

OUTCOMES BASED LEARNING MATRIX

Course: The United States Since 1945 (HIST131)

Department: History/Government

Course Description: “This course surveys the political, economic, social, and cultural changes experienced by the United States from the end of the Second World War to the present. This course emphasizes reading, writing, and critical thinking. 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. Be able to demonstrate this knowledge in various historical	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 to understand the nature and importance of key individuals and	Quizzes, Tests, Questions & Answers, Discussion (R & CT & W & OC) Assessment at this level focuses on factual content (e.g., who what when, & how)

<p>periods, including, --the origins and development of the Cold War in the post-war world; --the domestic politics of the various Democratic and Republican from presidencies; --the JFK and LBJ presidencies, especially the civil rights struggle; --the American war in Vietnam; --the social upheavals of the '60's and '70's; --the Reagan era; --the Bush-Clinton-Bush era with domestic and foreign crises.</p>	<p>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>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: Domestic politics, including key Presidential contests; Foreign policies, including the Cold War in Europe and Asia, the Korean War, the Vietnam War, and other conflicts; the Civil Rights struggle, including demonstrations, laws and court decisions; social</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 of this level focuses on</p>

<p>upheavals among the generations; the revitalization of conservatism in the Reagan era; and some domestic and foreign crises of recent years.</p>	<p>and events. (R & CT & TS)</p> <p>Prepare Reports, Reviews, and Papers. (R & CT & W & TS)</p>	<p>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 1945. (R & W & CT & TS & OC)</p>	<p>Quizzes, Tests, Reviews, Reaction Papers, Class Presentations, Research Papers (R & W & CT & TS & OC)</p> <p>Assessment at this level focuses on complex individuals, broad themes, long periods of time, and difficult issues (e.g., analyze, defend, criticize, 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).