

## Cultures and Civilizations<sup>1</sup>

Catalog Copy: Developing an appreciation of linguistic, historical, and cultural diversity through the study of multiple languages or cultures improves the ability of students to function effectively in our global community. Studying a second language and its cultural and historical context can also provide a foundation for lifelong learning about other cultures and civilizations.

*1: Students will demonstrate understanding of linguistic, historical, and/or cultural diversity by identifying, describing, or comparing historical and global perspectives of diversity among individuals and groups.*

*2: For language courses: Students will demonstrate knowledge of the cultural and historical contexts of a second language.*

### CC Rubric—Used with written work:

<b>Outcome 1</b>	<b>1-Ineffective</b>	<b>2-Adequate</b>	<b>3-Effective</b>	<b>4-Outstanding</b>
Demonstrate understanding of linguistic, historical, and cultural diversity by identifying, describing, or comparing historical, and global perspectives of diversity among individuals and groups.	Demonstrates little to no understanding of cultural diversity/differences or of a culture different from one's own, providing no or few details or examples of historical development in a comparative context.	Attempts to demonstrate an understanding of cultural diversity/differences or of a culture different from one's own, by providing some details or examples of historical development in a comparative context.	Demonstrates an understanding of cultural diversity/differences or of a culture different from one's own, by providing pertinent details or examples of historical development in a comparative cultural context.	Demonstrates a subtle understanding of cultural diversity/differences or of a culture different from one's own, viewed from a comparative/historical perspective, by providing detailed examples analyzed at a high level of complexity.

<b>Outcome 2</b>	<b>1-Ineffective</b>	<b>2-Adequate</b>	<b>3-Effective</b>	<b>4-Outstanding</b>
<i>For language courses:</i> Students will demonstrate knowledge of the cultural and historical contexts of a second language.	Demonstrates little to no knowledge of the cultural or historical contexts of the language.	Attempts to demonstrate knowledge of the cultural contexts of the language but with little attention to detail (or to historical perspective, when relevant).	Demonstrates knowledge of the cultural contexts of the language by analyzing cultural differences in a comparative manner, giving detailed examples (placed in historical perspective, when relevant).	Demonstrates extensive knowledge of the cultural contexts of the language by citing examples of cultural difference and contrasting these examples with his/her own culture (placing these examples in historical perspective, whenever possible).

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<sup>1</sup> Note: the numbered student learning outcomes (in italics) and the rubrics are not yet official in the *Catalog*; however, these were developed and approved by the General Education Committee in 2013-14 to assess student work.

**CC Benchmark Scale—Used with exam data**

- 1 (Inadequate): Mastery is not evident in most samples of the sample set (< 20% correct)
- 2 (Adequate): Mastery is minimally evident throughout the sample set ( $21\% < X < 50\%$  correct)
- 3 (Effective): Mastery is evident in most samples of the sample set ( $51\% < X < 80\%$  correct)
- 4 (Outstanding): Mastery is evident in the vast majority of the samples throughout the set ( $>81\%$  correct)