

Humanities Rubric for Outcomes 1 and 2

In assessing Outcome 1, readers will look for the following:

- A. Essay demonstrates knowledge of individual texts by Western thinkers.
- B. Essay makes thoughtful comparisons & distinctions amongst more than one Western thinker.
- C. Essay situates multiple Western thinkers in relation to moral, social, and political issues of their times.
- D. Essay asserts its own distinctive critical perspective in relation to Western thinkers

In assessing Outcome 2, readers will look for the following:

- A. Essay demonstrates knowledge of major historical trends and movements.
- B. Essay utilizes specific examples from major historical trends and movements.
- C. Essay relates individual texts and thinkers to major historical trends and movements.
- D. Essay asserts its own distinctive critical perspective in relation to major historical trends and movements.

Readers will score essays using the following rubric:

For each outcome above, if then the essay and should be assigned a score of . . .
the essay contains A -D	exceeds the standard	4
the essay contains any 3 of A-D	meets the standard	3
the essay contains any 2 of A-D	is approaching the standard	2
the essay contains any 1 of A-D		1
the essay contains none of A-D	does not meet the standard	0

Humanities Rubric for Outcomes 3 and 4

As described in the “Plan for Assessment of General Education at Geneseo,” in the first assessment cycle Outcome 4 (“interdisciplinarity”) will be assessed only in selected sections. After the first cycle, it will be assessed in all sections.

Standards	Argumentation	Evidence	Critical Thinking	Historical context	Interdisciplinarity	Mechanics
Exceeding	4 Thesis is original, well established, and intelligently presented	4 Writer demonstrates a breadth of understanding through carefully selected evidence to support claims	4 Opinions of others are clearly represented, and given sophisticated evaluation as to their logic & relevance to topic	4 Argument is informed by a sophisticated, in-depth knowledge of history beyond required Humanities texts	4 Argument involves sophisticated application of more than one disciplinary perspective (e.g., literature, history, philosophy, social science) to subject under discussion	4 Essay’s mechanics are flawless or nearly so; prose draws attention to itself for clarity and elegance
Meeting	3 Thesis asserts an original argument	3 Writer supports assertions with evidence	3 Opinions of others are clearly represented, and given some evaluation as to their logic & relevance to topic	3 Argument constructively utilizes historical knowledge, as presented in required Humanities texts	3 Argument brings more than one disciplinary perspective to subject under discussion.	3 Essay is competently written; mechanical errors do not prevent reader from understanding argument
Approaching	2 The essay has a thesis	2 Writer sometimes fails to support assertions with evidence	2 Opinions of others are simply restated, with little or no critical evaluation	2 Argument demonstrates some knowledge of history, whether cited or indirect	2 Argument refers to more than one disciplinary perspective and shows awareness of how perceptions vary with perspectives.	2 Essay contains mechanical errors distracting enough to turn reader’s attention away from argument
Not Meeting	1 The essay’s thesis is unclear or nonexistent	1 Writer almost always fails to support assertions with evidence	1 Opinions of others are represented in garbled form	1 Argument shows little or no evidence of historical knowledge, even indirectly	1 Argument does not refer to more than one disciplinary perspective and/or shows no awareness of how perceptions vary with perspectives.	1 Essay’s mechanical flaws are pervasive; argument is difficult or impossible to understand