



# University of Colorado Denver | Anschutz Medical Campus

## HUMANITIES

### GENERAL EDUCATION LEARNING OUTCOMES AND ASSESSMENT RUBRICS

People have long sought to understand themselves and their place in the world, as well as to construct effective societies. In doing so, they have processed and expressed their experiences in various forms of documents and other objects. At University of Colorado Denver the humanities engage many disciplines including literature, philosophy, and history to understand these accounts of human experience from myriad perspectives. The humanities provide students with the skills to read, write, and reason competently, and to appreciate the meanings and values that shape the human condition.

In the Humanities, we examine and employ texts of all types in order to understand culture and thought. Essential to deriving useful skills and information from texts is the ability to actively engage with them, to be able to pull them apart, see behind to their assumptions, and to draw conclusions based on the evidence in the texts. Such close study is necessary for understanding a text's structure, and for perceiving how that structure, as well as its cultural, historical, and intellectual influences shape its meaning and implications.

The following learning outcomes have been identified for core courses in the Humanities. By the end of a general education course in the Humanities, students should be proficient in the following areas characteristic of critical thinking.

In the Humanities core area, students will be able to:

- 1) *Textual analysis.* Analyze texts of a variety of types, distinguishing the various philosophical, historical, and/or literary elements.
- 2) *Interpretive skills.* Engage with texts to develop supported meaningful readings.
- 3) *Context awareness.* Identify the cultural, historical, and intellectual influences on a text.
- 4) *Ethical thinking.* Recognize various ethical situations and ideas, and distinguish viable ethical positions from simple opinions or self-interest.

## Humanities Assessment Rubric

### 1) Textual analysis

Students will be able to analyze texts of a variety of types, distinguishing the various philosophical, historical, and/or literary elements.

<i><b>Below Proficient</b></i>	<i><b>Proficient</b></i>	<i><b>Above Proficient</b></i>
Discerns few discrete philosophical, historical, or literary elements in the text	Distinguishes the main philosophical, historical, or literary elements in the text	Clearly identifies a range of philosophical, historical, or literary elements in the text
Uses conventional terminology of the discipline inaccurately or infrequently	Demonstrates familiarity with some conventional terminology of the discipline	Regularly applies philosophical, historical, or literary terminology with accuracy

### 2) Interpretive skills

Students will be able to engage with texts to derive meaningful understanding.

<i><b>Below Proficient</b></i>	<i><b>Proficient</b></i>	<i><b>Above Proficient</b></i>
Repeats from texts but shows little evidence of engagement	Derives meaning from actively engaging with texts	Develops sophisticated and supported views of the meaning of the text through active engagement and independent thought
Cites the text rather than using it as evidence for an interpretation	Uses textual evidence as support for an interpretation	Integrates appropriate text as support for student's own ideas

### 3) Context awareness

Students will be able to identify the cultural, historical, and intellectual influences on a text.

<i><b>Below Proficient</b></i>	<i><b>Proficient</b></i>	<i><b>Above Proficient</b></i>
Demonstrates little awareness of the historical, cultural or intellectual context from which a text arises	Identifies the cultural, historical, and intellectual influences on a text	Explains the impact of historical, cultural, and intellectual influences on a text

### 4) Ethical thinking

Students will be able to recognize various ethical situations and ideas, distinguishing viable ethical positions from simple opinions or self-interest.

<i><b>Below Proficient</b></i>	<i><b>Proficient</b></i>	<i><b>Above Proficient</b></i>
Rarely able to recognize ethical situations or ideas, or to differentiate a substantiated position from unsupported opinion	Can generally recognize ethical situations or ideas; can sometimes distinguish a viable ethical position from unsupported opinion	Regularly recognizes ethical situations and ideas; competently distinguishes viable ethical positions from unsupported or poorly supported positions