

## OUTCOMES BASED LEARNING MATRIX

**Course:** United States History II (HIST104)

**Department:** History/Government

**Course Description:** “This course traces the political, economic, social, and cultural development of the United States since the Civil War. Emphasis is placed on the discord of the Reconstruction Era, the rise of industrialization, urbanization, and immigration, the development of American foreign policy, American reform movements as seen in Populism, Progressivism, and the New Deal, the course of the Cold War, the Civil Rights Movement, the contemporary women’s rights movement, the influence of technology on American life, and recent developments. This course emphasizes reading, writing, and critical thinking. (HIST103 and HIST104 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.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
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 underlining, 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,  --Reconstruction;  --the late 19<sup>th</sup> century with its industrialization, urbanization, and immigration;  --the Populist, Progressive, and New Deal eras;  --the times of changing American foreign policy, including the world wars;  --the Cold War era;  --the era of civil rights and the women's rights movement; and  --recent developments.</p>	<p>Take notes on lectures to understand the nature and importance of key individuals and events. (CT &amp; W)</p> <p>Use instructor's study guides and publisher's materials and other sources to focus on key material. (R &amp; CT &amp; TS)</p> <p>Study maps to appreciate geographical context in which events occur. (R &amp; CT &amp; TS)</p> <p>Use primary documents, web sites, films, and other sources to broaden knowledge. (R &amp; CT &amp; TS)</p>	<p>Assessment at this level focuses on factual content (e. g., who, what, when, &amp; how).</p>
<p>Students should . . .  Be able to demonstrate an understanding of core structures and institutions in American history, and how and why these changed over time. Examples: Political: the character of post Civil War politics, especially in the South; the appearance of Populist, Progressive, and New Deal movements; the political rivalries since World War II; and the development of the United States</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 &amp; CT &amp; TS)</p> <p>Take lecture notes, concentrating on broad themes and connections over space and time. (R &amp; W &amp; CT)</p> <p>Do research to gain more</p>	<p>Quizzes, Tests, Questions and Answers, Discussion (R &amp; W &amp; CT &amp; OC)</p> <p>Book Reviews, Reaction Papers (R &amp; W &amp; CT &amp; TS)</p> <p>Class Presentations (R &amp; W &amp; CT &amp; TS &amp; OC)</p> <p>Research Papers (R &amp; W &amp; CT &amp; TS)</p>

<p>into a world power.  Economic: the Southern and Western economies after the Civil War; the impact of industrialization and urbanization; the development of a consumer economy; the increasing role of government in the economy; and the technological advances of the modern nation.  Social and Cultural: the changes in race relations from Reconstruction to civil rights; the impact of immigration and urbanization and suburbanization on American society; the rise of new social groups and their place in American life; the development of American arts and literature.</p>	<p>knowledge about key individuals and events. ( R &amp; CT &amp; TS)   Prepare Reports, Reviews, and Papers. (R &amp; CT &amp; W &amp; 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 . . .  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 since 1865. (R &amp; W &amp; CT &amp; TS &amp; OC)</p>	<p>Quizzes, Tests, Reviews, Reaction Papers, Class Presentations, Research Papers (R &amp; W &amp; CT &amp; TS &amp; OC)   Assessment at this level focuses o complex individuals, broad themes, long periods of time and difficult issues (e. g., analyze, defend, criticize, compare/contrast).</p>

To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	Referenced above	Referenced above.
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\*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).