

COLLEGE of CHARLESTON

General Education Assessment Humanities Requirement: Student Learning Outcomes

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on each dimension of the rubric.

Outcome 2: Students examine relevant primary source materials as understood by the humanities area under study and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Evidence: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

Standard: 80% of students receive a score of 3 or 4 on each dimension of the rubric.

Rubric for Humanities

ANALYSIS OF IDEAS (SLO1)			
Does not meet expectations (1)	Approaches expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.	Paper marginally moves beyond description; interpretation may contain inaccuracies or irrelevancies.	Interpretation clearly moves beyond description but is less than comprehensive.	Interpretation clearly moves beyond description and takes into account the complexities of the topic.
USE OF PRIMARY SOURCES/DISCIPLINARY METHODS (SLO2a)			
Does not meet expectations (1)	Approaches expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.	Paper (or equivalent) displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture..	Paper (or equivalent) displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.	Paper (or equivalent) displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.
WRITING (SLO2b)			
Does not meet expectations (1)	Approaches expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.	Paper (or equivalent) is unsatisfactory in multiple ways. It falls short of supporting the main idea or ideas. Paper (or equivalent) reveals weaknesses in written English or the Target Language of the Course.	Paper (or equivalent) is competent, though sometimes marginally so. It supports the main idea or ideas. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.	Paper (or equivalent) convincingly supports the main idea or ideas. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.