HIST 105: Critical Thinking Rubric

Objective 1.5: Critical Thinking   **Course: <u>HIST 105: Historical Roots of Contemporary Issues</u>**

Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage and reflective self-criticism.

By graduation, students will:	Not Proficient	Developing Proficiency	Proficient	Exceeding Proficiency
Systematically evaluate arguments of various kinds.	Does not recognize or evaluate historical claims and arguments of various kinds. Does not identify the argument's strengths or weaknesses.	Recognizes some variations in historical claims and/or lines of argumentation but struggles to differentiate in some cases. Successfully evaluates arguments for either strengths or weaknesses.	Recognizes variations in historical claims and/or lines of argumentation and successfully evaluates arguments for strengths and weaknesses.	Successfully identifies and evaluates historical claims and arguments of various kinds, identifying strengths and weaknesses. Uses this identification and evaluation to suggest potential avenues for improvement.
Write a formal paper that uses a standard form of reasoning to argue in support of a controversial thesis and then defend this reasoning from significant objection.	Writes a formal paper. However, the paper lacks evidence (primary and secondary sources) and fails to make and defend an argument about the historical roots of a major contemporary issue.	Writes a formal paper based on primary and secondary sources. The paper attempts an argument; however, it fails to both present and defend a claim about the historical roots of a major contemporary issue. The argument fails to defend against significant objections.	Writes a formal paper based on primary and secondary sources. The paper furthers and defends an argument about the historical roots of a major contemporary issue. The argument attempts to defend against significant objections.	Successfully writes a paper based on primary and secondary sources that makes an argument about the historical roots of a major contemporary issue. The argument successfully demonstrates higher reasoning, such as an understanding of change over time, historical cleavages and continuities, or contemporary significance. The argument successfully defends against significant objections.

Assignment meeting Outcome 1: Source Analysis Papers

For each module, students will engage with a set of primary and/or secondary sources provided by the instructor. Students will also locate additional primary and secondary sources, either by themselves or in small groups. Using two of these sources, in each module students will produce a Source Analysis Paper. They will be asked to identify the authors' arguments. They will then be asked to identify whether the arguments are inductive or deductive. They will evaluate the arguments for strengths and weaknesses. They will then contextualize the sources and evaluate the validity and credibility of the arguments in a short reflection. Students will complete this source analysis paper for modules 2-5. Student performance in the last Source Analysis Paper will be used to evaluate Critical Thinking Outcome 1. *See the "Critical Thinking Questions for Source Reflection" handout for guiding questions.*

Assignment meeting Outcome 2: Module Papers

Throughout the semester, students will write four formal papers, 2-4 pages each. These papers are based on furnished packets of primary and secondary source documents relating to each of the four topical modules in the course as well as secondary sources and/or primary sources located by the student. In these papers, students must present and defend a claim about the historical roots of a contemporary issue. They must supply evidence for their claim, drawn directly from the supplied documents and their research. They must offer a historical analysis of this evidence, always in service of their argument. They must defend their argument against significant objections. Student performance in the last Source Analysis Paper will be used to evaluate Critical Thinking Outcome 2. *See the "Module Paper Requirements" handout for specific questions.*