

Appendix H: Humanity in Context Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
 - a. Rationale must include sound justification as to why this course meets the requirements for the Humanity in Context category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Humanity in Context category.
 - i. Critical Thinking and Reasoning: Students will be able to analyze evidence to support or create interpretations, arguments, or claims; identify and analyze the connections between evidence and claims; evaluate the strength and weaknesses of conclusions and opinions; and determine the scope of evidence needed for original arguments.
 - ii. Understanding the Human World: Students will apply methods that will enable them to recognize and interpret evidence of human thought, action, expression, and/or experience, using contexts and narratives to explain humanity's change over time.
 - iii. Effective Reading: Students will be able to extract and construct meaning by interacting with written language.
 - iv. Knowledge of the Human Experience: Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual systems; and recognize common questions and/or concerns humans confront and the diverse strategies for resolving those concerns.
 - v. Intercultural Competence: Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts.
 - b. Humanity in Context category-specific list of criteria follow.
 1. Course Syllabus
 2. Example Assignment(s)
 3. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Critical Thinking and Reasoning	Analyze evidence to support or create interpretations, arguments, or claims
	Identify and analyze the connection between evidence and claims
	Evaluate the strength and weaknesses of conclusions and opinions
	Determine the scope of evidence needed for original arguments
Understanding the Human World	Explore humanity's change over time
	Apply method(s) of interpretation for understanding the human world
	Evaluate human experience through narratives and context
Effective Reading	Extrapolate ideas from writing
	Apply reading strategies to different learning purposes

Knowledge of the Human Experience	Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)
	Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)
	Recognize common questions/concerns humans confront
	Recognize diverse strategies for resolving those concerns

Intercultural Competence	Demonstrate knowledge of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
	Demonstrate self-awareness of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
	Demonstrate behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts

Salisbury University’s General Education model contains two categories for humanities courses: Humanity in Context and Human Expression. A single course cannot be submitted to both; you must choose one or the other. Please consult the definitions and examples to help you choose which category is most appropriate for your course.

	Humanity in Context (HC)	Human Expression (HE)
Official Definition:	“Critical and comparative analysis of humanity, emphasizing the role of history, culture, and/or language in human issues.”	“Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience.”
Subcommittee Elaboration:	HC describes the analysis of humanity in its lived experiences and historical or cultural contexts . In other words, the focus is on what humans do and how they live, rather than what they create. Courses that focus primarily on the ideas, cultural production, or performance of humans rather than lived experiences should be proposed to HE.	HE describes the analysis of the ideas, works of literature/art, or performances of humans, treating cultural production and mode of expression as the primary object of study. In other words, the focus is on what humans create, not how they live or what they do. Courses that focus primarily on the lived experiences of humans should be proposed to HC.

Some courses may treat both the works of cultural production and the historical or cultural context that surrounded them: good teachers of literature or art will supply historical or cultural context; good teachers of history and culture will use literature or art as primary sources. Our barometer should be which component is more *fundamental* to the course.

For example, UNC Chapel Hill uses this rationale to distinguish between its historical context-based General Education category and its arts category:
 “Courses surveying historical periods in art, photography, film, music, and the like are suitable for fulfilling this [historical] requirement, so long as the *primary* focus remains on developments in the history of the medium and not on aesthetic considerations or matters of form.” ([website](#))

Here are some hypothetical “borderline” courses and where they might best fit:

Humanity in Context (HC)	Human Expression (HE)
Medieval Art History	Art Appreciation
Childhood in the 19 th Century	Children’s Literature
Shakespeare’s England	Shakespeare’s Tragedies
French Culture and Food	Francophone Poetry
Myths and Reality of the Samurai	The Samurai in Film
Digital Humanities: The Silk Road	Digital Humanities: The Novel

Humanity in Context Category-Specific Materials/Responses:

In addition to the minimum required materials, the syllabus should include a course schedule (which should show topics, readings, in-class activities, and assignments) as well as course goals, grading, and assessments. Provide an example prompt and rubric for all major assignments in the course.

Part 1. General Appropriateness of the Course

In complete sentences, answer the following questions (300-word limit).

1. How does this course fit the goals and expectations of General Education? Is it open to all students with no prerequisites? Does the course provide early and frequent feedback to guide early-career students?
2. How does the course engage students in a variety of assignments and assessments? How does the course make learning interesting, relevant, and open to a wide range of student backgrounds?
3. Why is this course appropriate for Humanity in Context category (defined above) in terms of content?
4. Please describe how Humanity in Context is the lens (pedagogical method/approach) for how your course explores this content.

Part 2. Required SLOs

Provide a paragraph (200-500 words per SLO) that describes your rationale for how the SLO is addressed in the course activities and assessments. Describe how students are given appropriate opportunities to achieve the SLOs given the course content, structure, and assignments/activities/exams, etc. After answering these questions in general, fill in relevant assignments and assessments in the chart; you may also use the chart to point the committee to specific items in your syllabus Your explanation should show how the course will satisfy ALL the elements of the SLO (though not necessarily to the same degree) over the entire duration of the course.

Note: The tables are provided here for planning purposes. The second two columns will be available as fillable fields in Curriculog. Subcommittee comments will be entered separately.

1. How will this course reinforce the SLO – Critical Thinking and Reasoning?

SLO: Critical Thinking and Reasoning			
Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments (For Committee Use Only)
Analyze evidence to support or create interpretations, arguments, or claims			
Identify and analyze the connection between evidence and claims			
Evaluate the strength and weaknesses of conclusions and opinions			

Determine the scope of evidence needed for original arguments			
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2. How will this course reinforce the SLO – Understanding the Human World?

SLO: Understanding the Human World

Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments (For Committee Use Only)
Explore humanity's change over time			
Apply method(s) of interpretation for understanding the human world			
Evaluate human experience through narratives and context			

3. How will this course reinforce the SLO – Effective Reading?

SLO: Effective Reading

Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments (For Committee Use Only)
Extrapolate ideas from writing			
Apply reading strategies to different learning purposes			

4. How will this course reinforce the SLO – Knowledge of the Human Experience?

SLO: Knowledge of the Human Experience

Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments (For Committee Use Only)
Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)			
Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)			
Recognize common questions/ concerns humans confront			
Recognize diverse strategies for resolving those concerns			

5. How will this course reinforce the SLO – Intercultural Competence?

SLO: Intercultural Competence			
Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments (For Committee Use Only)
Demonstrate knowledge of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts			
Demonstrate self-awareness of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts			
Demonstrate behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts			

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Humanity in Context. Each rubric connects to the ideas of the areas above.

PART 1: GENERAL APPROPRIATENESS OF COURSE				
	Explanation of Standards	Meets Standards	Needs revision	Committee Comments
Fits General Education	Is open to all students with no prerequisites; provides frequent feedback; is aimed at educating student body in broad learning			
Engaging and Open Content	Includes a variety of assignments/ assessments; makes learning interesting and relevant to students from different majors			
Content Appropriate for Humanity in Context	Explores humanity in its lived experiences and historical or cultural contexts			
Approach Appropriate for Humanity in Context	Uses methods, approaches, and strategies appropriate for Humanity in Context			

General comments and suggestions for consideration:

PART 2: REQUIRED SLOS

	Explanation of Standards	Meets Standards	Needs revision	Committee Comments
Critical Thinking and Reasoning	Students analyze claims, evidence, and their strengths and weaknesses comprehensively over multiple assignments and make original claims building upon that knowledge			
Understanding the Human World	Focus of course content is on change in humanity over time, and students learn methods and strategies to analyze humanity across many assignments and activities			
Effective Reading	Students comprehend texts of various lengths and genres; students practice reading for different purposes and focus upon elements of text appropriate to their reading purposes.			
Knowledge of the Human Experience	Course focuses on human systems and their impact; students learn about these systems across many assignments and activities and evaluate common human questions and solutions in different kinds of engagement			
Intercultural Competence	Course provides opportunities to learn and understand cultural difference across many assignments and activities, and students learn behaviors effective for cultural understanding			

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:

- Accept the course, as submitted, for Humanity in Context.
- Suggested revisions to meet Humanity in Context requirements: