Liberal Arts Essentials Assessment Plan

Course: History 356: History of Modern Africa

Writing Unit: No

Instructor(s): Hattingh

Methods: Writing Assignment and Course Evaluation Form

LAE Category: International Perspectives

Goal 3: Muskingum students will acquire multiple and integrative approaches to life-long learning.

Objective: Students will demonstrate the ability to engage effectively in the lifelong learning skills of acquiring, evaluating, synthesizing, and applying knowledge.

A. Student work examined

List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

During the semester students write a series of reflection papers on the monographs assigned for the class. The skills and knowledge that they use to evaluate and reflect upon the books are acquired over the course of the semester, through lecture, discussion, reading, and writing assignments. Assessment of their skills will be based on the third of the three papers that they write for the class. The paper will be graded in the traditional manner and in addition will be assessed using the attached rubric. History 356 seeks to teach all students to read and evaluate historical material critically and to express their ideas effectively both orally and in written assignments. These skills are directly linked to the goal of creating lifelong learners who can utilize this skill in various professional and personal endeavors.

A second stream of evidence that will be used is the Course Evaluation Form given to students during the final week of class. This form includes a question on how well the class did in providing students the tools to acquire multiple and integrative approaches to life-long learning. Utilizing both a self-reported measure (the faculty evaluation form) and a measure assessed by the faculty member (the primary source assignment) will ensure that multiple streams of data are being used to develop a sense of how well the course is meeting the goals of the LAE.

Approved 4/19/2012
B. **Scoring Criteria**

Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.)

*Attach copies of measurement instrument or rubric.*

Exceeds Expectations will be defined as students being able to acquire appropriate evidence, evaluate that evidence and critically express their interpretation of that material in a well argued and clearly presented written format. (A score of 9-12 out of 12 points on the attached rubric.)

Meets Expectations will be defined as students being able to use some evidence with less critical evaluation, coupled with a vague thesis or argument. The final work may suffer from some grammatical and a few unclear or awkward expressions. (Score of 5-8 out of 12.)

Fails to Meet Expectations will be defined as students being unable to adequately discern viable evidence, using incorrect or irrelevant information and wholly lacking a central thesis or argument. The final work suffers from numerous errors and is difficult to read. (Score of 4 or below out of 12.)
C. Attachments (Rubrics, Checklists, Pre and Post tests, other evaluation methods, etc.)

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<thead>
<tr>
<th>Objective</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Applying critical reading and writing skills</td>
<td>Work demonstrates original thought, a specific thesis, and demonstrates comprehensive learning.</td>
<td>Work contains a general thesis and discernible argument, but is vague or not explicit.</td>
<td>Work contains no thesis and/or clear defensible idea.</td>
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<td>Evaluating evidence critically</td>
<td>Work makes connections between evidence and uses persuasive reasoning to form a solid, thoughtful position.</td>
<td>Work shows some understanding of general ideas and evidence, but contains some factual errors or misinterpretation of meaning. Work tends to stray from the objective posed.</td>
<td>Work does not discuss the general topic or answer the question posed.</td>
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<td>Acquiring apt material to produce work</td>
<td>Work provides ample, well-chosen, and factually-correct evidence that supports a thesis or position.</td>
<td>Work does not directly support the thesis or is insufficient, contains little evidence and vague or incorrect information.</td>
<td>Work contains no relevant evidence to support ideas and place work in context.</td>
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<td>Synthesizing reading and writing seamlessly</td>
<td>Work is organized, with well-developed ideas that transition in a cohesive manner. It follows conventional rules of grammar, uses words correctly and contains few or no spelling errors.</td>
<td>Work is underdeveloped and weak with awkward and unclear ideas, grammatical errors, incorrect spelling and/or word choice. Work may also contain citation errors.</td>
<td>Work lacks paragraph, topic sentences and transitions. Work contains so many grammatical and spelling errors that it is difficult to understand.</td>
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Score: ____/12

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