Department of Sociology Grading Rubric for Multicultural Understanding

(Developed by instructors of SYG2010 Spring 2010, and modified by the Undergraduate Program Committee April, 2011)

Instructors of each course meeting the Multicultural Requirement must have an assessment of their students’ mastery of multicultural understanding. This assessment must be graded, although it does not need to count toward the course grade. The target is that 80% of the students will score 70% or higher.

Please do the following:

1. Design a required class exercise or a final exam test item that requires students to write a response to an open-ended question broadly about cultural diversity. The phrase “cultural diversity” refers to “cross cultural” for Area X courses (SYD3020, SYO3200) and to “diversity in Western culture” for Area Y courses (SYD3800, SYD4700, SYG2010, and SYO3100).

   **Area X – Cross cultural**
   Your assessment must require students to demonstrate the ability to analyze and synthesize knowledge about cross cultural variation in terms of differences among cultures in general or involving the specific study of one or more cultural traditions outside the dominant currents of European civilization.

   **Area Y – Diversity in Western experience**
   Your assessment must require students to demonstrate the ability to analyze and synthesize knowledge about the diversity within Western cultures by examining the nature of the relations of the many groups that have contributed to the Western experience. Courses will focus primarily on one or more groups whose contributions traditionally have been undervalued (e.g., race, class, gender, or ethnicity).

2. Grade their answers with the following rubric and keep a record of it in Blackboard or on your computer somewhere.

   **5 points:** Answer shows excellent comprehension of the question, the theories, the readings and lecture material. It makes a clear argument and uses detailed evidence to support it. It is clearly written in paragraph form with full sentences and only one or two errors in syntax, grammar, or punctuation. The answer clearly demonstrates the student’s ability to analyze and synthesize knowledge about {your question topic}.
4 points: Answer shows good comprehension of the question, the theories, the readings and lecture material, and has a clear argument, although some elements of the argument are vague. It uses evidence to make claims, but could use more detailed or better evidence. It is organized in paragraph form with topic sentences, but has more than a few errors of syntax, grammar, or punctuation. The answer demonstrates the student’s ability to analyze and synthesize knowledge about \{your question topic\}.

3 points: Answer does not show a good comprehension of the question, the theories, and the reading and lecture material. It lacks a clear argument and presents little evidence, but instead offers generalities. Ideas presented in paragraphs are disjointed and hard to follow. Errors in syntax, grammar, or punctuation are frequent. The answer demonstrates the student’s knowledge about \{your question topic\}, but does not go beyond basic comprehension.

2 points: Answer fails to demonstrate a basic understanding of the question, the theories, the readings and the lecture material. It lacks a central argument and a logical structure. Many errors in syntax, grammar and punctuation make it difficult for a reader to understand the content. Does not demonstrate basic comprehension about \{your question topic\}.

1-0 points: Turned in an answer, but it shows no understanding of the material or of \{your question topic\} or failed to turn in answer.

3. Send Kim copies of the specific activity/assignment and grading rubric, as well as the percent distribution according to the standard 10 point categories (90-100%, 80-89%, 70-79%, 60-69%, and LE 59%). If it is easier, just send Kim an excl file with each student’s score (no names), and we can calculate your distribution. We will keep this in a hidden folder in the Department’s content collection so we have everything together when we need to analyze/report the data for SACS. Kim’s email is kmceellan@fsu.edu.