

**PLO 2: The student will assess the significance of historical events/phenomena and analyze their historical contexts.**

In Writing Enhanced courses students will complete an assignment in which they apply historical thinking to specific events in the past. Faculty instructors will evaluate assignments by junior and senior history majors using a standardized rubric. The rubric will measure student proficiency in the identification of relevant historical facts, analysis of historical context, evaluation of multiple perspectives, and analysis of change over time.

	<b>Superior</b>	<b>Good</b>	<b>Adequate</b>	<b>Unacceptable</b>
<b>Identification of characteristics of historical events and phenomena</b>	Student can identify most key historical phenomena/events as identified by the course instructor or can make a well supported argument that an event is significant even if the instructor claims it is not.	Identifies many, though not all, of the key historical phenomena/events as identified by the course instructor or makes a weak argument that an event/phenomena is key.	Passable ability to identify key historical moments and displays an ability to explain why an event/phenomenon is important.	Barely indicates any knowledge of key historical phenomena/events as identified by the course instructor.
<b>Analysis of events/phenomena in historical context</b>	Demonstrates thorough knowledge of the period in which an event takes place; understands relevant political, economic, social, or cultural movements or trends associated with the event. The student can identify key people involved with events/phenomena.	Shows general knowledge of the time period surrounding the significant historical events/phenomena in question.	Some description of historical context without accuracy.	Barely indicates any knowledge of historical context.
<b>Analysis of historical events &amp; phenomena from multiple perspectives</b>	Offers an in-depth understanding of multiple aspects (political, economic, social, or cultural) of key historical phenomena/events. Demonstrates an ability to compare/contrast the events/phenomena with other relevant events. Demonstrates an understanding of multiple interpretations of events/phenomena.	Offers a general knowledge of the multiple aspects of events/phenomena as well as an understanding of at least two interpretations of events.	Passable understanding of the various aspects relating to historical events/phenomena. Demonstrates some knowledge of alternative interpretations.	Reiterates one or two aspects of an event. Offers no knowledge of alternative interpretations.
<b>Understanding of change over time, cause and effect</b>	Demonstrates an understanding of continuity and change over time as well as the causes and consequences of historical events/phenomena.	Demonstrates knowledge of continuity and change over time as well as the causes and consequences of historical events/phenomena though with some slight errors and oversights.	Some understanding of continuity and change over time as well as the causes and consequences of historical events/phenomena.	Student deals with events as isolated incidents with no understanding of continuity and change or causes and consequences.

**Student name:  
(Will be kept confidential)**

**PLO 3: The student will locate, identify, and critically analyze primary and secondary sources appropriate for historical research.**

**In Writing Enhanced courses students will complete an annotated bibliography project. Faculty instructors will evaluate projects completed by junior and senior history majors using a standardized rubric. Metrics will include proficiencies in the following areas: identification of relevant sources, use of appropriate databases and other means of locating relevant sources, ability to distinguish between primary and secondary sources, ability to analyze sources for bias, reliability and relevance.**

	<b>Superior</b>	<b>Good</b>	<b>Adequate</b>	<b>Unacceptable</b>
<b>Locating sources using databases and other resources</b>	The student has used and understands all resources at his/her disposal and located most of the pertinent sources for the topic such as archival materials, scholarly articles, monographs, on-line databases, popular culture collections, photographs and artwork, and oral histories (above sources may or may not be applicable to topic).	The student has demonstrated an understanding of most resources at his/her disposal, although a minimum of tools remain unexplored and applicable to the topic.	The student has located basic source resources, but many other resources remain unused. These sources include (but are not limited to) on-line databases, scholarly articles, monographs, or other collections that are applicable to the topic.	The student has not adequately located and used a number of available resources applicable to the topic.
<b>Identifying relevant sources</b>	The student can identify the applicable sources which address all the major and minor aspects of his/her chosen topic.	The student identifies many of the pertinent sources, but some minor points of the chosen topic remained underrepresented.	The student finds and identifies some sources, but a number of applicable sources for the topic remain unaddressed.	The student has not adequately identified enough sources applicable to the topic and/or many sources do not pertain to the chosen topic.
<b>Primary versus secondary sources</b>	The student has demonstrated complete knowledge of both types of sources, and the sources address all the pertinent major and minor points of the topic.	The student understands the difference between the two types of sources but does not have the proper mix between the two, and/or minor points of the topic remain unaddressed by the selected sources.	The student displays only a vague knowledge of the difference between the two types of sources, and the selected sources do not address all the major and minor points of the topic.	The student has not demonstrated the proper understanding of the difference between the two types, and/or the sources do not address the major points of the topic
<b>Analyzing sources for bias, reliability and relevance</b>	The student demonstrates a complete understanding of the relevance, bias, and reliability of the topic's sources	The student demonstrates a general knowledge of the relevance, bias, and reliability of the topic's sources, but no more than one element is not fully addressed.	Demonstrates only some knowledge of the relevance, bias, and reliability of the topic's sources, and/or too many of the sources appear narrowly selected to support a certain predetermined conclusion.	The student shows very little understanding of the relevance, bias, and reliability of the topic's sources.

**Student name:  
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**PLO 4: The student will interpret evidence found within primary sources and develop a historical argument supported by the gathered evidence.**

**In Writing Enhanced courses, students will complete a research paper which draws on primary source evidence. Faculty instructors will evaluate projects completed by junior and senior majors using a standardized rubric. Metrics will include proficiencies in the following areas: selection of relevant and reliable evidence, interpretation of evidence, integration of primary source evidence into the larger argument of the paper.**

	<b>Superior</b>	<b>Good</b>	<b>Adequate</b>	<b>Unacceptable</b>
<b>Selection of primary sources as historical evidence</b>	The paper features relevant, precise evidence from multiple primary sources and emphasizes both major points and minor points. Examples are well-chosen.	The paper features relevant evidence from multiple primary sources and includes most of the pertinent points. One major point and/or a few minor points are missing. The paper may suffer from minor factual errors or lack sufficient examples.	The student has gathered some primary sources, but the paper omits several major and/or minor points. The paper may suffer from one major factual error. The paper may suffer somewhat from broad, unsubstantiated statements or lack supporting details.	The paper features only limited primary evidence. The paper may suffer from major factual errors. The paper may suffer significantly from broad, unsubstantiated statements or completely lacks concrete examples.
<b>Interpretation of primary sources as historical evidence</b>	The paper offers a sophisticated interpretation of the evidence, especially regarding cause and effect and change/continuity over time. The analysis of evidence strongly supports the claims made in the thesis.	The paper indicates a solid interpretation of the evidence, although not as nuanced as the superior paper.	The student makes some attempt to interpret evidence, but the paper suffers from major omissions or errors in this area. There may be gaps in logic which prevent the student from analyzing a source effectively.	The student makes only a limited attempt to interpret evidence, or the paper indicates a significant misunderstanding of the evidence.
<b>Integration of primary source evidence into a historical argument</b>	Interpretation of primary source evidence from multiple sources comprises a significant element of the argument. Sources are compared to one another, placed in their proper historical context, and are otherwise used to create a sophisticated historical argument.	Interpretation of primary source evidence from multiple sources comprises a portion of the argument, but may not be as central or as nuanced as in the superior paper. The sources support the argument, but the connections may be implicit.	The paper includes primary source evidence, but it is not well-integrated into the argument of the paper. The student shows only some connections between sources. There may be major omissions or gaps in logic which prevent the student from developing an effective argument.	The student makes only a limited attempt to integrate primary source evidence into the larger argument of the paper. OR The student does not use any primary sources. OR The student does not attempt to provide an argument.

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**PLO 5: The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the *Chicago Manual of Style*.**

**In Writing Enhanced courses students will complete a research paper which draws on primary source evidence. Faculty instructors will evaluate projects completed by junior and senior history majors using a standardized rubric. Metrics will include proficiencies in the following areas: thesis definition, structure and organization, clarity and general writing skills, citation and documentation. (Note that interpretation of evidence is assessed in PLO #4)**

	<b>Superior</b>	<b>Good</b>	<b>Adequate</b>	<b>Unacceptable</b>
<b>Thesis</b>	The first paragraph includes a well-defined and insightful thesis, which provides the focus for the rest of the paper. Later paragraphs strongly reinforce the thesis.	The first paragraph includes a thesis, but it is not as specific or insightful as an A-level thesis. Topic sentences of later paragraphs may give only indirect reinforcement of the thesis.	The thesis is too vague or is irrelevant to the topic at hand. The thesis does not provide a focus for the rest of the paper. Topic sentences of later paragraphs do not reinforce the thesis.	The thesis is extremely vague or factually incorrect. Topic sentences of later paragraphs do not reinforce the thesis. OR The student did not attempt to provide a thesis.
<b>Structure &amp; Organization</b>	The paper moves easily from one point to the next with clear, smooth transitions, coherent organization, and fully developed paragraphs. Evidence is organized into appropriate categories.	The paper features coherent ideas in unified paragraphs, although there may be a few rough transitions or weak topic sentences. One or two points may be out of order, making the argument slightly confusing.	Topic sentences are vague and do not provide a focus for paragraphs. Paragraphs may be too long or combine unrelated ideas. Evidence may be presented in a confusing order. The paper may not consistently distinguish between major and minor points.	The paper skips from one topic to another without a clear purpose. Paragraphs do not include topic sentences and/or do not fit together to build an argument. Organization is confusing, and ideas do not relate to one another clearly. The paper may not distinguish between major and minor points.
<b>Clarity and Presentation</b>	The student uses sophisticated sentences, chooses effective words, and observes all the conventions of English grammar to craft an eloquent essay.	The student demonstrates a good command of grammar, but there are a few instances of awkward phrasing, vague sentences, misused words, passive voice, and/or minor punctuation errors.	The paper suffers from significant problems with awkward phrasing, vague sentences, misused words, passive voice and/or grammatical errors. Run-on sentences and comma splices may be common.	The paper suffers from major grammatical and stylistic errors, such as subject-verb disagreement, sentence fragments, comma splices, misused words, and spelling errors.
<b>Documentation</b>	Both paraphrases and quotations are cited as needed using CMS format.	Most but not all necessary citations are given. OR There are minor errors in CMS formatting.	There are minor problems with improper paraphrases, although these are usually cited. OR There are moderate problems with CMS formatting.	There are major problems with improper paraphrases. AND/OR There are severe problems with CMS formatting. AND/OR The student makes no attempt to document sources.

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