

PROGRAM-LEVEL OUTCOMES (GS courses must meet at least one program-level outcome)

Students can:

- 1) Evaluate information appropriate to the task;
- 2) Apply principles of critical thinking to demonstrate integrative learning;
- 3) Communicate effectively in spoken form;
- 4) Communicate effectively in written form;
- 5) Analyze cultural issues within a global context.
- 6) Evaluate in context significant concepts relating to democracy.

I. FOUNDATIONAL CORE

Democracy in Perspective outcomes (Courses must meet all outcomes)

Students can:

- 1) Explain the roles that democratic concepts, including individual rights, play in a just democracy.
- 2) Analyze how citizens engage in democracy.
- 3) Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).

Democracy in Perspective  
Assessment Assignment

- 1) All courses in the Democracy in Perspective category of General Studies should use this instrument and rubric for assessment.
- 2) Faculty may give more specific instructions tailoring the assignment to the class and prescribing the sources of information that should be drawn on in writing the essay.
- 3) The assignment and rubric are considered a pilot in Fall 2011 and may be refined for use in future semesters.

ASSESSMENT ASSIGNMENT

Write a 2-3 page essay evaluating how democratic practices vary across ONE OR MORE of the different contexts listed below, analyzing how the context(s) shape different perspectives about democracy.

Contexts

- Settings
- Time
- Socio-economic conditions
- Cultures
- Political boundaries

**Democracy in Perspective  
Course Rubric**

This rubric addresses the following **General Studies Program (GS)** learning outcomes: **GS 1** – Evaluate information appropriate to the task; **GS 2** – Apply principles of critical thinking to demonstrate integrative learning; **GS 6** – Evaluate in context significant concepts relating to democracy and **Democracy in Perspective (DP)** learning outcomes: **DP 1** – Explain the roles that democratic concepts, including individual rights, play in a just democracy; **DP 2** – Analyze how citizens engage in democracy; **DP 3** – Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).

*Evaluators are encouraged to assign “Does not meet criteria” to any work that does not meet Beginning level performance.*

	<b>Does not meet criteria</b>	<b>Beginning</b>	<b>Developing</b>	<b>*Proficient</b>	<b>Advanced</b>
Content development of democratic concepts  <b>DP 1</b> <b>GS 1; GS 6</b>	---	Develops simple ideas about democratic concepts in some parts of the assignment.	Uses related content to develop simple ideas about democratic concepts throughout most of the assignment.	Uses relevant, persuasive content to explore democratic concepts throughout the assignment.	Uses relevant, compelling content to illustrate a mastery of the subject, conveying the writer’s understanding of democratic concepts.
Context and assumptions of Democracy  <b>DP 3</b> <b>GS 1; GS 2; GS 6</b>	---	Demonstrates minimal attention to context or purpose of the materials.	Demonstrates awareness of context and purpose of the materials.	Demonstrates consideration of context and purpose of the materials.	Demonstrates a thorough understanding of context, intended audience and purpose of the materials.
Analysis of democratic engagement  <b>DP 2</b> <b>GS 1; GS 6</b>	---	Conclusions about engagement are inconsistently tied to some of the information discussed.	Conclusions about engagement are tied to information chosen to fit the desired conclusion.	Conclusions about engagement are logically tied to relevant information, including diverse viewpoints.	Conclusions about engagement are logical and reflect student’s fully informed evaluation.

**\* NOTE: The category “Proficient” describes the skills of the typical student near the end of the semester of a Democracy in Perspective course.**