

Draft Rubric for Humanities Distribution Requirement

Julia Karolle-Berg (3. April 2018)

Outcome: “Demonstrate informed interpretations of texts, art, or other cultural products or practices within their social, cultural, and/or historical contexts.”

In their course syllabi, instructors of courses with HUM designations will be required to include the following statement in their syllabi:

“As a course that fulfills the Humanities distribution designation for the Integrative Core, successful students should, upon completion of this course, be able to provide informed interpretations of [insert relevant, course-specific texts, art, or other cultural products here] within the context of [insert relevant, course-specific social, cultural or historical context here].”

Sample from GR211. From Weimar Republic to Third Reich: “As a course that fulfills the Humanities distribution designation for the Integrative Core, successful students should, upon completion of this course, be able to provide informed interpretations of **selected art, film and short literary works** within the context of **Weimar-era politics, society, and culture.**”

Rubric*

Exceeds	Met	Not Met
Student offers a nuanced interpretation of the text or product, and appropriately situates it into the relevant context social, cultural or historical context.	Student offers an interpretation of the relevant text or product and sufficient knowledge of the context to be accurate and complete.	Student’s interpretation either does not demonstrate sufficient knowledge of the context and/or of the text to be accurate or complete.

*I wish to note that I find the current structure of this rubric problematic. By limiting the rubric to these three performance levels, it places a higher value on exceeding the criterion than **demonstrating progress toward meeting it**. Particularly given that distribution courses will be taken primarily by non-majors in a field, there is greater likelihood that students will perform at a developmental level than exceed expectations. By neglecting to include a “developmental” performance level, we are essentially creating a binary – met/did not meet, because knowing that students exceeded expectations instead of just having met them will not likely change how we teach introductory-level courses. I would therefore propose revising these rubrics across the board to include a developmental stage:

Exceeds	Met	Shows Progress	Not Met
Student offers a nuanced interpretation of the text or product, and appropriately situates it into the relevant context social, cultural or historical context.	Student offers an interpretation of the text or product and sufficient knowledge of the relevant context to be accurate and complete.	Student’s interpretation demonstrates some knowledge of text or product and its relevant context, but some components are inaccurate or incomplete.	Student’s interpretation reflects incomplete and/or inaccurate knowledge of the text and the relevant context.