| **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:  One of the themes of the course is the way that the environment shaped the development of civilizations, including interactions with neighbors. We will discuss this topic in Egypt, Mesopotamia, Greece, and Rome. At least one essay question on an exam will ask students to compare two civilizations’ interactions with neighbors and the way the environment shapes that.  Evaluation Process:  The essay will be evaluated based on the following:   * Strong thesis that answers the question and addresses both civilizations under question. * Understanding of both civilizations * Comparison of relevant information for each civilization.   Minimum Criteria for Success:  A minimum grade of a C on the assignment.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to construct an evidence-based argument demonstrating how local, regional, and inter-regional events shaped the interactions of two or more groups in the ancient world, and the development of the ancient world. |
| **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:  Paper two requires students to consider the viewpoints of ancient Roman supporters and opponents of the senate, including patricians, soldiers, and common citizens, and to construct an argument about the evolution of the Roman government considering multiple perspectives.  Evaluation Process:  Essays will be evaluated based on the following:   * Strong thesis that answers the question and addresses both supporters and opponents of the senate. * Paragraphs with topic sentence, evidence, conclusion. * Paragraphs that make an argument and are analytical. * Understanding of the historical context of the late Roman Republic, including class and political conflict. * Intro and conclusion * Required number of sources (minimum), use of sources related to both the supporters and opponents of the senate, and analysis of those sources.   Minimum Criteria for Success:  A minimum grade of a C on the assignment.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to construct an evidence-based argument that integrates multiple perspectives on issues related to the ancient world. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method (for my class only)** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:  At several points, students will be asked to consider multiple different historical explanations for a single event or phenomena in class discussion or formal debate. These discussions will include—but are not limited to—the prohibition on consumption of pork by the ancient Israelites, the rise of democracy in ancient Athens, and the fall of the Roman Empire. One such question will appear as an essay on either the midterm or final.  Evaluation Process:  Students will be evaluated on the following:   * their ability to engage with different perspectives on a historical problem or controversy * their ability to identify the strongest and most relevant evidence related to the topics * their ability to reach a resolution about it based on evidence presented in the class and critical thinking. * Their ability to articulate their opinions clearly and coherently.   Minimum Criteria for Success:  Either a minimum grade of a C on the assignment.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to consider different perspectives on a problem or controversy related to the ancient world and attempt to reach a resolution about it. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |