

## General Education Curriculum: Social Inquiry (SI) Rubric

The Social Inquiry (SI) 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 SI under the General Education program. It contains performance descriptors demonstrating progressively higher levels of learning. The rubric is intended for institutional-level use in evaluating and discussing student learning within the General Education curriculum, not for grading.

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

### SI has three program learning outcomes:

*After successful completion of the SI requirement, students will be able to:*

- (1) Explain the behaviors, practices, institutions, and/or systems that define a society or social group.
- (2) Explain concepts or methods that are used in analyzing societies or social groups.
- (3) Explain social institutions and social interactions.

### 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.*

- **Society:** A community of people, broader than the immediate family, with shared customs, laws, or institutions.
- **Social groups:** A collection of individuals who share a common identity or identities (e.g., class, ethnicity, family, gender/sexuality, language, nationality, occupation, political beliefs, race, religion).
- **Social institutions:** Structures and systems that organize a society.
- **Social interactions:** The way people communicate and interact with one another, with social groups, or with social institutions.

## How to Use the Rubric

- Instructors teaching SI courses select one or more assignments that elicit the SI learning outcomes at the “Meets expectations” level or higher.
- Instructors use the rubric to score their students’ work on the 4-point rubric scale. The scores are separate from students’ course grades.
  - Details for reporting the results for your course(s) are provided on the [GEOC website](#).
- The “Meets Expectations” level is the program target for student performance.
- The rubric scale is implicational: A “Meets expectations” score indicates that the student has met the criteria for “Partially meets expectations” AND “Meets expectations”. An “Exceeds expectations” score indicates that the student has met the criteria for “Partially meets expectations”, “Meets expectations”, AND “Exceeds expectations”.
  - If a student did not submit part or all of the selected assignment(s), instructors should note "Student did not submit assignment" instead of one of the above scores for each relevant learning outcome. A “did not submit” option is displayed in the Canvas version of the rubric.
- Gen Ed includes many different disciplines who may use the same word differently. For example, “explain” and “analyze” imply similar levels of difficulty in some disciplines but different levels in others. As such, when using the rubric, instructors should consider the location of these words on the scale when scoring student artifacts.
  - For instance, if “explain” is in the “Meets expectations” column and “analyze” is in the “Exceeds expectations” column, instructors should interpret “explain” as a lower level of difficulty. In your discipline, “describe” (or some other word) might be the term used to indicate that lower level instead.

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<b>Learning Outcomes (The student...)</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Partially meets expectations</b>	<b>Does not meet expectations</b>
<i>LO1: Explains the behaviors, practices, institutions, and/or systems that define a society or social group.</i>	Analyzes the meaning or significance of the behaviors, practices institutions, and/or systems that define a society or social group	Explains the behaviors, practices, institutions, and/or systems that define a society or social group.	Identifies behaviors, practices, institutions, and/or systems that define a society or social group.	Does not identify behaviors, practices, institutions, and/or systems that define a society or social group.
<i>LO2: Explains concepts or methods that are used in analyzing societies or social groups.</i>	Applies concepts or methods to an analysis of societies or social groups.	Explains concepts or methods that are used in analyzing societies or social groups.	Identifies concepts or methods that are used in analyzing societies or social groups.	Does not identify concepts or methods that are used in analyzing societies or social groups.
<i>LO3: Explains social institutions and social interactions.</i>	Analyzes the meaning or significance of social institutions and social interactions.	Explains social institutions and social interactions.	Identifies social institutions and social interactions.	Does not identify social institutions and social interactions.

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