

Religious Studies GE Assessment
February 2012

GOAL:

A student who completes the GE requirement in Religious Studies at Rosemont College should be able critically to evaluate the complexity of diverse religious phenomena, including the Catholic tradition of Christianity in its broader context, by analyzing their historical origins, scriptures, traditions, and contemporary religious expressions, and to apply the insights they gained to problems and issues in society.

RUBRICS:

1. Articulate core beliefs, practices, and major points of history of studied religions.
2. Compare and contrast key concepts in studied religions and discuss their interaction.
3. Critique ethical and theological affirmations (or teachings) within a studied religion.
4. Synthesize and defend a position regarding the impact of studied religion(s) on the world.

	Excellent	Adequate	Minimal	Unacceptable
Articulate the core beliefs, practices, and major points of history of studied religions.	Delivers a detailed, coherent narrative of historical development; Formulates all major beliefs in their complexity and connections among them; Understands well the development of beliefs and practices in its historical context.	Delivers a correct narrative of history that lacks detail; Formulates several major beliefs and some connections among them without nuance; Understands historical context for development of beliefs and practices adequately.	Recounts some major points of history in a disjointed manner; Recounts a few major beliefs without connections or nuance; Does not adequately understand historical context for development of beliefs and practices; Makes minor errors.	Cannot recount any historical narrative or makes major errors; Recounts only one or two beliefs or practices and does not understand their connections or historical context and/or makes major errors in articulating them.
Compare and contrast key concepts and practices in studied religions, discuss their interaction.	Proposes both major and less apparent parallels while articulating each religion's unique features in them; Deeply elucidates significance of similarities and differences in history and for religions' interaction today; Differentiates sophisticatedly between similarity and identity and between difference and opposition.	Proposes several major parallels without articulating each religion's uniqueness; Explains without detail some historical and/or contemporary significance of similarities and differences; Differentiates between similarity and identity and between difference and opposition on an adequate level of understanding.	Recounts a few obvious parallels without articulating each religion's uniqueness; Offers a vague idea of historical and contemporary significance of similarities and differences; Differentiates between similarity and identity and between difference and opposition on a basic level of understanding.	Cannot recount more than one or two parallels or articulate each religion's uniqueness; Cannot explain why similarities or differences have any significance; In the narrative confuses similarity and identity, difference and opposition; May make factual errors.
Critique ethical and theological affirmations or teachings within a studied religion.	Demonstrates full comprehension of concepts; Evaluates teachings in the context of their time, culture, and developing theology; Formulates logical, nuanced position of support and/or disagreement using sophisticated, discipline-appropriate terminology; Readily involves relevant primary and secondary sources.	Demonstrates adequate comprehension of concepts; Evaluates teachings in one context or misses a vital context; Formulates a position of support or disagreement that is logical but lacks nuance; Uses simple discipline-appropriate terminology; Involves primary and basic secondary sources.	Demonstrates basic comprehension of concepts; Cannot evaluate teachings in context or misses most vital contexts; Formulates support or disagreement but lacks coherent logic or struggles to explain details of logic; Lacks or misuses some appropriate terminology; Involves primary sources only or struggles with finding relevant sources.	Misunderstands the teachings or understands too little to formulate a position; Cannot evaluate the context of the theory; May state support or disagreement but cannot base these on coherent arguments; Does not use appropriate terminology; Does not involve or cannot helpfully use sources.

<p>Synthesize and defend a position regarding the impact of studied religion(s) on the world.</p>	<p>Demonstrates nuanced awareness of cause/effect interconnections among religious teachings, practice, contemporary world, and its development; Argues persuasively that an aspect of studied religion(s) has/has not influenced the world; Insightfully evaluates the significance of this assertion; Uses sophisticated, discipline-appropriate terminology.</p>	<p>Demonstrates adequate awareness of cause/effect interconnections among religious teachings, practice, contemporary world, and its development; Offers an argument with logic gaps that an aspect of studied religion has/has not influenced the world; Offers a basic evaluation of significance of this assertion; Uses simple discipline-appropriate terminology.</p>	<p>Demonstrates basic awareness of cause/effect interconnections among religious teachings, practice, contemporary world, and its development; Offers a position on religion's impact on the world but cannot persuasively argue it or uses unclear arguments; Cannot evaluate the significance of this assertion; Lacks or misuses some appropriate terminology.</p>	<p>Misunderstands cause/effect interconnections among religious teachings, practice, contemporary world, and its development; Cannot articulate a position regarding an impact of a religion's aspect on the world, argue for or against such impact, or evaluate the significance of such impact's existence; Does not use appropriate terminology.</p>
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