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| **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:  Short Essay (1,200-1,500 words)  Students will synthesize historical and cultural information about the Mexican Revolution in order to analyze how one of the “Novels of the Revolution” responded to needs revealed by the Revolution  Evaluation Process:  This learning outcome will be evaluated by means of a rubric that scores on a scale from 1 to 10.  Minimum Criteria for Success:  The minimum criterion for success is a score of 7 or higher on the rubric.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to synthesize the ways that different literary texts are shaped by and help to shape revolutions in local, national, international, and global contexts. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

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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:  Collaborative Project (with 4- to 6-minute presentation and 600- to 900-word reflection) Students will role-play in order to present historical research on Trotsky’s activities in Mexico and then analyze and evaluate those activities.  Evaluation Process:  This learning outcome will be evaluated by means of two rubrics (one for the presentation, one for the reflection), each of which scores on a scale from 1 to 5.  Minimum Criteria for Success:  The minimum criterion for success is a combined score of 7 or higher on the rubrics.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze how writers occupying different political, economic, and cultural positions in relation to revolutions have represented those revolutions to their diverse readers. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

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| **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:  Long Essay (1,800-2,100 words)  Students will analyze case studies of paired texts in order to evaluate the solutions and legacies of the Mexican Revolution from multiple perspectives.  Evaluation Process:  This learning outcome will be evaluated by means of a rubric that scores on a scale from 1 to 10.  Minimum Criteria for Success:  The minimum criterion for success is a score of 7 or higher on the rubric.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to evaluate the solutions to various problems that revolutions have offered, as well as the role that literature plays in persuading diverse local, national, international, and global audiences to support or critique those solutions or to find alternative solutions. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |