

Utah State University

Department of History

**Assessing student learning:
Samples of skills-based course and skills-based course
assignments**

UtahStateUniversity

DEPARTMENT OF
HISTORY

**HISTORY 4910: HISTORY RESEARCH METHODS
SPRING 2012**

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Office Hours by Appointment

Required/recommended text: *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th Edition by Kate L. Turabian

All other readings are available through Electronic Reserves and Canvas.

HIST 4910 is a foundational course for the History major, which will help you prepare for your capstone experience. In it, you are expected to demonstrate your ability to scan the historical literature; identify and articulate a researchable historical problem; find, synthesize, and analyze the most relevant historical literature related to that research problem; and develop a research proposal that outlines the importance of the historical problem and the methods and primary sources that you would apply to addressing that problem.

Learning Outcomes:

HIST 4910 will help build competency in all of the History Department's seven Learning Outcomes, but will focus specifically on the following:

Historical Thinking:

4. Emphasize the complex and problematic nature of the historical record.

The understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; a feeling for the limitations of knowledge and the dangers of simplistic explanations.

Historical Skills:

5. Develop skills in critical thinking and reading:

Critical thinking: a recognition that statements are not all of equal validity, that there are ways of testing them, and that historians operate by rules of evidence which, though themselves subject to critical evaluation, are also a component of intellectual integrity and maturity.

Critical reading: The ability to read and analyze texts and other primary sources, both critically and empathetically, while addressing questions of genre, content, perspective and purpose. Primary sources include visual and material sources like topographical

evidence, paintings, coins, medals, cartoons, photographs and films.

6. Develop research skills:

Intellectual independence: a history program is not simply or even primarily a preparation for research in the subject, but it should incorporate the general skills of the researcher, namely the ability to set tasks and solve problems. This involves: bibliographic skills; the ability to gather, sift, select, organize and synthesize large quantities of evidence; the ability to formulate appropriate questions and to provide answers to them using valid and relevant evidence and argument. It should develop reflexivity, i.e. an understanding of the nature of the discipline including what questions are asked by historians, and why.

If you have special needs, please contact one of the course instructors as soon as possible.

Disability Resource Center

If accommodations for the course are needed, students should contact the Disability Resource Center, located in the University Inn, Room 101: (435)797-2444 and (435)797-0740, Monday through Friday from 8:00 a.m. - 5:00 p.m.

GRADING

Attendance, contributions to class discussions and peer review workshops, and timely completion of assignments will be all factored into final grades. Final grades will be calculated as follows:

Assignment	Due Date	Points
Primary Sources Summary		100
Secondary Source Summaries		100
Research Problem Statement and Questions		100
Evaluative Working Bibliography		100
Final Research Proposal and Presentation		500
Research journal		100
Peer feedback and class participation	Throughout	
Total		1000

Assignments must be posted to the Canvas site by 12:00 p.m. on the due date. Late assignments will not be accepted.

Assignments will be graded using appropriate sections of the following rubric. The final proposal will be graded according to all of the outcomes on the rubric. A copy of the final paper will be kept for assessment purposes, since the History Department is anxious for evidence of the effectiveness of its curriculum.

LEARNING OUTCOME	Excellent mastery 5	Good mastery 4	Some mastery 3	Minimal mastery 2	No mastery 1-0
HISTORICAL THINKING					
Student frames historical questions in a thoughtful, critical manner	The paper addresses a clearly-stated and significant historical question. Focuses on critical analysis rather than mere description. Key terms defined. Student clarifies the significance of the question. The question is of manageable scope and logically formulated.	The paper addresses a significant historical question that is clearly stated. Focus rests largely on critical analysis. Key terms usually defined. Question is of manageable scope, posed with minimal logical flaws in framing of the question.	The paper addresses a historical question that can be identified with some difficulty. Focus shifts between critical analysis and mere description. Some key terms left undefined. Significance of question unclear; serious logical lapses in framing of the question.	Significance of question not demonstrated; commentary is largely descriptive rather than analytical; key terms often undefined; the central question in the paper is of inappropriate scope or illogically presented.	No identifiable historical question.
Student evaluates and analyzes primary sources	Demonstrates thorough awareness of origins, authors, contexts of all primary sources; consciously employs verification strategies as needed	Demonstrates some awareness of contexts of primary sources; employs some verification strategies	Offers partial evaluation of primary sources; spotty verification	Offers little to no evaluation of primary sources; no verification.	Is not aware of need to evaluate or verify sources.
Student evaluates and analyzes secondary sources, demonstrating an awareness of interpretive differences	Demonstrates careful reading from all relevant historiographical traditions; offers thorough, fair-minded, and informed assessment of historiography, summarizing main ideas clearly and accurately; places his/her own work within the historiography; raises historically legitimate critiques concerning the strengths and weaknesses of the studies.	Has read widely in several historiographical traditions; assesses and summarizes those read; places his/her own work within the historiography; at some points, critiques either inappropriate or unsubstantiated	Cites at least two different interpretations; makes an effort to place his/her own work in reference to these two interpretations; critiques often unfair, irrelevant, or misinformed	Minimal discussion of interpretation in secondary works. No effort to place his/her own work within historiography; critiques commonly unfair, irrelevant, or misinformed.	No awareness of interpretive differences.

LEARNING OUTCOME	Excellent mastery 5	Good mastery 4	Some mastery 3	Minimal mastery 2	No mastery 1-0
HISTORICAL SKILLS					
Student employs a range of primary sources appropriate to the informing thesis of the paper	Makes thorough use of all relevant online and print databases to identify primary source literature; all available primary sources identified.	Makes good use of relevant online and print databases; some gaps in primary source base.	Makes some use of online or print databases; significant gaps in source base.	No evidence of using databases to establish source base; source base very limited. Major sources unknown or not employed.	No evidence of using databases; sources entirely insufficient and inappropriate to paper topic.
Student employs a range of secondary sources appropriate to the informing thesis of the paper	Makes thorough use of all relevant online and print databases to identify secondary literature; uses classic and most recent secondary literature; no major secondary sources omitted.	Makes good use of relevant online and print databases; some gaps in secondary source base.	Makes some use of online or print databases; significant gaps in source base.	No evidence of using databases to establish source base; source base very limited. Major sources unknown or not employed.	No evidence of using databases; sources entirely insufficient and inappropriate to paper topic.
Organization of argument	Thesis (research problem) announced --and argument previewed for the reader -- at the start of the paper in a succinct and comprehensible manner; clear framework for analyzing the thesis; argument unfolds through a logical sequence of points.	Statement of thesis (research problem) --and preview of argument -- are clear, but do not appear in the opening of the paper. Structure of the argument is sound, understandable, and appropriate to the project.	Thesis (research problem) stated, but not at the start of the paper. Argument previewed; but the paper moves in a different direction. Difficult to detect a logical sequence to the points raised in the paper.	Difficult to determine the meaning, appropriateness, or significance of the thesis (research problem). No clear preview of the argument's direction. Sequence of points raised in the argument remains confused and puzzling.	Thesis (research problem) either severely flawed or simply not offered; organization of argument remains incomprehensible.
Well-substantiated argument; proper citation of evidence	The writer correctly and thoroughly cites sources using Chicago Manual of Style format in footnotes or endnotes; the paper includes a separate bibliography listing all sources consulted for the paper.	The writer cites sources using the Chicago Manual of Style format in footnotes or endnotes and provides a separate bibliography; however, the paper displays some gaps in citation, errors in their construction, and inaccuracies in the bibliography.	Offers partial evaluation of primary sources; spotty verification	Offers little to no evaluation of primary sources; no verification.	Is not aware of need to evaluate or verify sources.
Mechanics	Spelling, punctuation, grammar all correct; proper sentence and paragraph construction	Occasional errors in spelling, punctuation, grammar, sentence & paragraph construction; not severe enough to hinder an understanding of the paper's main	Weaknesses in spelling, punctuation, grammar, sentence & paragraph construction make sections of the paper unintelligible.	Problems in spelling, punctuation, grammar, sentence & paragraph construction make sections of the paper unintelligible.	Problems in spelling, punctuation, grammar, sentence & paragraph construction so severe as to make the paper unintelligible.

		points.			
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Plagiarism

In keeping with the policies of the University, plagiarism will not be tolerated in this class. Anyone using another's work without attribution, no matter what its source (including all things on the web), may be failed.

Plagiarism is taking another person's ideas and claiming them as your own. This includes both copying directly from another work or taking the idea from that work without giving the author recognition with a citation. Paraphrasing without a citation is still plagiarism. Similarly, citing a work, and then copying directly without quotation marks or even almost directly (paraphrasing too closely), is plagiarism. Plagiarists will receive an F and be reported to the Dean. For further information:

<http://www.northwestern.edu/uacc/plagiar.html>

ASSIGNMENTS

The main assignment in the course is the completion of a Research Proposal that defines a historical question, reviews and analyzes the relevant secondary literature, identifies key primary sources that could be used to analyze the question(s) posed, and briefly describes the limits of the primary sources and historical research methods proposed. Smaller assignments will be due throughout the semester and focus on particular parts of the research proposal. These assignments are designed to help build particular skills of historical reading, knowledge of sources, search skills, and historical analysis and writing. These individual assignments should not be combined to create the final proposal. Rather, you will receive feedback on these assignments, which should be incorporated and then synthesized into the large whole of the proposal.

1. Research Journal/Blog

Due: Throughout

Throughout the semester, you will keep a research journal, in blog format to keep track of your research process, especially your evolving thinking about a possible research focus, primary and secondary sources, and the specific historical problem you want to address. Instructors will provide feedback and suggestions throughout the semester based on your journal, and you will be graded for your level of engagement with tracking your research progress.

2. Summary of primary sources

Due: Feb. 23

A one- to two-page description of the primary sources that you intend to use, including their location online or in a physical repository, and an evaluation of the kinds of evidence they might provide for a historical argument. Also include a paragraph identifying the limits of these primary sources.

3. Secondary Source Summaries

Due: March 8

Short, 1-2-paragraph summaries of 2 articles and/or books related to your emerging topic.

4. Research Problem Statement and Questions

Draft Due: Post on Canvas by noon, March 22. Bring extra copy to class.

Final Due: March 27

A one-page summary of your preliminary research problem statement and possible research questions.

5. Evaluative Bibliography

Draft Due: Post to Canvas by April 10. Bring extra copy to class.

Final Due: April 12

A working bibliography of at least five sources. The bibliography will include a properly formatted citation (in Turabian). The bibliography will also include a short summary of each source and an evaluative paragraph discussing how each source relates to your research problem or questions. You should also try to note how each source relates to each other and/or to broader historical questions, as this will supply the foundation of the literature review section of your proposal.

6. Final Research Proposal

Drafts Due: Post to Canvas by noon on April 17. Bring extra copy to class

Final Due: May 1 by noon.

Your final research proposal will include: your final problem statement and research questions; a literature review of the major secondary works related to your problem; a description of the relevant primary sources; and a summary of your research methods/approach (w/ an assessment of the limits of your primary sources and approach.

Date	Topic	Reading / Assignment Due
Jan. 10	Overview of class	
Jan. 12 (all)	What do historians do anyway? Discuss excerpts of <i>A Midwife's Tale</i>	Watch <i>A Midwife's Tale</i> . Link available in Canvas.
Jan. 17 (all)	Define historiography. Do historians argue? Topics versus problems. Proposals as genre.	Read excerpts from Clark, <i>How to Write a Successful Thesis and Dissertation</i> , available on Electronic Reserve.
Jan. 19 (all)	How to read like a historian., Fran Titchener	
Jan. 24 (WH and JD)	How to read like a historian: Len Rosenband Example from Visiting Faculty, 2	
Jan. 26 (WH and JD)	Debrief first two visiting faculty presentations	
Jan. 31 (all)	How to read like a historian, Lawrence Culver Example from Visiting Faculty 3,	
Feb. 2 (all)	How to read like a historian, Jamie Sanders Instructor examples or Visiting Faculty 4	
Feb. 7	Reading like a historian conclusion	

Date	Topic	Reading / Assignment Due
Feb. 9 (JD and SCA staff)	Primary Sources: Special Collections and Archives Meet in Special Collections and Archives in the basement, Merrill-Cazier Library	
Feb. 14 (JD/WH)	Locating Primary Sources Online. Citation management introduction. Meet in Merrill-Cazier Library Room 122	
Feb. 16 (NJ)	Evaluating Evidence: Primary Sources	
Feb. 21	Attend MWF classes	
Feb. 23 (JD/WH)	Locating secondary sources/finding review articles/citation management software. Meet in Merrill-Cazier Library Room 122	Primary source summary due. Set up Zotero account before class.
Feb. 28 (JD)	Locating secondary sources Meet in Merrill-Cazier Library Room 122	
Mar. 1 (WH)	Summarizing sources: short oral presentations. Work day to fill in primary or secondary research gaps. Meet in Merrill-Cazier Library Room 122	
Mar. 6 (NJ)	Reading and summarizing like a historian. Chains of argument and evidence?	Identify and read two historiographical essays and/or review articles related to your topic.
Mar. 8	No Class. Meet with Wendy Holliday or Jennifer Duncan if you want guidance on developing a problem statement.	Secondary source summaries due.
Mar. 13 and 15	Spring Break	
Mar. 20 (NJ)	Identifying historical problems and research questions	
Mar. 22 (all)	Workshop draft of research problem statements	Draft problem statement due.
Mar. 27 (JD/WH)	Synthesizing sources and organizing literature reviews	Problem statement/questions due.
Mar. 29	No Class -- Meet individually with Norm Jones this week.	
April 3	No Class -- Meet individually with Wendy Holliday or Jennifer Duncan this week.	
April 5	No Class	
April 10 (NJ)	The Bibliography	Draft bibliography due.
April 12	No Class	Final bibliography due.
April 17 (all)	Workshop draft proposals	Draft proposal due.
April 19	No Class	
April 24	Presentations	
April 26	Presentations	
May 1	Finals week, no class.	Final Proposal Due

Historical Skills Assignment #1
HIST 1500 Professor James Sanders
Secondary Source Research

DUE: OCTOBER 11 (Late papers will receive an *extreme* penalty!)

- SKILLS:
- 1) Finding history journal articles in the library
 - 2) Understanding the nature of historical journals and articles
 - 3) Exploring how historians use secondary sources as evidence
 - 4) Practicing citations
 - 5) Reading and analyzing secondary sources

The first step historians take to investigate a problem involves finding out what other historians have already written on that topic—these writings, usually books or journal articles, are called secondary sources. Please remember that professional historians write for a scholarly audience; therefore you will want to use scholarly journals, rather than popular, trade or journalistic publications (i.e. *Time*, *Newsweek*, *The New York Times*). Before conducting their own research, historians would want to know what other historians have already discovered. Therefore, historical research begins in the library, searching for secondary sources on the topic.

Your assignment is to select a journal article from the selected journals, read it, find another article cited in the first article, and then find a more recent article using library databases.

First, browse through the selected journal runs of *The American Historical Review*, *Journal of African History*, or *Past and Present*, to find an article of interest to you, that is also related to our class (in other words involves the period 1200-1825). Twenty-year runs of these journals from 1970-1990 can be found at the Journals Desk on the second floor of the library.

Second, read the article and write a **one page double-spaced** essay, summarizing the article's most important arguments (its theses) and evidence.

Third, as you read, look at the notes in your chosen article that the author uses as evidence. *Chose one of the articles he or she cites.* Then use the library catalog to find a copy of the article. You may either download the article if available electronically or find a physical copy in the BARN (Borrower's Automated Retrieval Network). *Print out or copy the first page and attach. Provide a one-sentence overview of why you think this article is related to the first article.* In other words, why did the author cite it? You may do the same process with a book, but **only** if the author cites no articles.

Fourth, as I have given you older runs of journals, you will also need to find a newer article (from 1991-2013) **on the same general subject.** As you read your first article, figure out its subject or subjects. Then using article databases, find a more recent article on the same subject. Electronic databases make it much easier to find secondary sources, especially journal articles, than in the past. These databases index journal articles by author, title, subject, and/or keyword. You may search these databases to find citations on your topic. Then you must either 1) download the journal article if you are using a database that offers the full text of articles or 2) search the **library catalog** for the journal in question, and if our library has the journal, request the journal from the BARN (Borrower's Automated Retrieval Network), and find the article using the citation the database provided. *Print out (or copy) the first page of the article and attach it to your report.* Provide the citation *and show your work for how you found it.* Then provide a one-sentence overview of why you think this article's subject matter is similar to your first article.

Please follow the model below exactly. You will need to provide citations for all three of your articles. Follow the format below:

Author last name, author first name. "Title of Article." *Journal Name* Journal Volume # (Journal Issue month Journal Publication Year): page numbers.

For example:

Chase-Dunn, Christopher, Thomas D. Hall and E. Susan Manning. "Rise and Fall: East-West Synchronicity and Indic Exceptionalism Reexamined." *Social Science History* 24 (Winter 2000): 727-754.

Craib, Raymond B. "Cartography and Power in the Conquest and Creation of New Spain." *Latin American Research Review* 35, number 1 (2000): 7-36.
(Note: Notice this journal does not have an issue month, but only an issue number).

Martin, John. "Inventing Sincerity, Refashioning Prudence: The Discovery of the Individual in Renaissance Europe." *The American Historical Review* 102 (December 1997): 1309-1342.

Journal Index Databases for History that You Should Use

- a) JSTOR – Indexes journal articles from select publications. Remember to select history as the discipline you are searching. JSTOR provides both the citation and the full-text of the article which you can print or download.
- b) HISTORICAL ABSTRACTS – Indexes journal articles, books, and dissertations from a wide range of sources about world history from 1450 to the present. This database will only give you the citation. You must then find the article in the library's print resources.
- c) AMERICA: HISTORY AND LIFE – Similar to HISTORICAL ABSTRACTS, but covering American and Canadian history.
- d) PROJECT MUSE: Indexes journal articles from select publications in the social sciences and humanities. More recent articles than JSTOR.

REMEMBER: If you need help using the library, be sure to ASK A LIBRARIAN. The best place to ask for help is the REFERENCE DESK located on the first floor of the library.

EVALUATION: You will be graded on the accuracy and format of your citations, the quality of your summary of the journal article, and the completeness of the assignment as a whole. Make sure you include all three citations (one from the selected journals, one for the citation you found in the first article, and the one you found in the databases), the one-page review of the first article, the sentence explaining how (or why) the author of your first article cited the second, a sentence on how you found the third article, a sentence describing the third article, and a print out or copy the first page of both the second and third articles.

SAMPLE - Jamie Sanders

First Article (from browsed journals):

Scarano, Francisco A. "The Jíbaro Masquerade and the Subaltern Politics of Creole Identity Formation in Puerto Rico, 1745-1823." *The American Historical Review* 101 (December 1996): 1398-1431. (NOTE: So as not to use one of your articles, I selected an article from a later date. Your first article must be from the 1970-1990 time period, selected from the provided journals.)

Second Article (from citations in first article):

Ostergard, Uffe. "Peasants and Danes: The Danish National Identity and Political Culture." *Comparative Studies in Society and History* 34 (January 1992): 3-27.

Scarano used Ostergard's article on Denmark to compare how similar processes of employing the idea of peasants to define national identity took place in both Europe and the Caribbean.

Third Article (which I located):

Kellogg, Susan. "Depicting Mestizaje: Gendered Images of Ethnorace in Colonial Mexican Texts." *Journal of Women's History* 12 (Autumn 2000): 69-92.

I found this article searching "creole identity formation" and "Latin America" in Project Muse.

Similar to Scarano's article, Kellogg explores how race (and in this case gender) played a large role in defining and creating a proto-national Mexican identity.

"The Jíbaro Masquerade"

Francisco Scarano's main argument is that creole elites employed a fictionalized peasant identity in order to create a new proto-national identity during the independence era.

CONTINUE FOR ONE PAGE, DOUBLE SPACED!

In conclusion, Scarano's article helps us to understand how images of the rural peasantry came to be central to the construction of Puerto Rican identity.

THEN ATTACH COPIES of the first page of both your second article (from the first article's citations) and the third article (which you located using databases).

OPTIONAL EXTRA-CREDIT ASSIGNMENT: Historiography Essay

HIST 3750
THE CIVIL WAR AND RECONSTRUCTION

Prof. McInernev

I strongly recommend this optional assignment for those students who are regular history majors required to complete HIST 4990, the senior thesis course. In order to prepare for key parts of that large-scale research project, it is important to have previous experience investigating “historiographical” debates among scholarly researchers.

“Historiography” is simply the history of histories. Before conducting their own research, historians explore what other historians have already discovered; the purpose of their own research is to modify, alter, or refine previous scholarship on a question.

In other words, the first step historians take to investigate a problem involves finding out what *other* historians have already written on that topic. These writings, usually books or journal articles, are called secondary sources. These articles and books are often in a debate with other historians who have written on the same topic. In order to identify such works, historical research begins in the library, searching for secondary sources on a topic.

The optional assignment

- Find two articles in a scholarly journal (*or* a journal article and a book) dealing with a particular subject or theme concerning the U.S. Civil War or Reconstruction.
- Inform me in advance of the choices you have made – and allow me to approve the selections (or suggest alternatives).
- Read the works carefully and thoughtfully.
- Compose an essay that:
 - a) opens with a concise statement of the subject or theme examined by the authors;
 - b) clearly states the distinctive interpretive argument (or thesis) each author brings to the subject or theme (clarifying if they support or debate one another);
 - c) discusses the evidence and methods that the authors employ to reach their conclusions;
 - d) evaluates the historical soundness and persuasiveness of the arguments.

Finding articles:

-Use our library's electronic databases. The databases index journal articles by author, title, subject, and/or keyword.

- Search the databases to find citations on your topic.
- Download the journal article (if you are using a database that offers the full text of articles).
- Or search the library catalog for the journal. If our library has the journal, request the journal from the BARN (Borrower's Automated Retrieval Network).
- Another procedure: Once you find one article, you may see what other articles or books the author cites, and use one of these as your second source

Journal Index Databases for History:

- a) JSTOR – Indexes journal articles from select publications. Remember to select history as the discipline you are searching. JSTOR provides both the citation and the full-text of the article which you can print or download. However, JSTOR does not provide access to the most recent years' articles.
- b) HISTORICAL ABSTRACTS – Indexes journal articles, books, and dissertations from a wide range of sources about world history from 1450 to the present. This database will only give you the citation. You must then find the article in the library's print or electronic resources.
- c) PROJECT MUSE: Indexes journal articles from select publications in the social sciences and humanities. Project Muse contains more recent articles than JSTOR.

The key scholarly journals for this assignment:

<i>Civil War History</i>	<i>Journal of the Civil War Era</i>
<i>Journal of the Early Republic</i>	<i>Slavery & Abolition</i>
<i>Civil Wars</i>	<i>American Nineteenth Century History</i>
<i>Southern Historical Review</i>	<i>Journal of African American History</i>
<i>Journal of American Studies</i>	<i>Journal of Military History</i>
<i>Journal of Southern History</i>	<i>American Historical Review</i>
<i>Journal of American History</i>	

Details:

- The essay will be 3-4 pages in length (roughly 1100-1200 words).
- You will submit a hard copy of the paper as well as an electronic version (through the Canvas system). (The electronic version will automatically run through the Turnitin program.)
- Print your paper in 12-point, Times New Roman font; 1" margins all around; double-spaced; pages numbered.
- Use the Chicago Manual of Style format for citations of the works you examine.
 - For an overview of the Chicago format, see the following website:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
- In Word, use *endnotes* (rather than footnotes) for your citations. Go to the help pages in Word to learn how to use the endnotes tool. Number your endnotes using Arabic numerals.

- Do not use a plastic or paper holder/cover; simply use a paper clip to hold the pages of your hard copy together.
- Due date: The optional extra-credit assignment may be submitted anytime during the semester – but no later than 9 am, Monday, April 14. No papers will be accepted after this time.
- Points awarded: The course contains FOUR required exercises. Each of these exercises is worth a maximum of 100 points (with different “weights”; see page 3 of the syllabus). The weighted average of the four exercises determines the final numerical grade for the course.
If a student submits the optional assignment, the extra credit work will add 0-3 points to the final numerical grade (based on the quality of the essay).

Determining the quality of the optional assignment:
See the evaluation rubric on the next page(s).

LEARNING OUTCOME	Excellent mastery	Good mastery	Some mastery	Minimal mastery	No mastery
HISTORICAL KNOWLEDGE					
Student demonstrates an understanding of the context of key historical events covered in the articles 15%	The paper displays: clear understanding of events explored in the articles; complex grasp of causation asserted by the authors; analyzes a range of factors raised by the authors that shape the sequence and outcome of events; situates issues within larger contexts; reflects on larger themes informing specific events. 15-13.5 pts	Sound chronological framework; good grasp of causation asserted by the authors; omits some key informing factors shaping the works; some effort at contextualizing the question; proposes a sufficient range of larger themes. 13.4-12 pts	Some chronological confusion; weak causal analysis; narrow range of informing factors in the discussion; weak contextualization; little discussion of broader themes as defined by the authors. 11.9-10.5 pts	Many chronological errors; simplistic causal analysis; few informing factors tied to the authors' distinctive discussions; little to no discussion of wider context of events; thin discussion of wider themes. 10.4-9 pts	Paper explores its subject in a historical vacuum with little commentary on causation, context, and larger themes 8.9-0 pts
HISTORICAL THINKING					
Student addresses historical questions in a thoughtful, critical manner 25%	The paper addresses the questions posed in an especially insightful manner. Focuses on critical analysis of the articles rather than mere summary of contents. Key terms defined. Student clarifies the significance of the question. The response is conceptually strong, logically formulated, and precisely stated. 25-22.5 pts	The paper addresses the questions posed in a very informed manner. Focus rests largely on critical analysis. Key terms usually defined. Responses posed with minimal logical flaws in framing of the question; offers evidence for claims. 22.4-20 pts	The paper addresses the questions posed in a reasonable manner. Focus shifts between critical analysis and mere summary of contents. Some key terms left undefined. Does not clarify significance of questions. Lapses in logical framing of the question. Vague, unsupported claims. 19.9-17.5 pts	Significance of questions not demonstrated; commentary is largely descriptive rather than analytical; key terms often undefined; central points in the paper are of inappropriate scope or illogically presented; frequently relies on sweeping generalizations 17.4-15 pts	Fails to address key questions; paper offers broad, unsupported generalizations; paper merely descriptive. 14.9-0 pts
Student evaluates and analyzes secondary sources, demonstrating an awareness of interpretive differences 25%	Demonstrates careful reading from major historiographical traditions; thorough, fair-minded, and informed assessment of historiography, summarizes main ideas clearly and accurately; places his/her own work within the historiography; raises historically legitimate critiques concerning strengths/weaknesses of the studies. 25-22.5 pts	Examines two clearly contrasting historiographical interpretations; assesses and summarizes those read; at some points, critiques either inappropriate or unsubstantiated 22.4-20 pts	Examines two interpretations that offer slight contrast to one another; critiques often unfair, irrelevant, or misinformed 19.9-17.5 pts	Minimal discussion of interpretation in secondary works; critiques commonly unfair, irrelevant, or misinformed. 17.4-15 pts	Little to no awareness of interpretive differences. 14.9-0 pts

LEARNING OUTCOME	Excellent mastery 5.0-4.5	Good mastery 4.4-4.0	Some mastery 3.9-3.5	Minimal mastery 3.4-3.0	No mastery 2.9-0
HISTORICAL SKILLS					
Organization of argument 10%	Responses to questions addressed in a succinct and comprehensible manner; clear framework for analyzing the questions; argument unfolds through a logical sequence of points; excellent transitions among paragraphs. 10-9 pts	Structure of the argument is sound, understandable, and appropriate to the project. Good transitions. 8 pts	Difficult to detect a logical sequence to the points raised in the paper. Weak transitions between parts of argument. 7 pts	Difficult to determine the meaning, appropriateness, or significance of the response. Sequence of points raised in the argument remains episodic, confused, puzzling. 6 pts	Responses either severely flawed or simply not offered; organization of argument remains incomprehensible 5-0 pts
Well-substantiated argument; proper citation of evidence 15%	The writer correctly and thoroughly cites sources for specific claims and arguments. 15-13.5 pts	Usually cites sources; however, some gaps in citation, errors in their construction 13.4-12 pts	Offers partial citation for arguments made in the paper; spotty verification 11.9-10.5 pts	Offers little to no citation of primary sources; no verification. 10.4-9 pts	Is not aware of need to cite sources. 8.9-0 pts
Mechanics 10%	Spelling, punctuation, grammar all correct; proper sentence and paragraph construction 10-9 pts	Occasional errors in spelling, punctuation, grammar, sentence & paragraph construction; not severe enough to hinder an understanding of the paper's main points. 8 pts	Weaknesses in spelling, punctuation, grammar, sentence & paragraph construction make sections of the paper unintelligible. 7 pts	Problems in spelling, punctuation, grammar, sentence & paragraph construction make several sections of the paper unintelligible. 6 pts	Problems in spelling, punctuation, grammar, sentence & paragraph construction so severe as to make the paper unintelligible. 5-0 pts
TOTAL:	100-90 pts = 3 89-80 pts = 2 79-70 pts = 1 69- 0 pts = 0				
NUMBER GRADE:	(maximum of 3)				

Assessing DQP Proficiencies: Use of Information Resources – Bachelor’s Level

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Statement of the DQP proficiency:

Use of Information Resources – Bachelor’s Level

Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.

Explicates the ideal characteristics of current information resources for the execution of projects, papers or performances; accesses those resources by delimiting terms and syntax; describes strategies by which student identified and searched for resources.

Analytic Inquiry – Bachelor’s Level

Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.

Communication fluency – Bachelor’s Level

Constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences.

(1) Background and context--the rationale and purpose for the assignment:

At USU, all history majors take the capstone course, HIST 4990, before they graduate, which is taught by numerous faculty with variations in overall theme and in teaching methods used to support the final project. All students, however, are expected to complete an original research project that both engages the secondary literature as well as uses primary sources. This series of assignments proposed here, designed by the librarians who support the course, would help provide structure and scaffolded opportunities to teach the research skills students need to effectively complete the final project.

Prior to this assignment, students would be introduced to historiography and the research methods historians use (other history departments may have specific courses preparing students for these concepts). These sequenced mini-assignments would support the final, capstone project, which is a final paper relating a broad historical theme (i.e., race and slavery, culture and politics, etc.). These activities would be integrated at sequenced, targeted points in the beginning of the semester to help students through the research process as they prepare for their final paper.

**This assignment would be easily adaptable to other subject areas by changing the terminology of historiography to literature review.*

Any history faculty who require a final project focusing on the same learning outcomes would find this assignment useful, as well as any librarians supporting an array of disciplines, particularly in the humanities. It can easily be adapted to suit the other research related learning outcomes. At our institution, we have a number of history and non-history faculty seeking out ways to integrate the library more

effectively into their curricula in order to help students meet research-oriented learning outcomes. This assignment offers a model for meaningful library integration and help students learn how to effectively conduct research within a discipline.

(2) Reflections on how the assignment has worked:

While many faculty members have historically required capstone students to produce annotated bibliographies, the emphasis has generally been on the skill of summarizing arguments. We have noticed that history students often focus on narrative rather than argument (history as story rather than debate). This iteration of the assignment would seek to better place the secondary sources in conversation with one another and to force the students to further interrogate several authors about methods, sources, and theoretical framework prior to beginning writing.

(3) A rubric or set of criteria or some kind of guidelines for judging student performance. See attached rubrics 1-3.

The assignment:

- a. Does it clarify the central task the student is to perform?
- b. Does it specify how the task should be undertaken and how the results are to be communicated?
- c. Does it indicate how extensive or evidential the response should be?

See attached assignment description/rubrics for clarifications on all guidelines.

Assignment Description: Understanding Historiography through an Annotated Bibliography

Due Dates: All three pieces are due 1 week following the group discussions (week 6)

Part 1: Building the Annotated Bibliography

You will describe the historiography (the body of literature about an historical problem) of your topic through assembling an annotated bibliography of 10 secondary sources. “Historiography” is the study of the history and methodology used by professional historians to understand a historical topic. Historiography, as opposed to the narrative story of the past, describes how historians have debated the meaning of the past. Historians often disagree with each other about how they tell the story of the past and may use very different methods, sources, and tools in order to make their arguments. This variety results in divergent versions of the historical record. This assignment challenges you to describe and engage with the professional literature relating to your own research question. Each source must be correctly cited using Chicago Style, and should answer the following questions for each source:

1. What is the author’s major argument?
2. What methods, or lens, is the author using to make her argument?
3. What type of evidence does this author use to make her argument and its effectiveness?
4. What narrower questions can you ask as a result of reading this source?
5. What opportunities does this source provide to identify other relevant sources? (For examples, footnotes, references, mentions of scholars and other major areas of discussion relating to this topic).

Each source will require approximately 1 page to properly answer all of the questions. Each of the ten sources needs to be properly cited in Chicago Style, followed by a paragraph addressing the previous five questions. Please take time to revise this portion of the assignment after you receive feedback from your partner (below). 100 points total. See rubric 1 for the specifics of how you will be assessed. You will be deducted 10 points for each missing source.

**You are highly encouraged to meet with your librarian for assistance with this project.*

Part 2: Large Group Defense – Presentation and Critique

Conducted in one class period – 10 minutes per student.

Presentation: 5 minutes – 25 points.

Critique: 5 minutes – 25 points.

Prior to the large group defenses, you will be put into pairs so that you can receive constructive comments on your ability to convey some of the major interpretations of your historical problem. You will be given the opportunity to present the major conversations you have identified and explain where your emerging argument fits into the historical debate. Make sure that you provide your historiography to your partner at least 72 hours prior to your scheduled presentation time. You will have 5 minutes to speak to the class about the secondary literature you have identified and where your argument fits into the ongoing dialogue, which will be followed by a 5 minute feedback session structured around your partner's responses to these main points:

1. What pieces of the historiography are unclear and need to be better explained?
2. Has your partner clearly articulated the differences in how other historians approach his/her topic?
3. What other angles or resources might be used or explored?

Critique Guidelines: During each presentation, students are expected to engage with their partners by asking questions, challenging assumptions and providing constructive suggestions for further areas of exploration. See Rubric 2 for presentation and critique assessment specifics. You will be graded both on the presentation of your historiography as well as your critique of the historiography of your partner.

Part 3: Reflection

In a one page response, briefly summarize the feedback and response from your partner. After reflecting on this process, which historical arguments that you identified are most useful to your project? Which arguments are most compelling to you and why? What new angles might you consider based on your impressions and on the feedback you received? From the feedback you received, what arguments might you have missed and what other resources might you consult next to deepen your understanding of the major issues relating to your topic? See rubric 3 for assessment specifics.

RUBRICS for the project's 3 parts follow on the next pages

Rubric 1: Historiography (10 sources) – 100 pts possible

	Missing	Poor	Developing	Exemplary	Score
Citation	No citation present	Citation elements are missing and entries do not use Chicago style	Citations contain some style mistakes but mostly follow citation format for Chicago style	Citation demonstrates correct and consistent use of Chicago style	10
Summary of argument and methods/lens used	No summary present	Summaries are brief and are missing key elements of argument and or do not discuss methods used	Summaries address major elements of argument and methods used, but could elaborate on a few elements	Summaries effectively address the key points of the argument and discuss the author's methods/lens	30
Evaluation of author's use of evidence and its effectiveness	No evaluation present.	Evidence used by author is stated but discussion of its effectiveness is minimal or not present	Evidence and its effectiveness are addressed, but evaluation tends toward simplistic and surface-level	Evidence and its effectiveness are evaluated in depth showing critical thought and awareness of author's context, bias and overall strength of argument	25
Use for Future – identification of questions & connections and opportunities to chain to new sources	No questions or chaining opportunities identified	Questions and/or chaining opportunities are addressed, but not both	Some questions & chaining opportunities are identified, but lack depth and critical thought	Questions and chaining opportunities are identified and reflect critical thought and possibilities for practical use	25
Grammar and writing: effective writing style and word choice		Grammar and style are sloppy and reflect little revision	Writing style is competent, grammar has few mistakes	Writing style is clear, concise and effectively conveys the writer's ideas	10

*Each missing source will result in a 10 point deduction.

Rubric 2: Large Group Defense – 50 pts possible

Student Presentation Rubric

	Weak	Developing	Exemplary	Score
Content for Presentation	The student fails to accurately summarize the major historical arguments.	The student describes most of the major historical arguments and begins to analyze and evaluate them.	The student clearly describes the major historical arguments and demonstrates critical thought in analysis and evaluation.	20
Presentation Skills	The delivery is consistently difficult to follow. There is no indication of preparation or organization.	There is some indication of preparation and organization. Delivery is at times difficult to follow.	The delivery is engaging and well organized. Eye contact is made and sustained throughout the presentation.	5

Student Critique Rubric

	Weak	Developing	Exemplary	Score
Content for Critique	The student fails to engage speaker in dialogue. Student does not challenge or question the presentation. No suggestions are offered.	Student attempts to engage speaker in dialogue. Student asks some critical questions. Suggestions for exploration are limited, but present.	Student successfully engages speaker in a constructive dialogue. Student asks critical questions. The student offers appropriate suggestions for future exploration.	20
Presentation Skills for Critique	The delivery is consistently difficult to follow. There is no indication of preparation or organization.	There is some indication of preparation and organization. Delivery is at times difficult to follow.	The delivery is engaging and well organized. Eye contact is made and sustained throughout the presentation.	5

Rubric 3: Reflection: 25 pts possible

	Weak	Developing	Exemplary	Score
Summary of feedback and reflection on strengths & weaknesses of argument	Summary is lacking detail and does not accurately depict peer feedback or discuss the strength and weaknesses of arguments	Summary addresses feedback and or weaknesses and strengths of arguments, but not both	Summary addresses feedback, as well as strength and weaknesses of overall arguments	10
Reflection on new angles and future resources to consult in order to improve argument	Reflection fails to demonstrate how feedback will contribute to new angles and resources	Reflection addresses some new angles and/or future resources, but not both	Adequately discusses how he/she will consider new angles and future resources for revision	10
Grammar and Writing - Effective writing style and word choice	Grammar and style are sloppy and reflect little revision	Writing style is competent, grammar has few mistakes	Writing style is clear, concise and effectively conveys the writer's ideas	5