

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 learnedness. 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 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](#)).

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

- (1) Describe the behaviors, practices, institutions, and/or systems that define a society or social group.
- (2) Identify and define basic concepts in social analysis.
- (3) Analyze 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 (e.g., ethnicity, family, gender, language, media, nationality, race, religion, profession, political ideology, socioeconomics).
- Social analysis: The practice of systematically examining a topic related to society.
- Social institutions: Structures and systems that organize the tasks of a society.
- Social interactions: The way people talk and behave with one another, with social groups, or with social institutions.

How to Use the Rubric

- Faculty teaching SI courses select one or more assignments that elicit the SI 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) Explain/Compare	(Moderate) Describe/Interpret	(Low) Define/List	(No) Limited Evidence
LO1: Describe the behaviors, practices, institutions, and/or systems that define a society or social group.	Compares the behaviors, practices institutions, and/or systems of one society or social group to another.	Describes 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.	Unable to provide descriptions of behaviors, practices, institutions, and/or systems that define a society or social group.
LO2: Identify and define basic concepts in social analysis.	Explains patterns, relationships or themes across concepts in social analysis.	Defines basic concepts in social analysis.	Identifies basic concepts in social analysis.	Is unable to identify or define basic concepts in social analysis.
LO3: Analyze social institutions and social interactions.	Articulates the implications or applications of the analysis.	Uses discipline-specific methods and evidence to analyze social institutions and social interactions.	Identifies elements of discipline-specific methods and evidence that could be used for analyzing social institutions and social interactions.	Unable to analyze social institutions and social interactions.

Source: Appropriated and modified from the VALUE rubrics developed by the Association of American Colleges and Universities (AAC&U). Accepted by GEOC on 12/05/2018. Revised: 04/09/2019.