

LANGUAGE, PHILOSOPHY, AND CULTURE  
STUDENT LEARNING OUTCOME ALIGNMENT FORM

Course Prefix/Number: **HIST 2311** Course Title: **The History of Western Civilization to 1660**

Brief Course Description: Western Civilization I (3-0). Western civilization before 1660. A study of the antecedents of modern institutions, including the political history of the period, and the human condition across cultures.

**Foundational Component Area: Language, Philosophy & Culture.** Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Core Objective	University SLO	Course SLO	General Learning Activities	Assessment Method
<b>Critical Thinking</b>	CT: Gather, analyze, evaluate, and synthesize information relevant to a question or issue and construct a logical position (i.e. perspective, thesis, and/or hypothesis) that acknowledges ambiguities or contradictions.	Students will critically evaluate the social, political, economic, cultural, religious, and intellectual history that informs the human condition of Europe and the Mediterranean world from human origins to the 17th century.	Learning activities will include written analyses, participation in classroom discussions of the required readings, quizzes, and essay examinations.	VALUE Rubric for Critical Thinking
<b>Communication</b>	CS: Develop, interpret, and express ideas through effective written, oral, and visual communication.	Students will be able to gain a basic understanding of European and Mediterranean history to the 17 <sup>th</sup> century and develop, interpret, and express their ideas through effective written, oral, and visual communication.	Learning activities will include written analyses, participation in classroom discussions of the required readings, quizzes, and essay examinations.	VALUE Rubric for Written and Oral Communication
<b>Social Responsibility</b>	SR: Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national or global communities.	Through lectures, required readings, and classroom participation, students will demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national or global communities through an examination of the history of the human condition concerning European and Mediterranean peoples and the cultures they developed over the course of several centuries.	Learning activities will include written analyses, participation in classroom discussions of the required readings, quizzes, and essay examinations.	VALUE Rubric for Intercultural Knowledge and Competence and Civic Engagement – local and global
<b>Personal Responsibility</b>	PR: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.	By analyzing the effects of historical, social, political, economic, and cultural forces on this period of western history, students will demonstrate the ability to evaluate choices, actions and consequences as related to	Learning activities will include written analyses, participation in classroom discussions of the required readings, quizzes, and essay examinations.	VALUE Rubric for Ethical Reasoning

		ethical decision-making in a historical setting and its effect on the course of history.		
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# HIST 2311 - History of Western Civilization to 1660

## Sample Syllabus

### Student Learning Objectives

- **Critical Thinking:** Gather, analyze, evaluate, and synthesize information relevant to a question or issue and construct a logical position (i.e. perspective, thesis, and/or hypothesis) that acknowledges ambiguities or contradictions.
- **Communication:** Develop, interpret, and express ideas through effective written, oral, and visual communication.
- **Social Responsibility:** Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national or global communities.
- **Personal Responsibility:** Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national or global communities.

### Course Learning Objectives

#### Essential

- Students will gain a basic understanding of the Western world (especially Europe), including factual knowledge, methods, principles, generalizations, and theories.  
Students will be expected to pay attention in class, take good notes in class and while reading, and retain this information.
- Students will develop knowledge and understanding of diverse perspectives, global awareness, and other Western cultures  
Students will be expected to begin to analyze historical events and processes.
- Students will gain a broader understanding and appreciation of Western (especially European) intellectual and cultural activity, including (but not limited to) music, science, art, and literature.
- Students will gain an understanding of the human condition across cultures through an examination of original works of art, literature, essays, and texts.
- Students will develop skills in expressing themselves orally or in writing.  
Students will be expected to achieve a high degree of written fluency during the course of the semester.

Course Description Western civilization before 1660. A study of the antecedents of modern institutions, including the political history of the period, and the human condition across cultures.

### Required Reading

Varies by Instructor

Grade InformationGrades and Definitions

<b>A</b> <b>(90%-100%)</b>	Excellent	Exceptional work, excellent analysis and fluent writing skills, excellent knowledge
<b>B+, B</b> <b>(80%-89%)</b>	Very good	Very good analysis but less fluid writing skills etc., solid grasp of facts
<b>C+, C</b> <b>(70%-</b>	Good	Good analysis and standard writing skills, solid knowledge
<b>D+, D</b> <b>(60%-</b>	Satisfactory	Some issues with analysis and writing, basic
<b>F</b> <b>&lt;60%</b>	Not satisfactory	Issues with analysis and written expression, lack of factual knowledge

Composition of Total Grade

10% Participation	<b>Read below</b>
40% Quizzes	<b>September 19th, October 5th, October 26th, November 16th</b>
10% Research Paper Thesis, Plan and Bibliography	<b>October 10th</b>
20% Research Paper	<b>November 21st</b>
20% Final Exam	<b>TBC</b>

Mid-term grades will be calculated based on the results of the first two quizzes and the paper prep assignment.

Course Requirements and PoliciesIn class

- Please be respectful. Be attentive to me and to your classmates during lectures and class discussions. Do not interrupt either myself or other students.
- Do not arrive late or leave early. Students are expected to be seated by the time class is scheduled to begin. **Students who arrive late will be penalized 0.5% for each incident. Students who arrive over 15 minutes late will be marked as absent.**
- **Switch off** your phones. If you are found using your phone during class for any reason, **you lose 1% from your participation grade for each incident.**
- Students should not consume any tobacco products (including dipping, chewing, or snuff) or chew gum during class.
- Students should not wear hats or hoods while taking tests or exams unless for specified religious or cultural reasons.
- **Take notes.** Slides will be posted online after class but will not be detailed.

- Bathroom breaks are not permitted except in cases of illness. As this class lasts for 1 hour and 15 minutes, a short break will be given in the middle of class.
- I would advise you to bring your textbook with you to class. If I post additional material online, please print it out and bring it to class as well.
- Taking notes on a laptop computer or other electronic devices will only be permitted in certain circumstances. **Students must ask for permission before doing so.** Students must not distract other students or use them to access non-class related material.
- If you are unable to attend class, please contact me at **sarah.lynch@angelo.edu** as far in advance as possible.

### Assignments

#### Participation (10%)

You must come to class. You will miss invaluable information and discussions if you miss class. You must get involved in these discussions. Demonstrating that you understand the concepts at hand and posing well-considered questions all count towards a good participation mark.

**All students must visit my office hour during the first six weeks of the semester** with prepared questions on the course material in order to receive a full participation grade.

This will enable all students to speak to me on a one-on-one basis.

#### Penalties for unexcused absences

< 2 unexcused absences during the semester – no penalty

> 2 absences during the semester – you will lose 1% for each unexcused

absence 4 or more unexcused absences during the semester – you will not receive any

participation grade and further disciplinary actions may be taken, up to and including being removed from the class

Students should avoid arranging vacations etc. during the semester.

#### Quizzes (40%)

There will be four quizzes during the class, **September 19th, October 5th, October 26th,** and **November 16th.** Each is worth 10% and will comprise of mainly multiple-choice questions and short-answer essays. They will be twenty minutes in duration. **There will be no make-up quizzes.**

#### Paper-Prep Assignment- Research Paper Thesis, Plan, and Bibliography (10%)

In preparation for your Research Paper, you must complete this assignment and submit it at the beginning of class on **October 10th.** You must write a half-page thesis or introduction on the paper topic that you have been assignment (see below), demonstrating how you are going to approach your topic and briefly discussing the key points that you are going to cover in the body of your paper. You must also construct a plan for the paper, very briefly outlining what you will cover in each paragraph of the paper (4-6 paragraphs, 1.5 spacing, Times New Roman, 12 point font). Finally, you must research what books and

articles you will use for your paper (no less than 4 sources) and assemble that information in a bibliography. You must follow the Chicago Rules of Style. The vast majority of websites are not acceptable references for a college-level research paper. If you wish to use a website in your bibliography, you must clear it with me in advance.

This assignment will be graded on clarity of writing and argument, the inclusion of appropriate points in your plan, and in the type and range of material in your bibliography.

#### Research Paper (20%)

Each student must submit a research paper at the beginning of class on **November 21st**.

This should be 4-6 pages in length (1.5 spacing only, Times New Roman, 12 point font).

Each student will be assigned one of the following topics. The Chicago Rules of Style must be followed.

#### **Please note: I do not read or comment upon rough drafts.**

- Which factors led to the development of the first cities in the Near East?
- Why were the campaigns of Alexander the Great so successful?
- Which factors resulted in the end of the Roman Empire?
- In which ways did the Church or European monarchies reorganize and reform during the tenth and eleventh centuries?
- Which issues and events eventually lead to the First Crusade (1095-1099)?
- Discuss the immediate and long-term effects of the Black Death (1347-1349).
- Compare the government and economies of two European states at the end of the Middle Ages.

Papers will be graded on quality of argument and analysis (backed up by appropriate evidence), as well as clarity and correctness of writing. Students will lose marks for poor grammar, informal writing, and careless composition.

#### Final Exam (20%)

Students will be required to complete a number of multiple-choice questions and short essays on topics covered throughout the semester. This exam will be discussed in full in the last class of the semester.

#### Grading, Extensions, and Late Assignments

- You must complete the paper-prep assignment, research paper, and the final exam in order to pass the course. If you do not complete one of these components, you will automatically receive an 'F' grade.
- Completed, printed papers should be handed to me **at the beginning of class** on the due date. Electronic copies of the same must be uploaded to Turnitin before the beginning of class on the due date.
- Late papers will lose 5% for each calendar day that they are late, beginning 15 minutes after the beginning of class on the due date.
- These penalties will be applied based on when I receive the paper. (For example, if a paper is placed into my mailbox or under my office door on a Friday, and I do not receive it until the following Monday, it will be calculated as if you submitted it on the Monday (-20%).)
- All papers slipped under my office door or put in my mailbox after the class in which

they were supposed to be handed it will be considered late.

- **There will be no make-up exams, nor will I authorize extension of due date for the paper, unless approved by me and arranged in advance.**
- In the event of a true problem or emergency, come to my office hour or send me an email. I may also be reached by telephone at 325-942-2202.
- Student athletes must provide me with a signed letter and schedule from the athletics department if their games might interfere with their attendance at class or at quizzes, or with the completion of assignments. This must be handed to me at the beginning of the semester or as soon as the schedule is finalized. Failure to do so will be reflected in students' participation grades.

### Academic Integrity

**Plagiarism** is a form of academic misconduct that is defined as the theft of ideas or information from a source without giving proper credit. Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. **There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism.** A digital plagiarism detection program (such as Turnitin) will be used to check your work.

In addition, academic misconduct is not limited to plagiarism. It also includes forgery, cheating, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of "unauthorized collaboration" as a form of academic misconduct.

Academic integrity is essential to the discipline of history. Historians are in a constant conversation with each other, building upon the work of others, while contributing their own original research. Precise and rigorous citation of documents and secondary sources is a necessity to provide a road-map for future historians. Citing sources will be discussed in class. If you are unsure about a citation, contact me with your question.

**Plagiarism cases will result in 0% on an assignment for the first offense and a failing grade in the entire class for all subsequent offenses, including those committed in other classes taken with the same professor.**

The ASU Student Handbook has additional information relating to the Honor Code. You can find a copy of the handbook online at the ASU website (under "Current Students" and "University Publications") or at the Student Life Office (located in the University Center).

You may view the university's honor code at the following website: [http://www.angelo.edu/forms/pdf/Honor\\_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

### Special Accommodations

Students with disabilities which may warrant academic accommodations must contact the

Student Life Office (Room 112 University Center; 325-942-2191 or [Student.Life@angelo.edu](mailto:Student.Life@angelo.edu)) in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Unless you arrange these accommodations, I cannot make any special accommodations, including extensions of due dates, make-up assignments, or extended exam periods.

#### Religious Holy Days

Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19) must tell me 48 hours prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

#### University Policies

For additional general university policies, consult the university student handbook. Here is a handbook link for you: <http://www.angelo.edu/student-handbook/>

#### Severe Weather or Other Emergencies

If class is cancelled because of severe weather or other emergencies, any test, quiz, or assignment due that day will move to the next day of class. However, always double-check Blackboard and email me or check online to ensure that you do not miss any due dates or quizzes.

I reserve the right to make changes to the syllabus, course requirements, or policies at any point during this semester.

#### Course Schedule

Additional documents may be added to the schedule. **Readings for each class must be completed before the class in question.** This schedule is subject to change.



## Quizzes &amp; Exams

## Papers Due

## Holidays

<b>Week 1</b>	<b>Topics &amp; Assignments</b>	<b>Readings</b>
Tuesday 8/29/2017	Introduction/ Geographical & Topographical Introduction to the Pre-Modern West	No readings
Thursday 8/31/2017	What is Civilization? The Neolithic Revolution and the First Civilizations	Backman, pp. 3–16, 33–40
<b>Week 2</b>		
Tuesday 9/5/2017	Ancient Empires	Backman, pp. 16–20, 33–40
Thursday 9/7/2017	Ancient Egypt	Backman, pp. 20–30, 40–56
<b>Week 3</b>		
Tuesday 9/12/2017	The Ancient Mediterranean & Archaic Greece	Backman, pp. 97–109, pp. 110–125
Thursday 9/14/2017	Classical Greece/ The Persian & Peloponnesian Wars	Backman, pp. 125–128, pp. 131–147
<b>Week 4</b>		
Tuesday 9/19/2017	Quiz 1/ Alexander the Great & the Hellenistic World	Backman, pp. 158–163
Thursday 9/21/2017	The Rise of Rome/ The Roman Empire	Backman, pp. 171–202
<b>Week 5</b>		
Tuesday 9/26/2017	Judaism & Christianity	Backman, pp. 205–225 <i>Optional: Backman, pp. 69–94</i>
Thursday 9/28/2017	The Late Empire/ The Barbarians and their Successor States	Backman, pp. 237–252, pp. 269–277
<b>Week 6</b>		
Tuesday 10/3/2017	The Spread of Christianity, 312–750/ <i>Paper Prep Advice</i>	Backman, pp. 275–280
Thursday 10/5/2017	Quiz 2/ The Byzantine Empire and Sassanid Persia	Backman, pp. 247–252

<b>Week 7</b>		
Tuesday 10/10/2017	<b><u>Paper Prep Assignment DUE TODAY</u></b> The Beginnings of Islam/	Backman, pp. 253–268, pp. 284–296
Thursday 10/12/2017	The Vikings/ Problems of the Ninth & Tenth Centuries	Backman, pp. 294–296 <i>Online: The Worlds of Medieval</i>
<b>Week 8</b>		
Tuesday 10/17/2017	Reform & Renewal in Church & State	Backman, pp. 310–313 <i>Online: The Worlds of Medieval</i>
Thursday 10/19/2017	Feudalism	Backman, pp. 304–307
<b>Week 9</b>		
Tuesday 10/24/2017	The Crusades	Backman, pp. 313–317
Thursday 10/26/2017	Quiz 3/ The Twelfth-Century Renaissance	Backman, pp. 331–334
<b>Week 10</b>		
Tuesday 10/31/2017	Heresy in the Twelfth and Thirteenth Centuries	<i>Online: The Worlds of Medieval Europe</i> <i>Online: The Conversion of Peter Waldo</i>
Thursday 11/2/2017	The Economics of Medieval Europe	Backman, pp. 307–309, 337–338
<b>Week 11</b>		
Tuesday 11/7/2017	The Mongols in Europe/ Jews, Muslims, and Pagans in Medieval Europe	Backman, pp. 352–360
Thursday 11/9/2017	Famine & Plague / <i>Paper Advice</i>	Backman, pp. 348–352 <i>Online: The Worlds of Medieval</i>
<b>Week 12</b>		
Tuesday 11/14/2017	War & Social Unrest	Backman, pp. 342–348
Thursday 11/16/2017	Quiz 4/ Religion in Later Medieval Europe	<i>Online: The Worlds of Medieval Europe</i>
<b>Week 13</b>		
Tuesday 11/21/2017	<b><u>Research Paper DUE TODAY</u></b>	Backman, pp. 373–388
Thursday 11/23/2017	Thanksgiving Break	
<b>Week 14</b>		
Tuesday 11/28/2017	The State at the End of the Middle Ages	Backman, pp. 340–342
Thursday 11/30/2017	The Rise of the Ottomans	Backman, pp. 364–368

<b>Week 15</b>		
Tuesday 12/5/2017	Review	No reading
Thursday 12/7/2017	Study Day	No classes
<b>Week 16</b>		
TBC	Final Exam	

# CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

## Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.  
In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

## Glossary

### ***The definitions that follow were developed to clarify terms and concepts used in this rubric only.***

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

# CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact [nahne@aacu.org](mailto:nahne@aacu.org)



## Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
<b>Civic Identity and Commitment</b>	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
<b>Civic Communication</b>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
<b>Civic Contexts/Structures</b>	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few</i> to see what fits.

# CRITICAL THINKING VALUE RUBRIC

*for more information, please contact [valme@aacu.org](mailto:valme@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

## Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from [www.dictionaries.reference.com/browse/assumptions](http://www.dictionaries.reference.com/browse/assumptions))
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

# CRITICAL THINKING VALUE RUBRIC

for more information, please contact [rubric@aacu.org](mailto:rubric@aacu.org)



## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.*

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively; delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

*for more information, please contact [valued@aacu.org](mailto:valued@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

## Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorrelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/ cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.



# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

For more information, please contact [rubric@aacu.org](mailto:rubric@aacu.org)



## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and interultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95–110. Thousand Oaks, CA: Sage)

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules; and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldviews/frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures; seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

# ORAL COMMUNICATION VALUE RUBRIC

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.*

## Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

## Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/ notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that enhances the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers' credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

# ORAL COMMUNICATION VALUE RUBRIC

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## Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

# WRITTEN COMMUNICATION VALUE RUBRIC

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

## Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinary through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; [www.wpaacouncil.org/whitepaper](http://www.wpaacouncil.org/whitepaper)) and the Conference on College Composition and Communications' Writing Assessment: A Position Statement (2008; [www.ncte.org/cccc/resources/positions/123784.htm](http://www.ncte.org/cccc/resources/positions/123784.htm))

## Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only:

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

# WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact [valme@aaauw.org](mailto:valme@aaauw.org)



## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

# ETHICAL REASONING VALUE RUBRIC

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

## Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

## Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/ Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/ Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Core Beliefs:** Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- **Ethical Perspectives/ concepts:** The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g. utilitarian, natural law, virtue) or ethical concepts (e.g. rights, justice, duty).
- **Complex, multi-layered (gray) context:** The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/ problem/ context/ for student's identification.
- **Cross-relationships among the issues:** Obvious or subtle connections between/ among the sub-parts or situational conditions of the issues present in a scenario (e.g. relationship of production of corn as part of climate change issue).

# ETHICAL REASONING VALUE RUBRIC

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## Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
<b>Ethical Self-Awareness</b>	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
<b>Understanding Different Ethical Perspectives/Concepts</b>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/ he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/ he uses.
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<b>Application of Ethical Perspectives/Concepts</b>	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example).
<b>Evaluation of Different Ethical Perspectives/Concepts</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.