

## A Faculty Guide to Global Awareness Syllabus Revision for Recertification

**1. Your Learning Outcomes** Your course's learning outcomes in the syllabus should show how your students will be accomplishing each of the three Global Awareness learning outcomes. Do not cut and paste the general Global Awareness learning outcomes.

What would an example of a learning outcome be?

Example A: Using course readings, students should be able to analyze experiences of social stratification in India, Algeria, Sumatra, Mexico and Rwanda.

Example B: Students should be able to formulate cultural insider explanations of Norwegian literary symbolism.

Example C: Students should be able to evaluate how the policies of several different societies have shaped globally interconnected climate change.

Here the Global Awareness learning outcomes to use *to develop your own course's learning outcomes* (the third outcome is on the next page...)

### Required Learning Outcomes for Global Awareness Courses

Course readings and assignments clearly help students exhibit all three of the following behaviors:

- **Cultural Awareness**

***Students should be able to demonstrate awareness of and respect for non-U.S. cultures.*** Students comprehend, empathize with, and demonstrate a nuanced understanding of multiple worldviews within non-U.S. locations. Students explain phenomena in relation to larger contexts (e.g. cultural, environmental, historical, political, ideological and/or economic).

Readings and assignments should explicitly invite students to explore non-U.S. cultures from an insider point of view, rather than a supposedly neutral global perspective. Readings that happen to be set in a location but do little to contextualize information within the culture or local natural environment are not appropriate. If instructor is focusing on one region, location, or nation, readings and assignments should guide students to analyze multiple perspectives within that single location.

- **Global Interconnections**

***Students should be able to address and analyze phenomena in our interconnected world.*** Students recognize how ideas, events, and actions in one location have consequences elsewhere for humans and/or the natural world. Students analyze how policies, processes, and/or trends relating to global phenomena are constructed, influenced or altered. No region, culture or ecosystem is autonomous or self-contained.

- **Power Inequities**

*Student should be able to identify and analyze power inequities among different cultures/societies/countries/regions within natural, historical and/or contemporary contexts.* Groups based on race/ethnicity, socio-economic class, nationality, religion, age, gender, sexualities, or disabilities often have different access to decision-making and/or resources, which could include natural resources. Courses that focus largely or solely on the powerful are not appropriate.

The complete Global Awareness Course Criteria can be found at:

<http://www.uis.edu/generaleducation/wp-content/uploads/sites/79/2013/04/Global-Awareness-Criteria-version-071316.pdf>

2. **Bloom's Action Verbs** Your learning outcomes should be written using Blooms taxonomy action verbs, for instance, describe, analyze, summarize.

Example learning outcome using Bloom's action verb "describe":

In taking this course successfully, students should be able to describe power inequities between group A and B.

The categories of action verbs go from the most introductory (top of page) to the most complex (bottom). In teaching a 300 or 400-level course, be sure to have your students accomplish more than the introductory categories.

Bloom's Taxonomy of Action Verbs—quick and handy chart:

<http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf>

3. **Assignment Descriptions** One or more of your complete assignment descriptions that reflects one or more of how your students will accomplish the Global Awareness learning outcomes. This assignment description or prompt for students should be included in your syllabus or submitted with your syllabus to General Education Council. This assignment you decide to include could be:

- a. an essay exam question that all students will answer
- b. a research paper prompt
- c. a presentation prompt
- d. a discussion forum assignment of sufficient depth
- e. or whatever key assignment you see as central to the course

4. **Readings** In the course schedule, readings should include author and title, or enough information so General Education Council members could find the reading based on what you list. If the chapter comes out of an assigned book, please

make it clear somewhere. If you aren't sure the reading titles will communicate the Global Awareness learning outcomes as clearly as they might, include a set of weekly topic titles too.

5. **A bit concerned?** Not sure your syllabus will be fully legible to General Education Council members as Global Awareness? You are welcome to write up your rationale or explanation of how it will fit the learning outcomes in a cover sheet you send in with the syllabus. This is entirely optional. *It would be in addition to 1-4 above.*