University Learning Outcome Criteria: Apply knowledge and the methods of inquiry characteristic of humanities disciplines to interpret and produce texts expressive of the human condition.

1. Critical reading skills within the discipline
2. Writing and/or speaking within the discipline
3. Reasoning within the discipline
4. Cultural, historical, conceptual, and linguistic awareness
5. Personal development

Reviewed and reapproved by the Boise State General Education Committee: September 2018.
**Boise State University Learning Outcomes**

**Humanities**

Apply knowledge and the methods of inquiry characteristic of humanities disciplines to interpret and produce texts expressive of the human condition.

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<th>Criteria</th>
<th>4 Exemplary Work</th>
<th>3 Good Work</th>
<th>2 Developing Work</th>
<th>1 Unsatisfactory Work</th>
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<tr>
<td>1. Critical reading skills within the discipline</td>
<td>Accurately comprehends, convincingly interprets, and insightfully analyzes assigned texts; skillfully uses disciplinary tools and vocabulary appropriate for the course.</td>
<td>Usually comprehends and plausibly interprets assigned texts; is moderately skillful in using disciplinary tools and vocabulary appropriate for the course.</td>
<td>Demonstrates a satisfactory comprehension and interpretation of assigned texts; interpretations and analyses show moderate skill in using appropriate disciplinary tools and vocabulary appropriate for the course.</td>
<td>Textual comprehension is less than satisfactory; interpretations and analyses show unsatisfactory skills with tools and vocabulary appropriate for the discipline and the course.</td>
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<td>2. Writing and/or speaking within the discipline</td>
<td>Articulates complex ideas in clear and coherent language appropriate to the discipline; exemplary skill with grammar and style appropriate for the course.</td>
<td>Less skillful in expressing complete ideas in a language appropriate to the discipline and the course; commits more grammatical and stylistic errors.</td>
<td>Has difficulty expressing clear and coherent ideas in discipline-specific language appropriate for the course; commits frequent grammatical and stylistic errors.</td>
<td>Is incapable of constructing ideas in a language appropriate to the discipline and the course; shows unsatisfactory skill with grammar and style.</td>
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<td>3. Reasoning within the discipline</td>
<td>Demonstrates a high level of skill in logical reasoning in written and oral work appropriate for the course; identifies important underlying assumptions, distinguishes pertinent facts from opinions, differentiates claims from reasons, arranges relevant evidence in concise and clear language appropriate for the course.</td>
<td>Demonstrates a good level of logical reasoning in written and oral work appropriate for the course; often identifies some key assumptions, distinguishes fact from opinion, differentiates claims from reasons, and gathers and assembles plausible evidence in a style and with a skill level appropriate for the course.</td>
<td>Demonstrates a satisfactory level of logical reasoning in written and oral work appropriate for the course; identifies assumptions less reliably, occasionally distinguishes fact from opinion, and assembles some evidence in language not particularly well suited to the discipline and the level of the course.</td>
<td>Demonstrates lack of logical reasoning in written and oral work; exhibits significant difficulty identifying underlying assumptions, distinguishing fact from opinion, differentiating claims from reasons, and assembling evidence. Skill with language and style is unsatisfactory for the level of the course.</td>
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4. *Cultural, historical, conceptual, and linguistic awareness*  
Exhibits awareness of and sensitivity to human values by demonstrating knowledge and appreciation of cultural, historical, conceptual or linguistic differences. Able to explain one’s own cultural perspectives and make meaningful comparisons with the cultural perspectives of others.  
Demonstrates a solid awareness of and sensitivity to such differences and values; struggles somewhat to identify nuances associated with these differences.  
Attempts somewhat successfully to express awareness of and sensitivity to such differences and values; clear knowledge gaps are present.  
Fails to exhibit awareness of and sensitivity to human values and perspectives; unable to demonstrate knowledge or appreciation of cultural, historical, conceptual, or linguistic differences.  

5. *Personal development*  
Responsibly entertains and evaluates views that differ from one’s own; actively explores and navigates ambiguity and difference; asks probing questions relevant to the discipline; approaches problems imaginatively and creatively.  
Usually capable of entertaining views that differ from one’s own; occasionally responds reflexively rather than reflectively; appreciates the value of the discipline and seeks to explore problems in earnest.  
Sometimes capable of entertaining views that differ from one’s own; tends to respond reflexively rather than reflectively; can express value of discipline, but resists exploring problems in earnest.  
Resists considering views that differ from one’s own and responds reflexively; retreats from ambiguity and difference; exhibits low level of intellectual curiosity.  

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