



Areas of Inquiry –

AH: Arts and Humanities (6 credits) - Students must take *two* courses and meet *two* of these goals (o, p, q, r).

AHo

GOAL o - Student is able to... Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.			
OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Engages in sophisticated critical examination of philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production central to the course. Critically analyzes these philosophical or other theoretical issues and assesses the relative merits of each.	Engages in critical reading of philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production relevant to the course. Constructs persuasive arguments about these philosophical or other theoretical issues.	Satisfactorily describes philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production through reliance on course materials. Draws some critical conclusions about these philosophical or other theoretical issues.	Fails to identify or engage philosophical or other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production. Fails to analyze or critique philosophical or theoretical issues; makes unsubstantiated assertions or substitutes opinion for analysis.

AHp

Goal p – Student is able to... Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.			
OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Provides a sophisticated analysis of works of art or literature and a critical assessment of the relationship between them and their specific histories, values, languages, cultures, and/or technologies. Analysis is presented effectively, accurately, and persuasively. Strengths and weaknesses of varying accounts are identified and critically evaluated.	Analyzes the works of art or literature and assesses the relationship between them and their specific histories, values, languages, cultures, and/or technologies. Analysis is generally presented accurately and persuasively. Attention is given to the merits of alternate analyses.	Satisfactorily presents course material analyzing the works of art or literature and assessing the relationship between them and their specific histories, values, languages, cultures, and/or technologies. Analysis is satisfactorily supported by course material.	Fails to clearly identify works of art or literature relevant to the course. Does not place the work(s) in a context of their specific histories, values, languages, cultures, and/or technologies. Analysis is absent. Relies on opinion or makes unsubstantiated assertions.



The **AHq** goal may be met in two distinct families of courses. The criteria relevant to **standard language acquisition courses** at the late-intermediate or early-advanced level are described in the top half of the rubric. The criteria relevant to **courses focused on the subject of language(s)** from a theoretical and historical standpoint are described in the bottom half of the rubric. Courses fulfilling one version of the requirement need not concern themselves with fulfilling the other. In some cases, however, a course may combine elements from both. - **Foreign Language Advisory Committee (FLAC), 19 Dec 2011**

AHq

GOAL q – Student is able to... Understand the nature of human languages and their speakers.				
<i>Student demonstrates an understanding of basic concepts in at least one of the following areas:</i>	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
<p>standard language acquisition courses</p> <p>a. <i>The essential components of language as a communication system</i></p> <p>b. <i>How meaning is represented and conveyed in language</i></p> <p>c. <i>The relationship between speech and writing</i></p>	<p>Demonstrates a full understanding of language as a system; understands meaning as language-specific.</p> <p>Demonstrates a strong grasp of language-specific idiomatic meanings; does not resort to literal translations.</p> <p>Shows strong awareness and command of language register, from informal exchanges to formal written communication.</p>	<p>Demonstrates a good sense of the systematic nature of language and of language-based meaning.</p> <p>Demonstrates a good grasp of language-specific idiomatic meanings; usually avoids resorting to literal translations.</p> <p>Shows good awareness and command of language register, from informal exchanges to formal communication (written or oral).</p>	<p>Demonstrates satisfactory sense of the nature of language and of language-based meaning.</p> <p>Demonstrates some grasp of language-specific idiomatic meanings.</p> <p>Shows some awareness and command of language register, from informal exchanges to formal communication (written or oral).</p>	<p>Does not demonstrate an understanding of the systematic nature of language or language-based meaning.</p> <p>Demonstrates no grasp of language-specific idiomatic meanings; resorts to literal translations.</p> <p>Shows no awareness of language register, from informal exchanges to formal communication (written or oral).</p>
<p>courses focused on the subject of language(s)</p> <p>d. <i>Linguistic diversity and variation across space and time</i></p> <p>e. <i>The role of speech and writing in culture, society, communication, and discourse</i></p>	<p>Demonstrates a strong understanding of the relationship between linguistic meaning and the experience, world view, and culture of speakers and analyzes the role of social, historical, and political contexts in the process of linguistic transformation.</p> <p>Demonstrates strong analytical and observational skills.</p>	<p>Demonstrates good understanding of the relationship between linguistic meaning and the experience, world view, and culture of speakers and assesses the role of social, historical, and political contexts in the process of linguistic transformation.</p> <p>Demonstrates good analytical and observational skills.</p>	<p>Demonstrates a satisfactory understanding of the relationship between linguistic meaning and the experience, world view, and culture of speakers and of the role of social, historical, and political contexts in the process of linguistic transformation.</p> <p>Demonstrates some analytical and observational skills.</p>	<p>Demonstrates little understanding of the relationship between linguistic meaning and the experience, world view, and/or culture of speakers or the role of social, historical, and political contexts in the process of linguistic transformation.</p> <p>Does not demonstrate analytical and observational skills.</p>



AHr

GOAL r – Student is able to... Engage critically in the process of creative expression.			
OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
<p>Formulates, critically analyzes, and expertly engages in the creative process in a particular medium.</p> <p>Generates innovative and highly imaginative creative solutions to creative challenges.</p> <p>Establishes and applies a clear set of criteria for the critical evaluation of outcomes.</p>	<p>Fully describes and engages in the creative process in a particular medium.</p> <p>Generates imaginative solutions to creative challenges.</p> <p>Provides a critical evaluation of outcomes.</p>	<p>Satisfactorily describes and engages in a creative process in a particular medium.</p> <p>Effectively applies solutions to creative challenges presented in course materials.</p> <p>Evaluates outcomes and identifies strategies for improvement.</p>	<p>Does not effectively engage in a creative process in a particular medium.</p> <p>Fails to apply lessons from the course to the creative endeavor.</p> <p>Does not provide critical evaluation of the outcomes.</p>