

OUTCOMES BASED LEARNING MATRIX

Course: History of Western Civilization I (HIST101)

Department: History/Government

Course Description: “The first semester of this course is a study of the foundations and development of the history, ideas, and institutions of the Western world from ancient to early modern times. The Graeco-Roman and Judeo Christian heritages and the Renaissance and Reformation receive special attention. This course emphasizes reading, writing, and critical thinking. (History101 and History102 may be taken in either order.) Prerequisites: Preparing for College Reading II (ENGL092) and Introductory Writing (ENGL099) or waiver by placement testing results or Departmental approval.”

Approved by Department:

Date:

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Students should . . . Be able to identify individuals and the role they played in history. Be able to analyze events within their historical content. Be able to demonstrate this	Actively read the text and supplements and web sites, using such techniques as underlining, highlighting, and notes to identify key individuals and events. (R & CT & TS) Take notes on lectures in order to	Quizzes, Tests, Questions & Answers, Discussion (R & CT & W & OC) Assessment at this level focuses on factual content (e. g., who, what, when, and how).

<p>knowledge in various historical periods, including, --ancient Greece and Rome; --the rise of monotheistic traditions in the West; --the Middle Ages and the growth of the nation state; --the Renaissance and the Reformation; --the age of exploration and of religious wars.</p>	<p>understand the nature and importance of key individuals and events. (CT & W)</p> <p>Use instructor's study guides and publisher's materials and other sources to focus on key material. (R & CT & TS)</p> <p>Study maps in order to appreciate geographical context in which events occur. (R & CT & TS)</p> <p>Use primary documents, web sites, films, and other sources to broaden knowledge. (R & CT & TS)</p>	
<p>Students should . . . Be able to demonstrate an understanding of core structures and institutions of Western society, and how and why these changed over time. Examples: Political forms: monarchies; city-states; democracies; republics; empires; feudalism; the Church. Economic characteristics: subsistence; trades; commerce; agriculture; guilds. Social institutions: family; masters and slaves; nobles and peasants;</p>	<p>Actively read the text and supplements and documents and web sites, as above, particularly to focus on broad themes as well as to integrate material from different sources and with different viewpoints. (R & CT & TS)</p> <p>Take lecture notes, concentrating on broad themes and connections over space and time. (R & W & CT)</p> <p>Do research to gain more knowledge about key individuals</p>	<p>Quizzes, Tests, Questions and Answers, Discussion (R & W & CT & OC)</p> <p>Book Reviews, Reaction Papers (R & W & CT & TS)</p> <p>Class Presentations (R & W & CT & TS & OC)</p> <p>Research Papers (R & W & CT & TS)</p> <p>Assessment at this level focuses on</p>

clergy and laity; town and gown.	and events (R & CT & TS) Prepare Reports, Reviews and Papers (R & CT & W & TS)	biographies, broad themes, long periods of time, and more complex issues. (e. g., review, explain, compare/contrast)
Students should . . . Be able to demonstrate a depth of understanding of Western Civilization so that they can review and analyze important people, broad themes, and long periods of time.	Use a variety of materials to examine and analyze the political, economic, and social themes that have dominated Western civilization. (R & W & CT & TS & OC)	Quizzes, Tests, Discussion, Reviews, Reaction Papers, Class Presentations, Research Papers (R & W & CT & TS & OC) Assessment at this level focuses on complex individuals, broad themes, long periods of time, and difficult issues. (e. g., analyze, defend, criticize, compare/contrast)
To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	Referenced above	Referenced above.

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).