| **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 Reformation affected different groups in European and colonial American societies, respectively. Before each in-class lecture, the students will be required to submit journals that summarize the readings.Evaluation Process:The journals will need to contain the following:* The main argument in the assigned readings.
* The main points made in the in-class discussions.
* A critical, comparative analysis of the different groups studied in the course and how they were affected by the Reformation.

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 Europe and the Americas. |
| **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:The final research paper is a cumulative writing assignment where the students choose a theme that has been discussed in class throughout the semester, and formulate a thesis statement based on the research debates they have encountered during these discussions.Evaluation Process:Papers will be evaluated based on the following: * Strong thesis that answers the question and addresses both sides of a scholarly debate.
* Paragraphs with topic sentence, evidence, conclusion, which make an argument and are analytical.
* Understanding of the historical context of the Reformation, including political and military conflicts, gender roles, and Othering.
* Intro and conclusion.
* Use of historical primary 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 political development and military conflicts caused by the Reformation. |
| **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:The students are given a weekly assignment of submitting a journal based on what they have learned from the assigned readings and the classroom discussions. In these journals, they need to include a current news story from a mainstream media outlet, which corresponds to the issues discussed in the readings.Evaluation Process:Students will be evaluated on the following:* their ability to summarize an argument.
* engage with different perspectives on a historical problem in relation to how it manifests today.
* their ability to reach a resolution based on evidence and critical thinking.
* their ability to articulate their opinions clearly and coherently.

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 consider different perspectives on a current problem or controversy related to the political aspect of the Reformation. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |