Short Assignment for
The Global Experience
General Studies 110

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Introduction for Faculty Colleagues

This class is a seminar required of all first-year students. It is taught by faculty from all undergraduate departments using common general themes but not a common syllabus.

This is a revised semester long, “short” assignment designed for several purposes. First, it requires the students to actually do the reading assigned in order to successfully complete each weekly journal. It asks them to think about what they have read in order to pose thoughtful, open-ended questions that they would truly like to discuss with another student. The assignment builds community by requiring the students to seek each other out to discuss, one-on-one, the questions they find interesting. It also, hopefully, builds an appreciation of diversity as students discover ideas different from their own. Finally, this assignment should lead to more lively and interesting class discussions as students share their ideas and those of their conversation partner with a larger audience.

While I have used the journaling method often as a way of getting students to first: read the material and, second: engage with it and the class, I have modified it here, adding the one-on-one out of class discussions. I will be teaching a residentially linked section of this course for the first time so all of the students will be living in the same residential area on campus. That gives me an added dimension to build on to encourage continuing the learning process outside of the classroom.

As a separate assignment, students will videotape their one-on-one conversations and prepare a 5-minute montage of these sessions depicting diversity as expressed by their classmates.
The Assignment I Distribute to Students

GST 110 – The Global Experience
Semester Journaling Diversity Project

This semester-long journaling project requires you to read weekly assignments, write about them and discuss them outside of class with the other students in our class. It particularly addresses the following Global Common Theme and related learning goal as explained in the syllabus:

Diversity and its relationship to intercultural competency – you can explain how culture influences an individual’s perception of issues and events and helps define diversity and you can articulate the perspective of another culture on those issues or events. How do culturally different groups view family, government, religion, gender? Where do their (and our own) ideas come from? Culture provides the basis for diverse human societies and the differences within them. To understand the behavior of people we must understand how they view the world and so we begin by studying their culture.

Learning Outcomes from this Assignment
You can:

- Explain the diversity of thought and opinion of your classmates concerning the material, and synthesize those diverse thoughts into your own set of knowledge and opinions.
- Engage in collaborative learning
- Apply critical thinking and reasoning
- Extend, refine and elaborate the assigned reading material

The Assignment
You will have a prompt for weekly reading assignments given throughout the semester. Using the class WIKI, write a reaction journal to the assigned readings, guided by the prompt. Your audience is your classmates. End each journal with 2 open-ended questions related to the assigned readings that you want to talk about with another student in our class. Read the other journals submitted to the WIKI by your classmates and, based on that, choose a classmate to talk to outside of class (a different peer each time) about your questions and theirs. Make videos of these outside discussions for later use (instructions to come). At the beginning of your next journal, explain what your peer had to say and why and what you think about what they said and why. Then continue your next journal by writing in response to the assigned readings and prompt and end by posing two open-ended questions and the cycle continues. In total, your journals should be no longer than
500 words. Journals are due (submitted to the WIKI) by class time (2:20pm) on Thursdays.

**Assessment Criteria**

You addressed the questions from the prompt appropriately according to the reading assigned (in other words, it is clear you did the reading) and you did not summarize.

You posed insightful, "discussion encouraging" questions inspiring critical thought (as we have defined it in class) and adding to, or refining the assigned reading.

Your explanation of your peer’s ideas shows an appreciation for diversity of thought.

Your explanation of your own thoughts in relation to those of your peer shows how collaboration has affected your thought processes on the issues raised.

**Journal Assignment Rubric**

**Diversity Section**

<table>
<thead>
<tr>
<th>Done Well</th>
<th>Minimum Requirements Met</th>
<th>Needs Work/Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>You clearly explained what both you and your peer had to say about the questions you discussed and your reaction to their ideas show an appreciation for thoughts different from your own</td>
<td>You explained what both you and your peer had to say about the questions you discussed and your own reaction to their ideas</td>
<td>You vaguely explained what both you and your peer had to say about the questions you discussed and your reaction to their ideas or you didn’t explain all parts, and/or your reaction to their ideas shows a lack of acceptance of diverse ideas</td>
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</tbody>
</table>

**Readings Reaction Section**

<table>
<thead>
<tr>
<th>Done Well</th>
<th>Minimum Requirements Met</th>
<th>Needs Work/Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>You thoughtfully reacted to what you have read expressing ideas in your own words and used critical thinking and reasoning skills well</td>
<td>You proved that you read the material but your stated thoughts stay on the surface of what was expressed in the reading and you don’t show some but not much critical thinking and/or reasoning skills</td>
<td>It’s difficult to tell that you actually read the material or your own thoughts are not clearly stated and/or you use few or no critical thinking and reasoning skills</td>
</tr>
<tr>
<td>Your Questions</td>
<td>Minimum Requirements Met</td>
<td>Needs Work/Incomplete</td>
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<td>You posed good, conversation stimulating open-ended questions that could elicit ideas different from your own from your peers</td>
<td>You posed adequate questions that do relate to the readings and stimulate adequate conversations with your peers</td>
<td>You did not pose questions as required or posed questions which do not relate to the readings or do not stimulate interesting or even adequate conversation with peers</td>
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