ASSessment Plan
for Students Taking a Course in the
Civilization: Historical Perspectives CART
(Revised May 2012)

Data from students collected in CORE 131 Western Civilization to 1914 and CORE 133 World Civilizations since 1453. Every semester faculty assemble examples of graded student work evaluated by them to be of excellent, satisfactory, and unsatisfactory quality. The files are submitted to the CART Coordinator.

Members of the CART then review and discuss the material annually at CART meetings in order to offer suggestions and implement changes to improve success in student learning.

GOAL: an explicit description of the content and/or skill to be assessed in order to show student learning and mastery of their education. These goals are

1. To be familiar with the main stages of history within cultures and their particular forms of political, social, economic, and cultural organization.
2. To identify and understand major events, persons, and ideas that have changed or reflected the history of civilization.
3. To engage critically with historical thinking and methodologies whose concepts and theories give meaning and order to the raw material of our recorded past.
4. To evaluate actively a variety of sources while placing them in context.

These goals are in support of more general learning outcomes and skills, namely:

King’s College’s Institutional Transferable Skills (TSLL):
I. Critical Thinking
II. Effective Writing
III. Effective Oral Communication
IV. Information Literacy
V. Technology Competency

The Civilization CART’s General Learning Outcomes:
A. to organize and synthesize data (meeting TSLL I. Critical Thinking and IV. Information Literacy);
B. to differentiate between facts, opinions, and inferences (meeting TSLL I. Critical Thinking and IV. Information Literacy);
C. to frame questions and formulate theses about problems (meeting TSLL I. Critical Thinking);
D. to compare, contrast, and evaluate the relative merits of arguments and interpretations (meeting TSLL I. Critical Thinking and IV. Information Literacy);
E. to organize and communicate thoughts effectively in verbal and written form (meeting TSLL III. Effective Oral Communication, IV. Information Literacy, and V. Technology Competency).

EVIDENCE: assignments which build skills and content knowledge and for which students produce concrete work to be graded and otherwise evaluated. While individual assignments may cover one or all of the goals, sufficient different assignments should be provided so that all goals are covered over the duration of the course.

MEASUREMENT METHODS: specific points that should be evident within student work as evaluated by the instructor. While individual assignments may cover one or all of the methods, sufficient different assignments should be provided so that all methods are covered over the duration of the course.
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<th>GOAL</th>
<th>EVIDENCE</th>
<th>MEASUREMENT METHODS</th>
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<tr>
<td>1. To be familiar with the main stages of history within cultures and their particular forms of political, social, economic, and cultural organization.</td>
<td>Evaluated primarily through — classroom discussion, question and answer — oral presentations — micro-themes — brief source analyses — book reports and reviews — short written assignments — short research papers — quiz summaries of chapters and sources — quizzes and exams</td>
<td>On various assignments, the student — knows essential historical facts and fundamental themes of historical development; — describes basic human institutions. — identifies similarities and differences between past and present political, social, and economic structures. — defines the impact of war, class, sex, and wealth on historical change. — notes the unique and common characteristics of significant cultures and civilizations. — distinguishes between periods of history as revealed by change in human activity. The student passes the required course.</td>
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This goal may meet the following of the CART’s General Learning Outcomes:
A. to organize and synthesize data;
B. to differentiate between facts, opinions, and inferences;
C. to frame questions and formulate theses about problems;
D. to compare, contrast, and evaluate the relative merits of arguments and interpretations;
E. to organize and communicate thoughts effectively in verbal and written form.

This goal may meet the following of the College’s TSLL:
I. Critical Thinking
II. Effective Writing
III. Effective Oral Communication,
IV. Information Literacy
V. Technology Competency
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<td>2. To identify and understand major events, persons, and ideas that have changed or reflected the history of civilization.</td>
<td>Evaluated primarily through: — classroom discussion, question and answer — oral presentations — micro-themes; — brief source analyses — book reports and reviews; — short written assignments — short research papers — quiz summaries of chapters and sources — quizzes and exams</td>
<td>On various assignments, the student — knows essential historical facts (names, terms, dates, definitions) and fundamental themes of historical development; — connects past events to contemporary problems; — comprehends how historical circumstances change; The student passes the required course.</td>
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<td>3. To engage critically with historical thinking and methodologies</td>
<td>Evaluated primarily through</td>
<td>As demonstrated through evidence provided, the student</td>
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<td>whose concepts and theories give meaning and order to the raw</td>
<td>— oral presentations</td>
<td>— identifies problems regularly examined by historians;</td>
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<td>material of our recorded past.</td>
<td>— micro-themes</td>
<td>— recognizes an author’s ownership of an idea or opinion;</td>
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<td>— brief source analyses</td>
<td>— frames paths of investigation;</td>
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<td>— book reports and reviews</td>
<td>— applies appropriate social science paradigms and theories.</td>
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<td>— short written assignments</td>
<td>— recognizes the existence of multiple causation;</td>
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<td>— short research papers</td>
<td>— demonstrates caution about single fact explanations;</td>
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<td>— quiz summaries of chapters and sources</td>
<td>— uses specialized vocabulary correctly.</td>
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<td>— quizzes and exams</td>
<td>The student passes the required course.</td>
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<td>D. to compare, contrast, and evaluate the relative merits of arguments</td>
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<td>and interpretations;</td>
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<td>E. to organize and communicate thoughts effectively in verbal and</td>
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<td>written form.</td>
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<td>V. Technology Competency</td>
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| 4. To evaluate actively a variety of sources while placing them in context | Evaluated primarily through:  
- classroom discussion, question and answer  
- oral presentations  
- micro-themes  
- brief source analyses  
- book reports and reviews  
- short written assignments  
- short research papers  
- quiz summaries of chapters and sources  
- quizzes and exams | As demonstrated through evidence provided, the student  
- utilizes indexes, catalogs, and search engines, consulting librarians as resource guides and interpreters;  
- evaluates information for appropriateness, currency, depth, and authority of source;  
- recognizes of the central theme of an historical source, article, or book;  
- presents information in correct form;  
- synthesizes data from a variety of sources and presents it in a logical and appropriately documented manner;  
- compares and contrasts sources and discovers points of agreement and disagreement;  
- distinguishes popular from scholarly materials;  
- selects and uses correctly appropriate books, periodicals, newspapers, and internet sources, in several short research papers;  
- demonstrates proper citation of sources in a format appropriate for history assignments;  
The student passes the required course. |

This goal may meet the following of the CART’s General Learning Outcomes:  
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