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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:*Students will collaboratively annotate 3 scholarly articles with your classmates using the free* [*www.perusall.com*](http://www.perusall.com/) *website tool. More information about these assignments can be found in the Collaborative Annotate Guide in Canvas. All students complete each of the following assignments:**Perusall Annotation #1-3*Evaluation Process:*This learning outcome will be evaluated by means of rubrics that assess each assignment in categories relevant to that specific assignment (see attached Collaborative Annotation Guidelines).*Minimum Criteria for Success:*Students will pass this outcome on at least one completed assignment (completion = B to B+ level performance or above)*Sample:*All students will be assessed.* | 1. |
| **Course Learning Outcome** |
| Students will be able to demonstrate knowledge of both the interrelatedness and diversity of local, national, and global issues, approaches, trends, and systems relevant to gender equality and race relations, and their relationships with each other as concepts that involve a variety of global problems, as represented in women’s fiction. |
| **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:*Students will write four (4) blog posts this term of a minimum of 100 words, each of which will include a key word, context for how you arrived at that key word based on our course readings, textual evidence with analysis, and at least two strong interpretive questions. Half of the assignment will include a detailed response to a classmate. Explicit, detailed instructions can be found in Canvas. Students are asked to complete at least four of the assignments below:**Blog Posts #1-4*Evaluation Process:*This learning outcome will be evaluated by means of rubrics that assess each assignment in categories relevant to that specific assignment (see attached rubric example).*Minimum Criteria for Success:*Students will pass this outcome on at least one completed assignment (completion = B to B+ level performance or above)*Sample:*All students will be assessed.* | 1. |
| **Course Learning Outcome** |
| Students will be able to analyze distinct and shared global, transhistorical, and intercultural perspectives on gender equality and race relations, and their relationships with each other as concepts that involve a variety of global problems, as represented in women’s fiction. |
| **Use of Results for Improving Student Learning** |
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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:*The final project will involve a choice of either a 8-10 page thesis driven literary analysis essay OR an alternative creative project accompanied by an artist’s statement and project proposal. Detailed information about these options can be found under the Assignment instructions in Canvas. (See attached instructions)**Final Paper/Project*Evaluation Process:*This learning outcome will be evaluated by means of rubrics that assess each assignment in categories relevant to that specific assignment.*Minimum Criteria for Success:*Students will pass this outcome on at least one completed assignment (completion = B to B+ level performance or above)*Sample:*All students will be assessed.* | *1.* |
| **Course Learning Outcome** |
| o Students will be able to evaluate connections between the local, global, international, and intercultural problems that apocalyptic literature raises, and explore solutions to those problems; engage with global problems as they relate to gender equality and race relations, as represented in women’s fiction. |
| **Use of Results for Improving Student Learning** |
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