**Course Prefix/Number:** PHIL 2305  
**Course Title:** Critical Reasoning and Logic  
**Brief Course Description:** This course explores how values and beliefs are manifested in the language we use. By learning to evaluate problems in reasoning and the solutions to them, students become more aware of linguistic strategies and the impact of those strategies in our human experience. This course helps to assess rationally real life situations in order to avoid common mistakes and assumptions in our culture as well as in other cultures.

**Foundational Component Area: Language, Philosophy & Culture.** Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

*Choose at least one Core SLO from the Core Objective.*

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>University SLO</th>
<th>Course SLO</th>
<th>General Learning Activities</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Critical Thinking*   | CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue. | Students will be able to identify and understand different perspectives and problems linked to an issue, and they will be able to analyze, and critically evaluate those different perspectives | Learning activities will include group work, reading, homework, and written analyses | A written assignment:  
  - Minimum of 500-600 words prepared with a word processor  
  - Research or critical reflection on course specific topic  
  Rubric: AACU Critical Thinking Value Rubric  
  The minimum criteria would be for students to collectively score well at the |
<table>
<thead>
<tr>
<th>Communication*</th>
<th>CS1: Develop, interpret, and express ideas through effective written communication.</th>
<th>Students will be able to effectively communicate in writing the strengths and weaknesses of their position</th>
<th>Learning activities will include discussions, written analyses, and examinations</th>
<th>Produce one coherent written or oral artifact in which students will defend one well defined and controlling idea</th>
</tr>
</thead>
</table>
| Social Responsibility* | SR1: Demonstrate knowledge of intercultural Competence. | **SR1:** Students will tailor communication strategies to effectively navigate the cultural differences in verbal and nonverbal communication | Learning activities will include discussions, reading, and group work | An essay in which the student is asked to draw contrasts between two different cultures:  
  • The essay will require a personal reflection explaining how learning can be applied  
  • Minimum 2 pages  
  Scored with the VALUE rubric for Intercultural Knowledge and Competence |
| Personal Responsibility | PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making. | Students will be able to critically evaluate their personal viewpoints as they understand the consequences of their choices | Learning activities will include discussions, group work, and reading | Reflective essay on the students’ ethical values when compared to other cultures  
  Scored with Rubric:  
  Use of components of VALUE rubrics from Integrative Learning, Lifelong Learning, and Ethical Reasoning. |

*Choose at least one SLO (more than one can be chosen).
PHIL 2305
CRITICAL REASONING AND LOGIC

COURSE DESCRIPTION

This course explores how values and beliefs are manifested in the language we use. By learning to evaluate problems in reasoning and the solutions to them, students become more aware of linguistic strategies and the impact of those strategies in our human experience. This course helps to assess rationally real life situations in order to avoid common mistakes and assumptions in our culture as well as in other cultures.

This course is part of the ASU core. The learning outcomes, assignments/general activities, and assessments are identified below.

<table>
<thead>
<tr>
<th>Course Level Learning Outcomes</th>
<th>Proposed 2016 Core Assignments/General Learning Activities for the Core Objectives</th>
<th>Proposed 2016 Core Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHIL 2305</strong>&lt;br&gt;CT1: Students will be able to identify an issue and ascertain the strength of the arguments provided in its favor. Students will be able to analyze, and critically evaluate those different perspectives&lt;br&gt;CS1: Students will be able to effectively communicate in writing their position regarding a specific topic&lt;br&gt;SR1: Students will tailor communication strategies to effectively navigate the cultural differences in verbal or nonverbal communication</td>
<td><strong>PHIL 2305</strong>&lt;br&gt;CT1: Listening to lectures, participating in class discussions and group work (in class or online), reading, quizzes, oral and written analyses, and examinations&lt;br&gt;CS1: participating in class discussions and group work (in class or online), oral and written analyses, and examinations&lt;br&gt;SR1: participating in class discussions and group work (in class or online), oral and written analyses, and examinations</td>
<td><strong>PHIL 2305</strong>&lt;br&gt;CT1 &amp; CS1 will be evaluated by writing multiple drafts of an argumentative essay in which students need to gather and synthesize different views regarding an issue and justify why their position is stronger than the opposing view&lt;br&gt;SR1 &amp; PR: Reflective essay in which students are asked to draw contrasts between two different cultures and reflect on their own ethical values when compared to...</td>
</tr>
</tbody>
</table>
PR: Students will be able to critically evaluate their personal viewpoints as they understand the consequences of their choices

PR: Participation in class discussions, group work (in class or online), reading critically, oral and written analyses, and examinations

PR: those cultures.

COURSE OBJECTIVES

1. To help students understand the impact of the language we use in our everyday life
2. To help students develop an awareness of other cultures and ways of thinking
3. To help students improve their analytical skills so their thinking and writing can get better
4. To help develop fundamental philosophical skills, such as examination and critique of arguments to better produce their own

STUDENT LEARNING ASSESSMENT

Student learning assessment will be measured by homework, essays, a final exam, and participation in some group work.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight as a Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>25</td>
</tr>
<tr>
<td>LearnSmart or equivalent</td>
<td>10</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>25</td>
</tr>
<tr>
<td>Participation (attendance, group work)</td>
<td>20</td>
</tr>
<tr>
<td>discussions, class engagement)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

NOTE about absence policy: you can miss up to five times for whatever reason. You need not justify your absences. But remember that after 5 absences, you will not receive credit for participation.
**REQUIRED COURSE MATERIALS**

(Required materials may vary from instructor to instructor)

(!) If you choose not to get the loose leaf and only work with the digital book, remember to get the ConnectPlus option so you can get access to LearnSmart Assignments

![Critical Thinking Book](image)

CONNECTPlus, LearnSmart, and loose leaf bundle are all included in the price [Moore/Parker: Critical Thinking, 11th ed. McGraw Hill]

**Other Required materials:**

- Computer with a MAC or Windows operating System, Microsoft Office Word
- High Speed Internet
- Webcam (optional)
- Video Player (recommended)
- For further technology requirements, please visit: [http://www.angelo.edu/distance_education/](http://www.angelo.edu/distance_education/)

If you have general technical issues please contact the IT Helpdesk at 325-942-2911 or 1-800-942-2911. You can also email them at helpdesk@angelo.edu.

For technical issues regarding Connect (interface for all assignments, and LearnSmart) call: (800) 331-5094
GENERAL CLASS RULES

• KEEP UP WITH THE MATERIAL: As an online student, you can choose when to work. But you will need to work. Read the assigned chapters from your book, study key concepts, and learn to apply what you have read through the material provided for each unit. All assignments are made available. You can start working early, save your work, and submit it when you are ready. If you wait until an assignment is due to start working on the chapter, you may find the amount of work overwhelming.

• PARTICIPATE: Active engagement with other members of the class and with me is a vital component of the philosophical learning experience. Participation in blogs or Discussion Boards will help you understand the material and share joys and sorrows with others. Please do not wait until the last minute to complete your contribution to class discussions. It is supposed to be an ongoing process. In fairness to others, you should plan ahead and be an active member of the class. Communicating with me is also considered a form of participation. This category makes up 15% of your final grade.

• CHECK BLACKBOARD FREQUENTLY: It is your responsibility to check due dates for all assignments and to contact me if you have any questions or concerns. I have set the calendar on Blackboard so you can see at a glance (check month view) what is due. Also the schedule offers an overview of all due assignments. I will communicate with you as a group or as an individual throughout the semester. I may use Blackboard or regular email (please make sure to check the angelo.edu account). Being in touch means checking no less than three days a week.

• CONTACT ME. Online does not mean “on your own”. I will be more than happy to discuss the material with you or any other concern that you may have. Please contact me before any assignment is due if you will not be able to meet the deadline.

• NETIQUETTE: Be respectful when you address other people (either other students or me). You may disagree with what other people are defending. The challenge is to show the weaknesses in their arguments and to build better ones. Insults do not make good arguments. Attack arguments, not people. Also, when you send me an email, remember my name (Dr. Badiola) and make sure you tell me yours. Always keep in mind the golden rule of cyberspace: Never say online what you would not say face to face.

THE ANGELO STATE UNIVERSITY HONOR CODE

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.
In other words, when you submit your work, you claim that the work is yours. If someone else wrote it for you or you got it from someone else (internet, other student’s class...), then you are not the author and thus will get a zero for that assignment. Any idea which is not yours should be properly referenced.

**RELIGIOUS HOLIDAYS**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

**DISABILITIES**

Please let me know if you have any special need due to any learning disability. Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**SCHEDULE**

<table>
<thead>
<tr>
<th>Units and Readings</th>
<th>Weeks</th>
<th>LO by chapter</th>
<th>Assignments &amp; Activities Contributing to a Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Basics about Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1</td>
<td>8/29-9/6</td>
<td>1-6</td>
<td>Introduce yourself by 9/1 at midnight</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>9/6-9/13</td>
<td>1-6</td>
<td>LearnSmart and HW1 Due by 9/6 at 11:59 PM</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>9/13-9/20</td>
<td>1-5</td>
<td>LearnSmart and HW2 Due by 9/13 at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LearnSmart and HW3 Due by 9/20 at 11:59 PM</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Credibility and Rhetoric</td>
<td>9/20-9/27</td>
<td>9/27-10/4</td>
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<tr>
<td>Chapter 4</td>
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<tr>
<td>Chapter 5</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Formal and Informal Fallacies</th>
<th>10/4-10/11</th>
<th>10/11-10/18</th>
<th>10/18-10/25</th>
<th>Discussion Board #1 (Units 1 &amp; 2) closes on 10/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 6</td>
<td></td>
<td></td>
<td></td>
<td>1-7</td>
<td>LearnSmart and HW6 Due by 10/11 at 11:59 PM</td>
</tr>
<tr>
<td>Chapter 7</td>
<td></td>
<td></td>
<td></td>
<td>1-7</td>
<td>LearnSmart and HW7 Due by 10/18 at 11:59 PM</td>
</tr>
<tr>
<td>Chapter 8* (skip last section)</td>
<td></td>
<td></td>
<td></td>
<td>1-6</td>
<td>LearnSmart and HW8 Due by 10/25 at 11:59 PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review</th>
<th>10/25-11/1</th>
<th>11/1-11/15</th>
<th>11/15-11/29</th>
<th>Discussion Board #2 (unit 3) closes on 10/27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1 on units 1, 2 and 3 due on 11/1 at 11:59 PM</td>
<td></td>
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<tr>
<td>*Peer Review for essay due by 11/3 at 11:59PM</td>
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<tbody>
<tr>
<td>*Assignment “Final Draft” due by 11/22 at 11:59PM</td>
<td></td>
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<tr>
<td>*Discussion Board #3 (unit 4) closes on 12/1</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>LearnSmart and HW 10 Due by 11/29 at 11:59 PM</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>More about Inductive reasoning</th>
<th>11/29-12/6</th>
<th>12/6-12/12</th>
<th>LearnSmart and HW 11 due by 12/6 at 11:59 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 11* (Skip last 3 sections)</td>
<td></td>
<td></td>
<td></td>
<td>Final exam due by 12/13 at midnight (comprehensive)</td>
</tr>
<tr>
<td>Review</td>
<td></td>
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</tbody>
</table>
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Framing Language**

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation modes might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

**Glossary**

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

- **Ambiguity**: Information that may be interpreted in more than one way.
- **Assumptions**: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context**: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning**: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor**: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
## Critical Thinking VALUE Rubric

for more information, please contact value@aacu.org

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

### Explanation of issues

**Issue/problem to be considered critically**
- Stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- Stated, described, and clarified so that understanding is not seriously impeded by omissions.
- Stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
- Stated without clarification or description.

### Evidence

**Selecting and using information to investigate a point of view or conclusion**
- Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
- Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.
- Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.
- Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.

### Influence of context and assumptions

- Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
- Identifies own and others' assumptions and several relevant contexts when presenting a position.
- Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).
- Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

### Student's position (perspective, thesis/hypothesis)

- Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).
- Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).
- Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.
- Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

### Conclusions and related outcomes (implications and consequences)

- Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
- Conclusion is logically tied to a range of information, including opposing viewpoints, related outcomes (consequences and implications) are identified clearly.
- Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.
- Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared widely through a common dialogue and understanding of student success.

**Definition**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

**Framing Language**

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple aspects of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit, but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom, thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in works or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in the VALUE rubrics.

**Glossary**

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

- **Academic knowledge:** Disciplinary learning; learning from academic study, texts, etc.
- **Content:** The information conveyed in the work samples or collections of work.
- **Contexts:** Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- **Co-curriculum:** A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- **Experience:** Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- **Form:** The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- **Performance:** A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- **Reflection:** A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- **Self-assessment:** Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

For more information, please contact value@aacu.org.
**Definition**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

### Integrative Learning VALUE Rubric

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connects relevant experience and academic knowledge</strong></td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</td>
</tr>
<tr>
<td><strong>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</strong></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to Discipline</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sees (makes) connections across disciplines, perspectives</strong></td>
<td>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td><strong>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</strong></td>
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<table>
<thead>
<tr>
<th>Transfer</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</strong></td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
</tr>
<tr>
<td><strong>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</strong></td>
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<tr>
<th>Integrated Communication</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</strong></td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).</td>
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<tr>
<td><strong>Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.</strong></td>
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<th>Reflection and Self-Assessment</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</strong></td>
<td>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
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<tr>
<td><strong>Describes own performances with general descriptors of success and failure.</strong></td>
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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

**Framing Language**

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett’s Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In Education for the intercultural experience, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff’s intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

**Glossary**

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

- **Culture**: All knowledge and values shared by a group.
- **Cultural rules and biases**: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Empathy**: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Basic concepts of intercultural communication, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- **Intercultural experience**: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- **Intercultural/cultural differences**: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- **Suspends judgment in valuing their interactions with culturally different others**: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview**: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.
Inter-cultural Knowledge and Competence: Understanding and utilizing cultural diversity to build successful organizations

**Definition**

Inter-cultural Knowledge and Competence is “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone (4)</th>
<th>3 Milestones</th>
<th>Benchmark (1)</th>
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<tbody>
<tr>
<td>Cultural self-awareness</td>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and sees the same in others.)</td>
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<tr>
<td>Knowledge of cultural worldview frameworks</td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to understanding another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
</tr>
<tr>
<td>Skills</td>
<td>Empathy</td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
</tr>
<tr>
<td>Skills</td>
<td>Verbal and nonverbal communication</td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Curiosity</td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Openness</td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
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