

**DIRECT MEASURES OF  
STUDENT LEARNING  
OUTCOME ONE:  
CITIZENSHIP IN A DIVERSE  
AND GLOBAL SOCIETY**



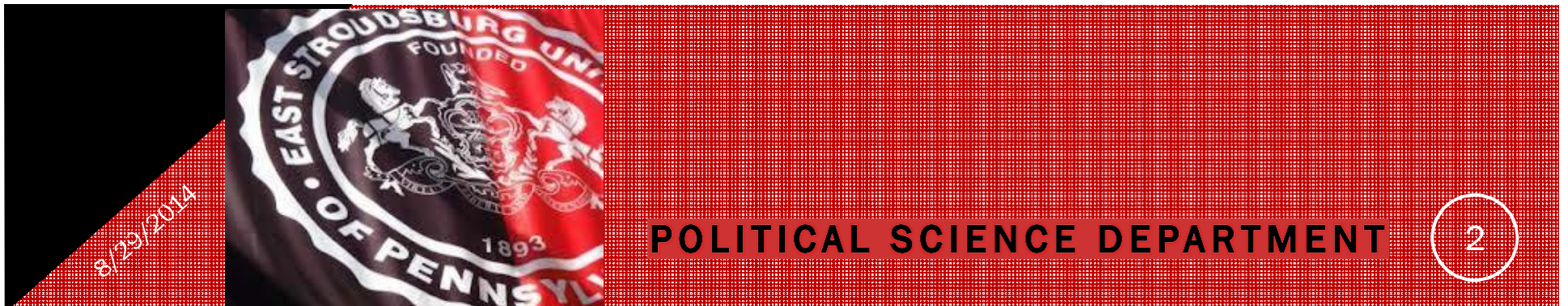
POLITICAL SCIENCE  
DEPARTMENT



# STUDENT LEARNING OUTCOME 1

## I. Demonstrate an understanding of their role as citizens of a diverse and global society.

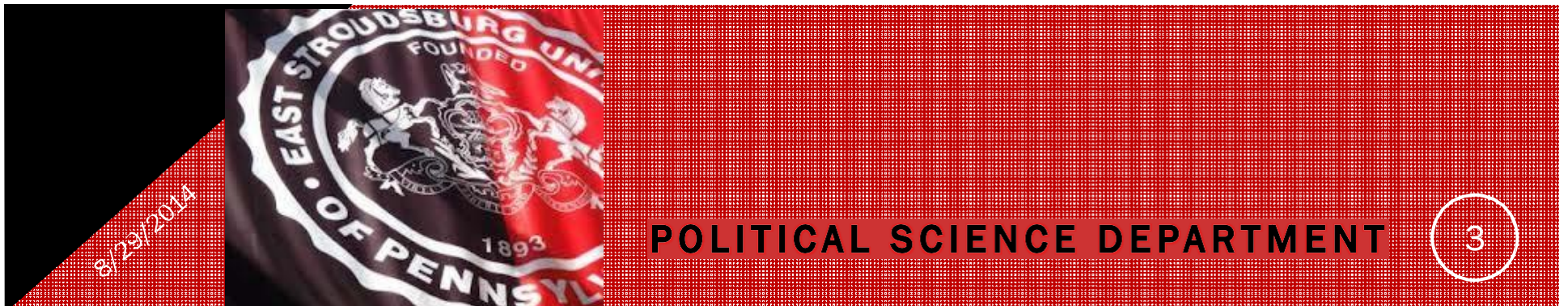
By the time an ESU student has graduated, a student, will understand the concept “citizen” as a civic and legal term; a sense of identification with a community; and, as a participant in political/social institutions and processes. The student will have an understanding of the roles and responsibilities of a citizen on all levels of the global society, including local, regional, national, and international levels. The student will develop an understanding of diverse views and perspectives and will demonstrate a tolerance for the multicultural beliefs and practices of various domestic and global cultures, which are common in our interconnected world.



# STUDENT LEARNING OUTCOME 1

Specifically, students will be able to:

- Develop an understanding of local, state, national, and international political institutions and processes, and how they can engage in active civic participation in governmental, non-profit, or private organization to improve the quality of life.
- Develop a familiarity of world cultures by learning about historical, social, political, and economic institutions and processes.
- Demonstrate an awareness of their role and responsibilities as citizens of a global community and an understanding of global interconnectedness.
- Demonstrate tolerance for diverse views and perspectives.
- Promote human equality at the personal and societal level through participation in active methods.



# POLITICAL SCIENCE DEPARTMENT GENERAL EDUCATION

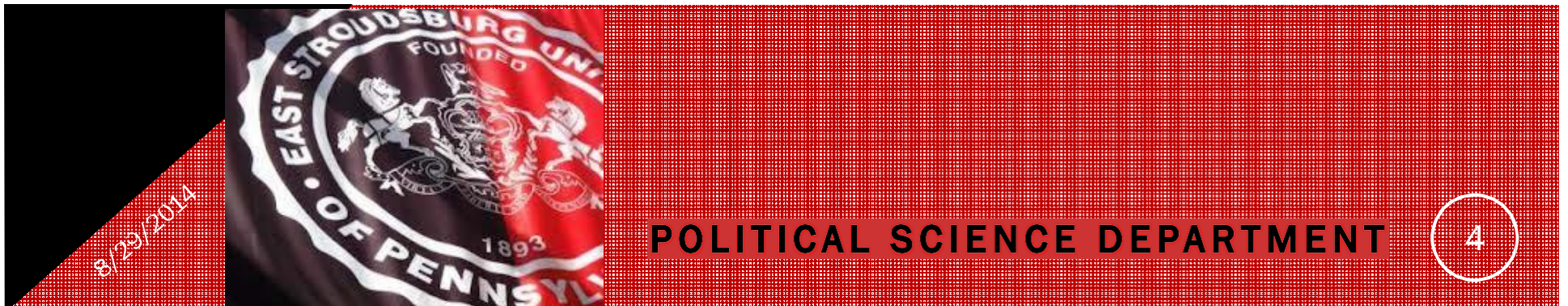
Political Science GE Courses Directly Connect to SLO # 1

POLS 111: GE: Principles of Political Science

POLS 117: GE: Introduction to Global Politics

POLS 120: GE: American Government

POLS 160: GE: Introduction to Public Administration



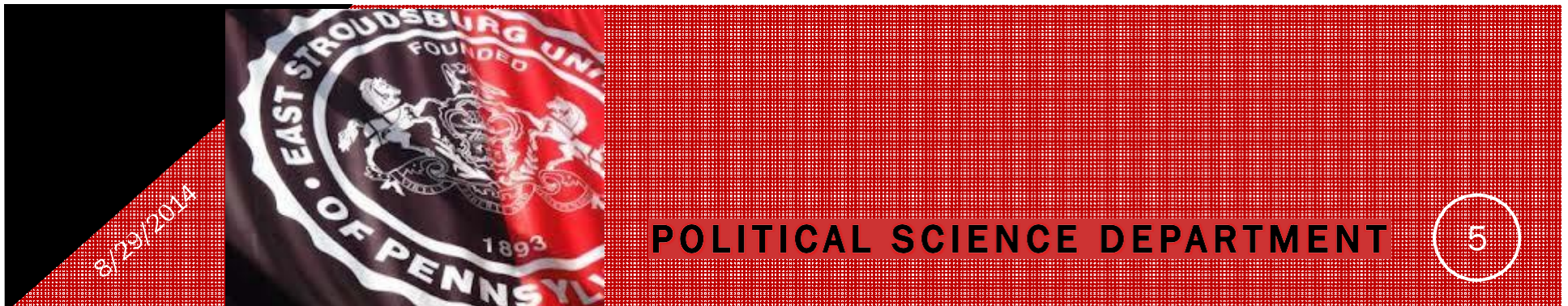
# POLS 120 GE: AMERICAN GOVERNMENT POSITION PAPER

## The Assignment:

- 3-4 Typed, Double Spaced Pages, with a minimum of 5 citations

## Goals of the Position Paper Assignment

- Identify a problem that they deem important in public policy or government operation (national or international).
  - Serves to engage the student in a critical analysis of global governance and policymaking.
- Contrast competing arguments and proposals for solving the problem.
  - Serves to expose students to competing ideologies, worldviews and governmental systems.

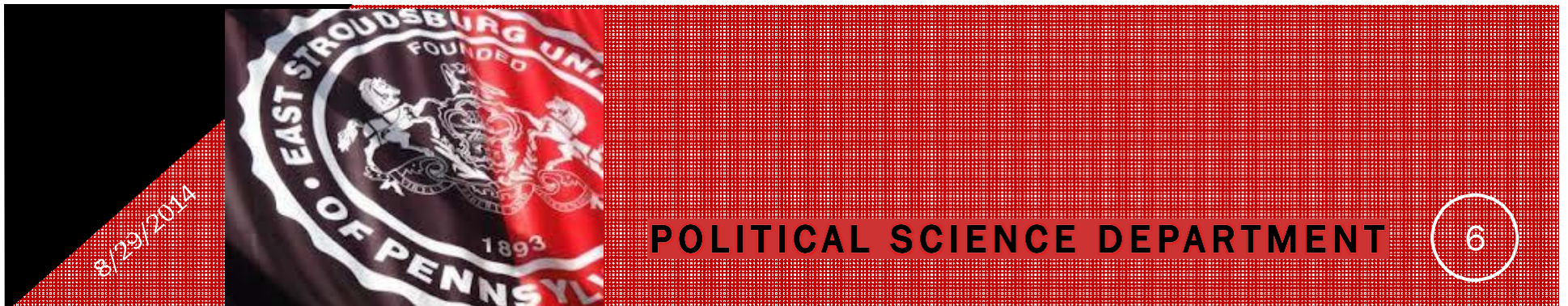




# POLS 120 POSITION PAPER

## Goals Continued...

- Explain with evidence their preferred solution for solving the problem.
  - Requires the student to move beyond preconceived beliefs and defend how to change policy or government operation creating an awareness of their role/responsibility in our government.
- Overall, the hope is that this newfound knowledge and ability to critically analyze our government will foster political efficacy and future participation in the political process.

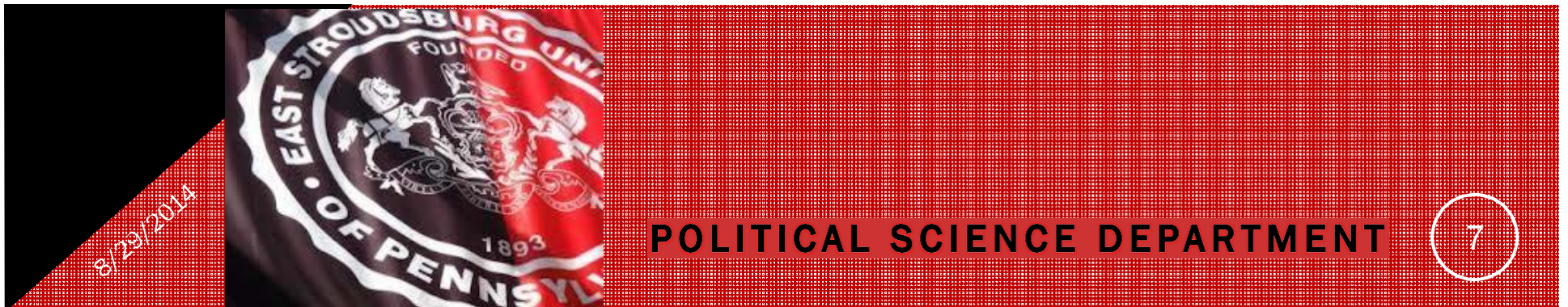


# POLS 120 ASSESSMENT

The paper is assessed using a rubric which evaluates their ability to identify and explain the problem as well as the role of government and their ability to defend their position.

I will be using the AACU value rubrics to assess the achievement of the following outcomes:

- Analysis of Knowledge
- Civic Communication
- Perspective Taking
- Understanding Global Systems
- Applying Knowledge to Contemporary Global Contexts



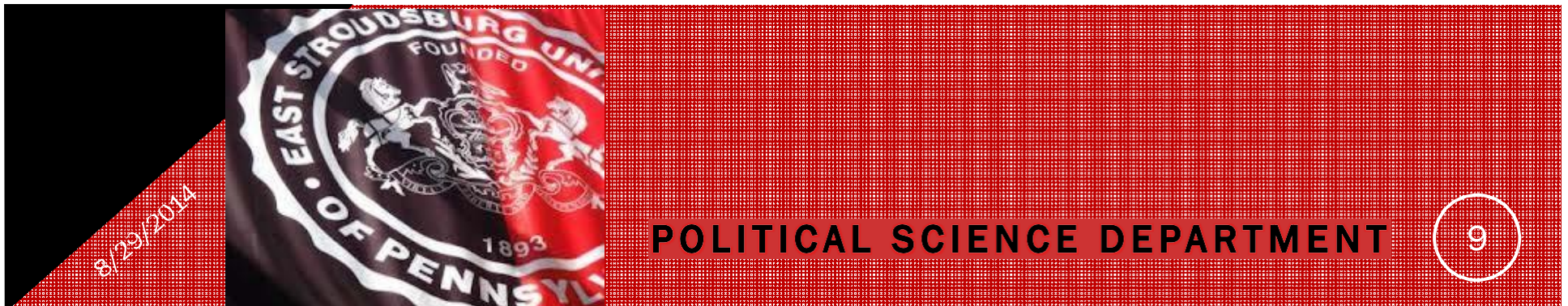
Criteria	A	B	C	D	E
Appropriate Content and Quality of the Research	<p><b>25 points</b> The paper covers an appropriate topic in the area of American government, addresses the role of government in the issue and uses reputable sources of information in sufficient quantity for its research.</p>	<p><b>22 points</b> The paper covers an appropriate topic in the area of American government, addresses the role of government in the issue and mostly uses reputable sources of information in sufficient quantity for its research.</p>	<p><b>19 points</b> The paper covers an appropriate topic in the area of American government but does not adequately address the role of government in the issue. OR The paper uses too few sources of questionable information in sufficient quantity for its research.</p>	<p><b>16 points</b> The topic of the paper is inappropriate for an American government course OR does not use reputable sources of information for its research or a sufficient</p>	<p><b>10 points</b> The topic of the paper is inappropriate for an American government course and provides little to no research to explain the subject of the paper.</p>
Organization & Coherence of the Writing	<p><b>25 Points</b> The paper is written in a clear understandable fashion using college level vocabulary and organized in a manner that creates transition in a logical flow of ideas. The paper meets length requirement</p>	<p><b>22 points</b> The paper is mostly written in a clear, understandable fashion using college-level vocabulary and organized in a manner that creates clear transitions and a logical flow of ideas. The paper meets length requirements.</p>	<p><b>19 points</b> In some places, the paper struggles to present ideas in a coherent fashion or may use inappropriate or simplistic vocabulary. OR The paper does not meet the length requirements.</p>	<p><b>16 points</b> Throughout the paper ideas are rarely presented in a coherent fashion and the paper often uses inappropriate or simplistic vocabulary for college-level writing. The paper may not meet the length requirements.</p>	<p><b>10 points</b> The lack of clear and coherent writing throughout the paper makes it difficult to understand the writer's thoughts and arguments. The vocabulary used is inappropriate for a college-level course. The paper may not meet the length requirements.</p>
Justification and Explanation of Opinions	<p><b>25 points</b> A clear and detailed explanation of the student's opinion is presented with evidence to justify their thoughts in a manner that demonstrates exceptional critical thinking. Quotes are used effectively and appropriately.</p>	<p><b>22 points</b> A clear and detailed explanation of the student's opinion is presented with evidence to justify their thoughts. Quotes are used effectively and appropriately.</p>	<p><b>19 points</b> A clear and detailed explanation of the student's opinion is presented with little evidence to justify their beliefs. AND/OR Quotes are not used effectively as they are used sparingly or are relied on too much.</p>	<p><b>16 points</b> The paper presents opinions that lack clarity, explanation or justification with evidence. The student uses quotes almost exclusively without explanation of their use.</p>	<p><b>10 points</b> No attempt is made to explain and justify any opinions or no student opinion is mentioned.</p>
Mechanics: Grammar, Spelling, Syntax and Citations	<p><b>25 points</b> The work contains few (2 or less) errors in grammar, spelling and syntax (sentence structure). AND All citations are correctly formatted according to an reputable style manual.</p>	<p><b>22 points</b> The work contains some (3 to 5) errors in grammar, spelling and syntax (sentence structure). OR Most citations are correctly formatted according to an reputable style manual.</p>	<p><b>19 points</b> The work contains many (6 to 8) errors in grammar, spelling and syntax (sentence structure). OR Only some citations are correctly formatted according to a reputable style manual.</p>	<p><b>16 points</b> The work contains numerous (9 or more) errors in grammar, spelling and syntax (sentence structure). OR Many citations are not correctly formatted and some entries lack citations.</p>	<p><b>10 points</b> The work as a whole has 10 or more errors in grammar, spelling and syntax so that the work becomes difficult to comprehend. OR Few if any citations are presented and those that are cited are not cited according to a reputable style manual.</p>
Overall Score	<p>A 23 or more</p>	<p>B 20 or more</p>	<p>C 17 or more</p>	<p>D 10 or more</p>	<p>E 0 or more</p>



# POLS 160 INTRODUCTION TO PUBLIC ADMINISTRATION

## The Assignments:

- Local Government Meeting Paper – attend a local government meeting (county, municipality, or school district) and write a 500 word paper on the meeting.
  - Learn the structure of local government and issues that are involved.
  - Experience “how to” participate in local government meetings
- Department Evaluation – choose a department gather information concerning the department and evaluate if the department is accomplishing its mission.
  - Learn where information is on governmental departments and agencies and how to access – to include how to find job opportunities.
  - Learn how the mission of departments are international – even those focuses on domestic issues.
- Service Learning Project – provided a list of non-profits in area, must complete five hours of service and discuss on the discussion forum on D2L
  - Learn about non-profits and civil society.

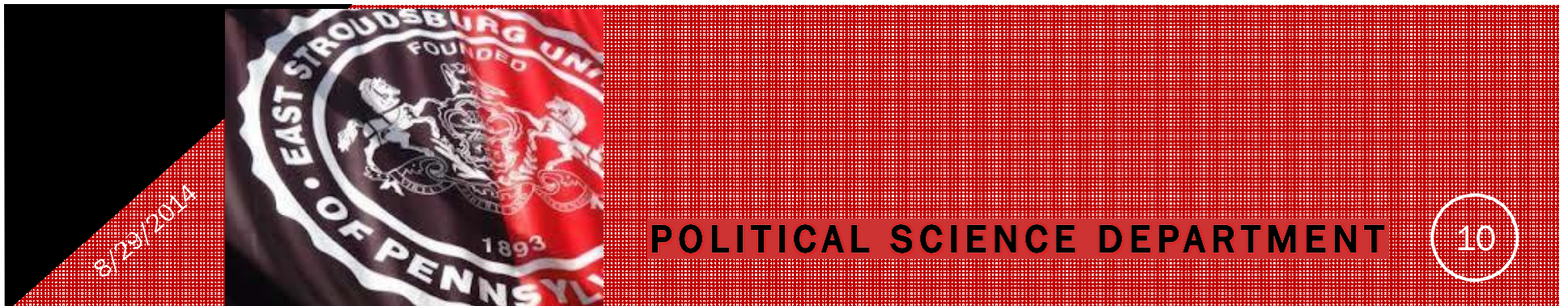


# POLS 160 ASSESSMENT

Each assignment is evaluated with a rubric by the instructor – rubrics are a version of those developed by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), which is the accrediting body for public administration programs.

[http://www.naspaa.org/about\\_naspaa/naspaa.asp](http://www.naspaa.org/about_naspaa/naspaa.asp)

On the Service Learning Project the non-profit agency provides a short feedback to the instructor in the form of an email.



# BIOL 106: Insects & Human Life



**Global Citizenship Student Learning Outcome: Using  
Insects to Expose students to the World's Diversity**

**Matthew S. Wallace  
Biological Sciences  
East Stroudsburg University of Pennsylvania**





# INSECTS & HUMAN LIFE: BACKGROUND

- The course:
  - Biology GE
  - 4-5:15, TuTh
  - ~ 80 students, large lecture hall
  - Fall & Spring

# INSECTS & HUMAN LIFE: BACKGROUND

- Overall course goals:
  - for non-majors to grasp biological principles using **insects** as examples
  - to use **enthusiasm**, various strategies to engage students
  - emphasize **class participation**: attendance & professionalism

# INSECTS & HUMAN LIFE: BACKGROUND

- Main topics:

1. What are insects?

- systematics & evolution
- anatomy & physiology
- reproduction
- behavior & ecology
- botany

2. Interactions with man

- beneficial insects
- harmful insects
- insect appreciation





# INSECTS & HUMAN LIFE

- **Global Citizenship Student Learning Outcome**
  - emphasized with theme of ***WORLDWIDE DIVERSITY OF INSECTS***
  - *as a result, students become informed “citizen scientists”*

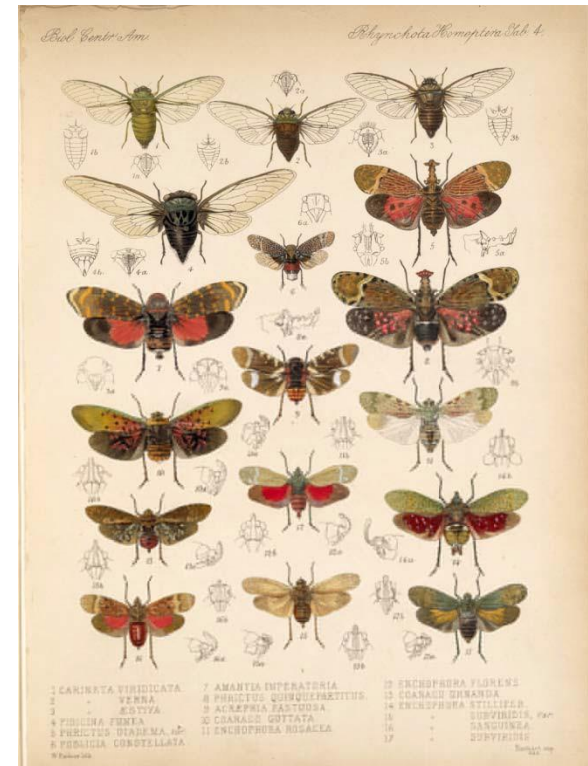
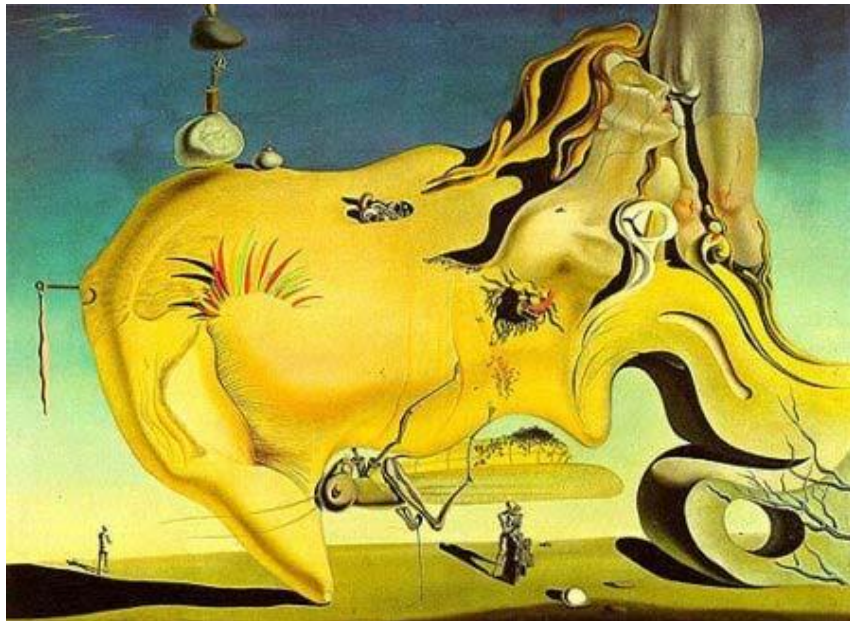
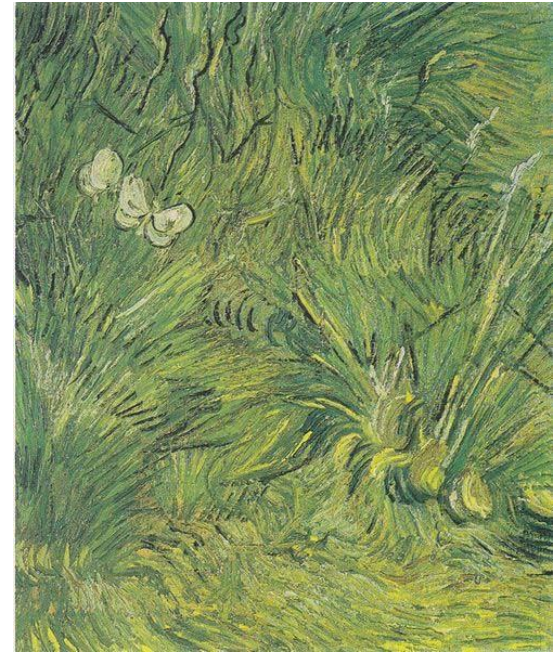
# INSECTS & HUMAN LIFE

- ***Global Citizenship topics:***

1. *Insects are found everywhere around **the world***

2. *Insects **POSITIVELY** impact world cultures*

- honey bee role in world agriculture
- African, Asian, Latin American cultures eat insects
- insects are symbols, subjects of artwork for many cultures
- insects in medicine: cures for cancer?
- used to help solve crimes!





- ***Global Citizenship topics:***

- 3. *Insects NEGATIVELY impact world cultures*

- many insects vector deadly pathogens worldwide
    - pest insects threaten how we feed the world
    - destruction of crops, forests, food stuffs



# INSECTS & HUMAN LIFE

- ***Global Citizenship topics:***

- 4. *the critical role of insects in ecosystem health & thus, health of planet*

- insect associations with plants—they ***need*** each other
    - as measures of aquatic health
    - as measures of climate change

# INSECTS & HUMAN LIFE

- ***How do I present this information?***
- ***DIVERSITY OF METHODS:***
  - abbreviated lectures, with many illustrations
  - annotated video clips
  - in-class exercises focused on critical evaluation of the material
  - in-house & online labs
  - art projects, eating insects!



# INSECTS & HUMAN LIFE

- *How do I assess/evidence of learning?*
- *DIVERSITY OF METHODS:*
  - 4 lecture exams, variety of questions
  - laboratory exercises
  - papers focusing on global issues: CCD, new medicines, international transport of exotic species
  - EVIDENCE OF LEARNING: high test scores, well-written & thought-out papers, art work in lab & projects

# INSECTS & HUMAN LIFE

- ***What will I continue to do, begin to do***
  - continue with most of my methods
  - focus on defining our roles as U.S. citizens in solving world's insect problems
    - class discussions
    - essays