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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:1. Class Participation
2. Oral Presentation
3. Short Response Paper
4. Imitation

Evaluation Process: Class Participation will be assessed at the end of the semester, though I will let students know if they need to do more at the midpoint. Oral Presentations will receive full credit, as will a completed Short Response Paper. The Imitation will receive qualitative feedback. All of this work fosters global awareness in the sense that it involves reflection on descriptions of experience of travel and accounts of encounters with cultural difference.Minimum Criteria for Success: Speaking in class or listening attentively will satisfy the requirement for participation. Speaking for five minutes will give students full credit for the Oral Presentation.Completing the Short Response Paper will give students full credit. Completing the Imitation will earn them at least a C.Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will gain a sense of global awareness by reading and interpreting narratives of travel and identifying and explaining conventions of description and judgment. |
| **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:1. Class participation
2. Imitation
3. Personal Narrative Evaluation Process:

Class participation will be assessed at the end of the semester, though I will let students know if they need to do more at the midpoint. The Imitation and Personal Narrative will receive qualitative feedback. This work fosters a global perspective in the sense that involves comparing and contrasting the viewpoints of more than one traveler.Minimum Criteria for Success:Speaking in class or listening attentively will satisfy the requirement for participation. Completing the Imitation and Personal Narrative will earn students at least a C.Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will acquire a more fully global perspective by comparing and contrasting accounts of travelers from various locations in various destinations. |
| **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:1. Book Review
2. Personal Narrative Evaluation Process:

The Book Review and Personal Narrative will receive qualitative feedback. These assignments promote global engagement in the sense that they bring students out of the classroom. In the case of the Book Review, they must post their response to a text in an online forum. In the case of the Personal Narrative, they must connect the issues of the class to their own experiences of travel.Minimum Criteria for Success:Completing these assignments will earn students at least a C.Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate global engagement by reflecting on their own travels and writing about these experiences. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |