

University of South Carolina
General Education Assessment Criteria—Humanities/Cultural
<http://ipr.sc.edu/effectiveness/assessment/criteria/humcultrl.htm>

Goal 1

Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.

Objective A. Students will demonstrate understanding of the construction of history and how history is written.

4 OUTSTANDING

Understands the existence of various perspectives on any historical event, the processes that contribute to inclusions or exclusion of those perspectives on written histories, and articulates the relationship of "official" histories to subsequent historical developments and to historical understanding.

3 EFFECTIVE

Understands the existence of more than one perspective on any historical event, the processes that contribute to inclusions or exclusion of those perspectives on written histories, and the relationship of "official" histories to subsequent developments.

2 ADEQUATE

Understands the existence of more than one perspective on any historical event and the processes that contribute to inclusion or exclusion of perspectives.

1 INEFFECTIVE

Assumes a single point of view for any historical event.

Objective B. Students will understand broad outlines of history and make accurate connections between developments separated in time or place.

4 OUTSTANDING

Knows major chronologies and patterns of historical developments of Western and some non-Western culture and their relationships; understands and articulates historical relationships of developments within and across cultures.

3 EFFECTIVE

Knows major patterns of historical developments of Western cultures and is aware of non-Western cultures; understands and accurately articulates relationships of historical developments within Western cultures.

2 ADEQUATE

Knows general chronologies and patterns of historical developments of Western cultures; understands relationships between disparate events.

1 INEFFECTIVE

Knows about some historical events; perceives them as isolated rather than related.

Objective C. Students will demonstrate the ability to recognize the contribution of historical antecedents to the understanding of current personal, social, and political situations and developments.

4 OUTSTANDING

Understands relevance of history to current global situations and accurately articulates relevant historical antecedents of particular recent events.

3 EFFECTIVE

Understands the relevance of history to understanding present developments in the Western world and articulates appropriate connections.

2 ADEQUATE

Within a limited geographical or historical context, recognizes antecedents of present in past and articulates several connections accurately.

1 INEFFECTIVE

Perceives current social and political developments as framed only in the recent past.

Goal 2

Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender and regional differences.

Objective A. Students will demonstrate the ability to recognize multiple perspectives and appreciate perspectives which produce a world-view different from one's own.

4 OUTSTANDING

Recognizes differing perspectives on contemporary issues both globally and within the United States; is aware of limits of own perspective; understands several sources of diversity and the possible differences in values and behaviors and interpretations of events in American culture; articulates relationship of other perspectives to understanding of self.

3 EFFECTIVE

Recognizes differing perspectives on contemporary issues within the United States; is aware of limits of own perspective; understands several sources of diversity and the possible differences in values and behaviors and interpretations of events in American culture; articulates relationship of other perspectives to understanding of self.

2 ADEQUATE

Recognizes at least one differing perspective on contemporary issues within the United States; is aware of limits of own perspective; understands sources of this difference and the diversity in values and behaviors and interpretations of events which result; articulates relationship of other perspectives to understanding of self.

1 INEFFECTIVE

Avoids recognition of differing perspectives on contemporary issues within the United States; is unaware of limits of own perspective; considers events from own point of view; devalues differences in behavior or cultures and interpretations of events which result; sees no relationship of other perspectives to understanding of self.

Goal 3

Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.

Objective A. Students will demonstrate the ability to read in one foreign language and comprehend the topic and main ideas in written texts.

Objective B. Students will demonstrate the ability to understand spoken discourse and converse in a foreign language on familiar subjects.

4 OUTSTANDING

See explanations of foreign language proficiency placement and testing program in the University Bulletin.

3 EFFECTIVE

2 ADEQUATE

1 INEFFECTIVE

Goal 4

Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective A. Students will demonstrate the ability to develop an aesthetic response to at least one of the arts.

4 OUTSTANDING

Knows the major forms of several of the arts and articulates an aesthetic response to artistic works using appropriate concepts and relevant information; carefully observes and accurately describes the elements of the work and their relationship to its overall design or structure; articulates the understanding of aesthetic uses of its medium.

3 EFFECTIVE

Knows the major forms of one of the arts and articulates an aesthetic response to artistic works using appropriate concepts and relevant information; carefully observes and accurately describes the elements of the work and their relationship to its overall design or structure; articulates the understanding of aesthetic uses of its medium.

2 ADEQUATE

Knows several forms of one of the arts and articulates an aesthetic response to an artistic works using appropriate concepts and relevant information; observes and describes the main elements of the work and their relationship to its overall design or structure.

1 INEFFECTIVE

Knows several forms of one of the arts; knows some relevant information but neither observes and describes the main elements of the work nor sees their relationship to its overall design or structure.

Goal 5

Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective B. Student expresses a personal response to works of art using appropriate concepts and relevant information.

4 OUTSTANDING

Responds to the expressive qualities of the arts and recognizes particular elements of the work and reactions to them; expresses an informed personal response to artistic works using relevant information and relating personal responses to the work(s) to understanding of self or others.

3 EFFECTIVE

Responds to the expressive qualities of the arts; expresses an informed personal response to of the arts using relevant information and relating, the personal responses to the work(s) to understanding of self or others.

2 ADEQUATE

Responds to works of art and expresses a personal response to the work(s) using relevant information and personal observations.

1 INEFFECTIVE

Does not express a personal response to artistic works.

Goal 6

Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective C. Students can relate art to the wider cultural context from which it emerges.

4 OUTSTANDING

Understands the interaction of cultural context, artists' lives, and their works, including conditions which contribute to perceptions of what is art, and the historical development of the philosophy and techniques of the arts; interprets the contribution of artist(s) or art works in relation to values and assumptions of place, time, and the broader culture from which the arts emerge.

3 EFFECTIVE

Understands the interaction of cultural context, artists' lives, and their works; including conditions which contribute to perceptions of what is art and historical patterns of artistic techniques; interprets the contribution of artist(s) or art works in relation to values and assumptions of place, time, and the broader culture from which the arts emerge.

2 ADEQUATE

Understands the interaction of cultural contexts, artists' lives and their works; interprets artistic creations in relation to values and assumptions of particular place, time and culture from a work of art emerges.

1 INEFFECTIVE

Understands that there is an interaction of art and cultural context but cannot interpret arts in their broader cultural context.

Goal 7

Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.

Objective A. Students will demonstrate the ability to identify ethical dilemmas in a variety of contexts.

4 OUTSTANDING

Identifies and accurately describes complex ethical dilemmas from life situations and theoretical scenarios.

3 EFFECTIVE

Identifies and describes complex ethical dilemmas in scenarios derived from everyday life situations.

2 ADEQUATE

Identifies and describes simple ethical dilemmas in scenarios derived from everyday life situations and from theoretical works.

1 INEFFECTIVE

Has difficulty in identifying and describing even simple ethical dilemmas in scenarios derived from everyday life situations; and from theoretical works.

Objective B. Student can apply understandings from several disciplines to clarify ethical conflicts; articulate reasoned personal responses based on expressed values.

4 OUTSTANDING

Uses appropriate insights from several disciplines to make connections and elucidate ethical dilemma; articulates sources of insights and relation to understanding of self; recognizes and articulates personal values in reasoned response.

3 EFFECTIVE

Uses insights from more than one discipline to make connections and elucidate ethical dilemmas; articulates sources of insights and relation to understanding of self; incorporates personal values into response.

2 ADEQUATE

Uses insights from more than one discipline to clarify ethical dilemmas; articulates connections to personal values as related to dilemma.

1 INEFFECTIVE

Clarifies response to ethical dilemma solely in terms of rules or personal values