

Core Competencies

STUDENT LEARNING OBJECTIVES

B.A. in History

Senior Thesis (Hist 4990) is the capstone course in the B.A. in History from UCCS. This course requires students to engage fully in the process of historical inquiry, research methods, critical thinking, analysis of primary and secondary sources, and clear, argumentative writing. During Senior Thesis, students demonstrate how they have learned the core competencies of the History B.A. program. Students completing a BA in History will be able to:

1. Articulate original arguments using critical analysis and complex reasoning.
2. Use, integrate, and discuss primary source evidence effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
3. Use, integrate, and discuss secondary sources and historiography effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
4. Use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing and oral discussion.
5. Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.
6. Demonstrate proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures as well as format and citation practices expected in the discipline.

PART ONE: Assessment of Core Competencies demonstrated Senior Thesis Project

(Overall competencies assessment score is combined average of the six categories on a 100 points scale for each.)

Competencies Assessed	Clearly Unacceptable = 0–59	Below Standards = 60–69	Meets Standards = 70–79	Clearly Exceeds Standards = 80–89	Outstanding Work = 90–100
Argument and Critical Analysis: Articulate original arguments using critical analysis and complex reasoning.					
Primary Source Analysis: Ability to use, integrate, and discuss primary source evidence effectively in writing based on an understanding of the methods of historical research and analysis.					
Secondary Source Analysis: Ability to use, integrate, and discuss secondary sources and historiography effectively in writing based on an understanding of the appropriate methods of historical research and analysis.					
Logic and Methodology: Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing					
Organization, Clarity of Thought, and Writing: Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.					
Disciplinary Conventions of Research and Writing: Ability to demonstrate proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures as well as format and citation practices expected in the discipline.					

Overall average of competencies demonstrated in Senior Thesis Project:	
---	--

Part 1: Grade on senior thesis project (See comments on Part 1 below)	
Part 2: Grade for class participation, peer work, oral presentation, timely completion of work, and other course requirements	Comments on Part 2:
<u>Final Course Grade in History 4990:</u>	

Advisor's Comments:

Second Reader's Comments:

Signatures: Advisor: _____

Second Reader: _____

Assessment of Core Competencies in Senior Thesis Project

SENIOR THESIS COMPETENCIES RUBRIC: DEFINITIONS AND SCALES USED

Competency 1.) Argument and Critical Analysis:

Articulate original arguments using critical analysis and complex reasoning.

- 0-59: Failure to identify a specific argument/ claim; little to no analysis presented
- 60-70: Struggles to offer an argument/ claim, but with little analysis or sufficient reasoning
- 70-80: Basic argument articulated with minimal necessary analysis and reasoning
- 80-90: Articulates a complex, insightful argument with sufficient critical analysis
- 90-100: Articulates an original, complex argument with highly effective critical analysis

Competency 2.) Primary Source Analysis:

Ability to use, integrate, and discuss primary source evidence effectively in writing based on an understanding of the methods of historical research and analysis.

- 0-59 Fails to use primary sources
- 60-70 Uses primary sources but fails to establish relevance to argument/analysis
- 70-80 Discusses relevant primary sources to support argument/ analysis
- 80-90 Effectively integrates and discusses primary sources to support complex argument
- 90-100 Effectively integrates a range of primary sources to support an innovative and complex argument/analysis

Competency 3.) Secondary Source Analysis

Ability to use, integrate, and discuss secondary sources and historiography effectively in writing based on an understanding of the appropriate methods of historical research and analysis.

- 0-59 Fails to use secondary sources
- 60-70 Uses secondary sources but fails to establish relevance to argument/analysis
- 70-80 Discusses relevant secondary sources to support argument/ analysis
- 80-90 Effectively integrates and critically discusses secondary sources to position and to support argument/analysis within the relevant historiography
- 90-100 Effectively integrates and critically discusses a range of secondary sources to position and to support a complex, innovative argument/analysis within the relevant historiography

Competency 4.) Logic and Methodology

Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing

- 0-59 Lacks understanding of basic disciplinary methods and conceptual approaches
- 60-70 Demonstrates basic, but inadequate understanding of disciplinary methods and conceptual approaches
- 70-80 Demonstrates adequate understanding of disciplinary methods and conceptual approaches as relevant to the argument/ analysis

- 80-90 Effectively integrates and critically discusses disciplinary methods and conceptual/theoretical approaches relevant to the argument/analysis
- 90-100 Effectively integrates and critically discusses a complex understanding of disciplinary methods and conceptual/theoretical approaches relevant to support the argument/analysis

Competency 5.) Organization, Clarity of Thought, and Writing

Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.

- 0-59 Fails to communicate basic ideas and analysis in clear, organized form
- 60-70 Communicates basic ideas and analysis unclearly
- 70-80 Demonstrates some critical thinking in a clear, organized form
- 80-90 Demonstrates clarity of thought and critical analysis in an organized form
- 90-100 Demonstrates clarity of thought and complex critical analysis in a persuasive development of an organized argument/analysis

Competency 6.) Disciplinary Conventions of Research and Writing

Ability to demonstrate proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures as well as format and citation practices expected in the discipline.

- 0-59 Lacks any understanding of proper writing and citation formats
- 60-70 Fails to conform with disciplinary conventions of writing and citation formats
- 70-80 Demonstrates basic understanding and use of disciplinary convention of writing and citation formats
- 80-90 Demonstrates and uses disciplinary conventions of writing and citation formats properly and effectively
- 90-100 Demonstrates and uses disciplinary conventions of writing and citation formats properly and highly effectively