

OUTCOMES BASED LEARNING MATRIX

Course: United States History I (HIST103)

Department: History/Government

Course Description: “This course traces the political, economic, social, and cultural development of what became the United States from its beginning to the end of the Civil War. Particular attention is paid to the nature of Puritanism, the complex background to the American Revolution, the creation of the Federal and State Constitutions and their implementation, the growth of sectionalism, westward expansion, the nature of slavery, and the breakdown of the American political system resulting in Civil War. This course emphasizes reading, writing, and critical thinking. (HIST 103 and HIST 104 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 context.	Actively read the text and supplements and web sites, using such techniques as underling, highlighting, and notes to identify key individuals and events. (R & CT & TS)	Quizzes, Tests, Questions & Answers , Discussion (R & CT & W & OC)

<p>Be able to demonstrate this knowledge in various historical periods, including,</p> <ul style="list-style-type: none"> -- the European background to American colonization; --the colonial era, especially Puritan New England; --the American Revolution; --the development of the Federal and State Constitutions; --the early nation with sectional tensions; --the time of westward expansion; --the antebellum Southern slave economy; --the onset and fighting of the Civil War. 	<p>Take notes on lectures to 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 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>Assessment at this level focuses on factual content (e. g., who, what, when, & how).</p>
<p>Students should . . .</p> <p>Be able to demonstrate an understanding of core structures and institutions in American history (colonial and national), and how and why these changed over time. Examples:</p> <p>Political: the development of the colonies and the European empires; the start and progress of an independent United States, with</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>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>American political forms (Constitutions); the rise of rival parties; and political crisis resulting in Civil War.</p> <p>Economic: the evolution of the colonies from subsistence to productive outposts; the variety of changes in farming, transportation, trade, and manufacturing in the United States.</p> <p>Social and Cultural: the settlement of European and African groups in America; the development of American arts and literature.</p>	<p>Do research to gain more knowledge about key individuals and events. (R & CT & TS)</p> <p>Prepare Reports, Reviews, and Papers. (R & CT & W & TS)</p>	<p>Assessment at this level focuses on biographies, broad themes, long periods of time, and more complex issues (e. g., review, explain, and compare/contrast).</p>
<p>Students should . . .</p> <p>Be able to demonstrate a depth of understanding of American history so that they can review and analyze important people, broad themes, and long periods of time.</p>	<p>Use a variety of materials to examine and analyze the political, economic, social, and cultural life of the United States up to 1865. (R & W & CT & TS & OC)</p>	<p>Quizzes, Tests, Reviews, Reaction Papers, Class Presentations, Research Papers (R & W & CT & OC & TS)</p> <p>Assessment at this level focuses on complex individuals, broad themes, long periods of time, and difficult issues (e. g., analyze, defend, criticize, and compare/contrast).</p>
<p>To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.</p>	<p>Referenced above</p>	<p>Referenced above.</p>

*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).