of Shakespearean texts. Assessment will be according to the activity’s grading criteria.  *Minimum Criteria for Success:*  Students must, at minimum, identify real and specific applications of the learning in this course to significant issues within their lives.  *Sample:*  All students in course will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate a willingness to apply perspectives gained through studying cultural interpretations of Shakespeare’s works as a means or medium to engage with and improve local, global, international, and intercultural issues. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |