

HIST 4xxx CAP: Sample Form
LEARNING OUTCOMES FORM (continued)
Communication 3 (COM3) Courses

In the following table, please provide a brief description (50 words or less) and attach appropriate documents (if necessary) that demonstrate how each *Student Learning Outcome* will be achieved in this course and how each outcome will be assessed in this course.

COM3 Student Learning Outcomes	How will this outcome <i>be achieved</i> ¹ in this course? <i>Provide specific examples of assignments and activities</i>	How will this outcome <i>be assessed</i> ² in this course?
Use the discourse of a discipline or interdisciplinary field to communicate that field's subject matter to academic or professional audiences through written, oral, and digital communication.	This is the senior capstone course for majors in which they research, write, and orally present a capstone paper using the discourse and structure of arguments employed by historians. Students complete initial assignments in theory and the historiography of their subjects, then research using written and digital (and in some cases, oral interviews) sources, write and share drafts of their projects with the entire class.	The preparatory exercises and final paper/presentation will be judged according to established Department rubrics for clarity of expression, use of sources, and appropriate use of historical concepts.
Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills.	Students work on a semester-long project in which they conduct original research, using printed and digital sources (and sometimes oral interviews), to assess the current state of their topic field, and then write and present a 4-5,000-word capstone paper communicating their findings in ways appropriate to the historical profession.	Students will be evaluated according to established Department assessment rubrics for quality, integration, and citation of source material.
Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting.	Student will have taken Hist 3xxx (Methods) as a prerequisite, which will give them basic and middle-range instruction and practice in dealing with written, digital, and oral sources. Methods students produce a 3,00-word essay about sources which prepares them for more advanced work in 4xxx. Much more than in Methods, the focus in 4xxx is on high-quality and sophisticated understanding of the material for their projects and, especially, on conveying their ideas as professional historical writers. The focus here is on continuously addressing a naive audience, providing that audience	Students will be evaluated according to established Department assessment rubrics for clarity of expression, use of sources, appropriate use of historical concepts, and response to purpose/audience. Special attention will be given to how well the student guides their readers through the arguments and evidence of the project paper.

	with clear and easily understandable signposts that guide them through the arguments and evidence of the paper, and providing the optimal amount of historical background that will make their arguments understandable to a reader with no background in the topic.	
Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field.	Students engage in measured steps from locating a topic, to finding research materials, to evaluating that material, and writing multiple drafts, all of this done as in a collaborative seminar setting. Students are required to comment on other student's drafts and answer questions other students may have.	These steps are part of the course assignments and are evaluated on the basis of existing Department assessment rubrics.
Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts.	The Capstone Seminar has as a prerequisite successful completion of a required Methods course in which the mechanics of historical writing are learned and practiced. Those basics are reviewed in the Capstone Seminar and form the basis of the students' written projects. More advanced instruction in the Capstone Seminar revolve around the meta-logics of writing and communicating digitally: audience needs, relating the student's project to existing work in the discipline (historiography), and applying one or more theoretical approaches used by historians.	The final evaluation of the class papers follow established Department rubrics concerning accepted format, mechanics, and clarity of expression. The evaluation also measures how well the student conveys their arguments and evidence to a non-historically informed audience, and how well they integrate their project with existing historiography and theory.
Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field.	After a review of central oral presentation best practices, such as eye contact, reading the posture and gestures of the audience, delivering in an open but professional manner, students present their projects to the class in the final weeks of the course using slides or other graphic material while listeners complete brief rubrics evaluating each presentation.	Student presentations are evaluated using the Department Oral Presentation assessment rubric, which includes skills such as eye contact, reading audience reactions, and most effective presentation gestures, posture, voice tone, etc.

Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.	Student presentations in the final weeks of the semester provide an opportunity for students to interact with their audience (other seminar members), explain their reasoning to those with different viewpoints, and answer questions and/or take comments by listening closely to comments from other students. As noted above, emphasis will be placed on an open dialogue with and adjusting presentations to audience reactions.	Students are assessed according to established Department oral presentation rubrics, which includes rubrics designed to evaluate interaction with the audience and the handling of questions and different viewpoints.
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¹ **Achievement** of a Student Learning Outcome will involve various educational strategies that may vary by both course and outcome. Some of these strategies will be employed 'in class' (e.g. lectures, student presentations, discussions, laboratory exercises, writing assignments, sample problems, pair-shares), while others will be realized out-of-class (e.g. readings, homework problems, literature searches, writing assignments). In other words, educational strategies include any and all activities employed in a course that help students to achieve the outcome.

² **Assessment** is one or more processes that identify, collect, and prepare data to evaluate the attainment of student learning outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Different assessment methods may be used for different outcomes: appropriate sample methods may also be used. Assessment methods that might be employed include direct assessment of student work, standardized examinations/exam questions, locally developed examinations/exam questions, simulations, exit interviews, written surveys or questionnaires, focus groups, performance appraisals, external examiners, oral exams, behavioral observations, and portfolios.