

## Arts and Humanities<sup>1</sup>

Catalog Copy: To live well in the present, one must have an acquaintance with the past, especially with the cultural achievements that are the distinctive hallmarks of all human societies. An appreciation of art, music, theater, literature, and philosophy will not only enrich the lives of students, but it will also help them understand their own and other’s aspirations, both in a historical and a contemporary context.

1. *Students will demonstrate knowledge of prominent works in the arts and humanities.*
2. *Students will demonstrate knowledge of prominent figures/artists/writers/philosophers in the arts and humanities.*
3. *Students will demonstrate knowledge of cultural/ historical milestones in the arts and humanities.*
4. *Students will demonstrate an appreciation and understanding of the arts and humanities through critical review of a work (e.g., painting, composition, book, article, or philosophical treatise).*

### AH Rubric:

Outcomes	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
<b>1:</b> <i>Students will demonstrate knowledge of prominent works in the arts and humanities.</i>	Demonstrates little knowledge of the work(s) in the area of study. Does not understand or is unable to adequately articulate the cultural or historical importance of the work(s). Comments usually lack direct reference to or detail about specific features of the work(s) and explanations, when offered, lack detail, relevance, and/or accuracy.	Demonstrates some knowledge of major work(s) in the area of study. Provides only a few general or implied reasons why the work(s) is are culturally or historically important. Provides occasional direct reference to the work(s) and its/their features, through explanations and information may be lacking in detail, accuracy, and/or relevance.	Demonstrates good knowledge of major work(s) in the area of study. States clear yet general reasons why the work(s) is/are culturally or historically important. Usually makes direct reference to the work(s) and provides some information about its/their the important features, though at times lacking in detail, accuracy, or relevance.	Demonstrates extensive knowledge of major work(s) in the area of study. Articulates insightful, specific reasons why the work(s) is/are important within their cultural/historical context. Makes frequent direct references to the features of the work(s) and provides well-detailed explanations about its/their importance.
<b>2:</b> <i>Students will demonstrate knowledge of prominent figures/artists/writers/philosophers in the arts and humanities.</i>	Demonstrates little knowledge of the figure(s) in the area of study. Does not understand or is unable to adequately articulate the cultural or historical importance of the figure(s). Provides little direct reference to the figure(s) and offers general comments that usually lack detail, relevance, and/or accuracy.	Demonstrates some knowledge of the figure(s) in the area of study. Provides only a few general or implied reasons why the figure(s) is/are culturally or historically important. Provides occasional direct reference to the figure(s); information offered is often more general in nature, often lacking in detail, accuracy, and/or	Demonstrates good knowledge of figure(s)/artist(s)/ writer(s) in the area of study. States clear yet general reasons why the figure(s) is/are culturally or historically important. Usually makes direct reference to and provides clear information about the figure(s), though occasionally lacking in detail, accuracy, or	Demonstrates extensive knowledge of the major figure(s)/artist(s)/writer(s)/ in the area of study. Articulates insightful, specific reasons why the figure(s) is/are culturally or historically important. Provides well-detailed, accurate, and relevant information about the figure(s).

<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.

		relevance.	relevance.	
3: Students will demonstrate knowledge of cultural/historical milestones in the arts and humanities.	Demonstrates a lack of knowledge of the major historical/cultural milestone(s) under study. Cannot articulate the cultural/historical importance of events or place works in a cultural or historical perspective. Perceives events as isolated and does not draw conclusions between them. Provides little detail, explanation, and/or makes inaccurate statements.	Demonstrates some knowledge of some of milestone(s), event(s), etc. in the area of study. Provides only a few general or implied statements about the surrounding cultural/historical context(s). Provides occasional direct information about the milestone or event, often lacking in detail, accuracy, or relevance.	Demonstrates some knowledge of the milestone(s), event(s) chronologies and patterns of cultural/historical development in the area of study. Articulates general observations about the surrounding cultural/historical context(s). Provides clear information about the milestone or event, though at times it may be lacking in detail, supporting explanation, accuracy, or relevance.	Demonstrates extensive knowledge of major milestone(s), event(s), chronologies, and patterns of cultural/historical development in the area of study. Articulates insightful, specific observations or analyses of the surrounding cultural/historical context(s). Provides well- detailed, accurate, and relevant information about the milestone or event.
4: Through <u>critical review of a work</u> (e.g., painting, composition, book, article or treatise within a philosophical school of thought), students will demonstrate appreciation and understanding of the arts and humanities.	Student is not able to put together a coherent critique or evaluation of a work in the area studied. Usually does not use or does not apply appropriate terminology or concepts. Does not place the work in an evaluative context and does not provide direct detail or evidence from the text to support claims. Includes multiple irrelevant and/or inaccurate statements. Essay does not present a unified focus and is often confusing or difficult to follow.	Provides a clear summary of a work in the area studied, but offers little analysis or evaluation, or offers unsupported opinion. May refer to some terminology from the discipline, though some misconceptions may be present. Makes occasional direct reference to the work and about other relevant works, cultural/historical contexts, or concepts (as appropriate to the assignment). Essay often lacks detail and supporting explanation, and the information offered may lack accuracy or relevance. Essay demonstrates some organizational flaws or is sometimes confusing to read.	Provides a coherent discussion of a work in the area studied. Makes valid points about the work, yet provides more summary than analysis. Uses and applies some terminology appropriate to the area studied. Provides clear and direct statements about the work, and about its relationship to some relevant works, cultural/historical contexts, and/or concepts (as appropriate to the assignment). At times, claims or explanations are lacking in supporting detail, reference to relevant external sources (if applicable), accuracy, or relevance. Essay is logically structured and focused.	Offers an insightful critical evaluation of a work in the area studied. Uses and applies terminology or concepts appropriate to the area studied accurately. Provides extensive specific, relevant, and accurate analysis and details about the work itself and about its relationship to other works, cultural/historical contexts, and/or concepts (as appropriate to the assignment). Refers accurately to relevant external sources (if applicable to the assignment). Essay is well organized and conveys a unified point throughout.