

General Education Curriculum: Civic Literacy (CIV) Inquiry Rubric

The Civic Literacy (CIV) Inquiry rubric was developed through faculty and student consultation and members of the General Education Oversight Committee at Wayne State University (WSU). The rubric was modeled after VALUE rubrics created by the Association of American Colleges and Universities (AAC&U). The rubric articulates fundamental criteria for each learning outcome required for CIV under the General Education program. It contains performance descriptors demonstrating progressively higher levels of learnedness. The rubric is intended for institutional-level use in evaluating and discussing student learning within the General Education curriculum, not for grading.

CIV is a Group Requirement (Inquiry Courses) of the General Education program at WSU. The overall goal of the inquiry courses is “to help introduce students to the different perspective, methodologies, and questions that shape the production of knowledge.” (see [Academic Bulletin](#))

CIV has [five program learning outcomes](#). After successful completion of the CIV requirement, students will be able to demonstrate their ability to:

- (1) Exhibit knowledge of U.S. history, political institutions, and democratic principles.
- (2) Explain the meaning and significance of citizenship and national identity, past and present.
- (3) Explain forms of participation by individuals and groups.
- (4) Explain the economic, historic, political, and social bases for conflict and cooperation between groups.
- (5) Explain the economic, historic, political, and social marginalization of groups in civic life..

Glossary for Terms and Concepts used in the Rubric

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Citizenship: A person’s legal, social, and/or economic status as a member of a state, where that membership entails specific rights and responsibilities
- State: The political organization of a group of people living in a defined territory.
- Civic Life: The public life of a citizen concerned with the affairs of the community or the nation (as contrasted with personal or private life, which is devoted to the pursuit of personal or private interests).
- Democratic principles: Foundational guiding beliefs in a democracy, such as an inalienable right to life, liberty, and property; freedom of assembly, speech, and religion; and adherence to the rule of law
- National identity: The collective perception of shared attributes, such as geographic boundaries, language, religion, or culture, that create a sense of belonging to a particular state
- Political institutions: Elected or appointed governmental systems or structures with the authority to make or implement decisions on behalf of society
- Marginalization: Treatment of a person, group, or concept as insignificant, less important than others, or powerless

How to Use the Rubric

- Faculty teaching CIV courses select one or more assignments that elicit the CIV learning outcomes.
- Faculty use the rubric to score their students’ work on the 4-point rubric scale.
 - Details for reporting the results for your course(s) are provided on the GEOC website.
- The rubric scale is implicational: A “moderate” score indicates that the student has met the criteria for “low” AND “moderate”. A “high” score indicates that the student has met the criteria for “low”, “moderate” AND “high”.

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| Learning Outcome | (High) Explains/Analyzes/Applies | (Moderate) Describes/ Interprets | (Low) Identifies/Recognizes | (No) Little to No Evidence |
|--|--|--|---|---|
| LO1: Exhibit knowledge of U.S. history, political institutions, and democratic principles | Applies concepts and contexts relevant to U.S. history, political institutions, and democratic principles to civic life. | Describes concepts and contexts relevant to U.S. history, political institutions, and democratic principles. | Identifies concepts and contexts relevant to U.S. history, political institutions, and democratic principles. | Unable to identify concepts and contexts relevant to U.S. history, political institutions, and democratic principles. |
| LO2: Explain the meaning and significance of citizenship and national identity, past and present | Analyzes the meaning and significance of citizenship and national identity, past and present in specific cases. | Describes the meaning and significance of citizenship and national identity, past and present. | Recognizes concepts relevant to citizenship and national identity, past and present. | Unable to recognize concepts relevant to citizenship and national identity, past and present. |
| LO3: Explain forms of participation by individuals and groups | Analyzes forms of participation by individuals and groups. | Describes forms of participation by individuals and groups. | Identifies forms of participation by individuals and groups. | Unable to identify forms of participation by individuals and groups. |
| LO4: Explain the economic, historic, political, and social bases for conflict and cooperation between groups | Analyzes the economic, historic, political, and social bases for conflict and cooperation between groups. | Describes the economic, historic, political, and social bases for conflict and cooperation between groups. | Identifies the economic, historic, political, and social bases for conflict and cooperation between groups. | Unable to identify the economic, historic, political, and social bases for conflict and cooperation between groups. |
| LO5: Explain the economic, historic, political, and social marginalization of groups in civic life. | Analyzes the economic, historic, political, and social marginalization of groups in civic life. | Describes the economic, historic, political, and social marginalization of groups in civic life. | Identifies concepts from the course that address the economic, historic, political, and social marginalization of groups in civic life. | Unable to identify concepts from the course that address the economic, historic, political, and social marginalization of groups in civic life. |

Source: Appropriated and modified from the VALUE rubrics developed by the Association of American Colleges and Universities (AAC&U).

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