| **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:  Essay 1 requires students to choose an essay prompt from “Section A - Global Awareness” in the Course Reader. Resulting in a paper of 1,500-2000 words written on one of the following prompts:   1. Why did James II and VII lose his thrones in 1688-89? 2. In what sense was the 1707 Treaty of Union a marriage of convenience for both sides? 3. Did mass consumerism replace the artistic and intellectual elites when it comes to shaping public culture in the late 19th and 20th centuries? 4. To what extent did the Second World War act as a catalyst for Social Change in Britain? 5. Choose one of Britain’s former colonies and answer the following questions: How did the interaction between the colonisers and the colonised shape empire? What were ‘local’ responses to imperial rule?   Evaluation Process:  Essay 1 will be assessed using a rubric composed of the following criteria:   * Strong thesis that answers the question and addresses the views of the main actors in the topic chosen. * Paragraphs with topic sentence, evidence, conclusion. * Paragraphs that make an argument and are analytical. * Understanding of the historical context for the topic chosen. * Intro and conclusion. * Required number of sources (6 minimum), use of sources related to different sides of the topic chosen and analysis of those sources.   Minimum Criteria for Success: 70/100 or a grade of 'C'  Sample: All students will be assessed. |  |
| **Course Learning Outcome** |
| Students will construct an evidence-based argument demonstrating how local, regional, national, and global events shaped the interactions of two or more groups in Modern Britain. |
| **Use of Results for Improving Student Learning** | | |
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| **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:  Essay 2 requires students to choose an essay prompt from “Section B – Global Perspective” in the Course Reader. Resulting in a paper of 1,500-2000 words written on one of the following prompts:   1. Investigate anti-war sentiment during WWI. Which groups and individuals wrote, spoke, or campaigned against war? What arguments did they put forward? 2. Can Neville Chamberlain, and those that forged the Munich Agreement, be considered “Guilty Men”? Did they have any other choice except to appease Nazi Germany? 3. Choose a former British colony and answer the following: Did British colonial rule do more harm than good? 4. How important was the Welfare State to the success of post-War Britain? 5. To what extent did the rise of Margaret Thatcher effect a change in British Conservatism from the mid-1970s?   Evaluation Process:  Essay 2 will be assessed using a rubric composed of the following criteria:   * Strong thesis that answers the question and addresses the views of both supporters and opponents of the chosen topic. * Paragraphs with topic sentence, evidence, conclusion. * Paragraphs that make an argument. * Understanding of the historical context and particularly different viewpoints on German history in the 19th and 20th centuries. * Intro and conclusion. * Required number of sources (6 minimum), use of sources that represent both support and opposition to the chosen prompt topic   Minimum Criteria for Success: 70/100 or a grade of 'C'  Sample: All students will be assessed. |  |
| **Course Learning Outcome** |
| Students will construct an evidence-based argument that integrates multiple perspectives on an issue in Modern British History. |
| **Use of Results for Improving Student Learning** | | |
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| **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:  Students are required to choose **two** gobbets (primary source image, audio, or text extract) from the Course Reader. Resulting in two papers of 500-800 words each.  Evaluation Process:  These “Gobbet Exercises” will be assessed using a rubric composed of the following criteria:     * Demonstrate a detailed historical understanding of the gobbet of their choice. * Identify the document and context (including its language, whether the text provided is a translation, and the place where this document was done), its purpose and the main characters involved. * Comment on the particular point or points raised in the extract. * Explain any distinctive words or phrases. * Towards the end, comment more discursively on some of the broader issues involved. Is this a true or accurate narrative of events? Are the hopes of the protagonist ultimately realized? Where does this extract fit into the wider context of what we know from our sources? * Engage with different perspectives on the subjects chosen. * Present their evidence and argument in a clear, coherent way.   Minimum Criteria for Success: 70/100 or a grade of 'C'  Sample: All students will be assessed. |  |
| **Course Learning Outcome** |
| Students will consider different perspectives on a problem or controversy related to Modern British History and attempt to reach a resolution about it. |
| **Use of Results for Improving Student Learning** | | |
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