## Guidelines for ESSV Course Syllabi, Fall 2018

The goal of the Engaging Social Systems and Values (ESSV) Marquette Core Curriculum

practice and communicate their abilities, and those opportunities should be integrated into course assignments and activities (graded and ungraded).

## **Guiding Principles of the ESSV**

To help you develop your syllabus and course activities, we are including an explanation of the course as presented in the approved MCC documents. Our hope is that all ESSV instructors will use the benchmarks in the rubric your course design. Our goal is move students from benchmark competency to levels two or three (see rubric on next page).

The course content should help students to:

- 1. <u>Identify</u> their own cultural rules and biases in relation to other cultural systems.
- 2. <u>Demonstrate</u> understanding of the complexity of elements important to members of other cultures.
- 3. <u>Analyze</u> ways that human actions influence the natural and human worlds and <u>evaluate</u> the global impact of these human actions.
- 4. <u>Explain</u> multiple perspectives (cultural, disciplinary, and ethical) when evaluating the global impact of human actions.
- 5. Recognize the intellectual and emotional dimensions of more than one worldview and begin to negotiate a shared understanding based on differences between one's own and other worldviews.
- 6. <u>Comparatively analyze</u> two or more cultures historically or in contemporary contexts with some acknowledgment of power structures and their impacts on global equity.
- 7. <u>Examine</u> the roles, interconnections, and differential effects of human organizations and actions on global systems.
- 8. <u>Formulate</u> a range of actions, grounded in cultural, ethical, theological, social, scientific, and environmental (multiple disciplinary) perspectives, that offer contextually-appropriate solutions to global challenges.
- 9. <u>Express</u> openness to interacting with those who are culturally different from one's self; <u>begin to initiate and develop these</u> interactions, and <u>suspend judgment</u> in valuing these interactions.

## **ESSV Rubric**

