

HIST 190: World History to 1550 (Fall 2023)

Research Assignment: Self-Assessment and Reflection

DO NOT WRITE ON THIS GOOGLE DOC! Copy it (File->make a copy and it will appear on your google drive) or Download it (File->download as a word file).

Please submit it in Microsoft word format either at the end of your project or as a separate file (depending on the form that your final project takes).

PART ONE: Information about your primary source

Please answer the following questions about your primary source:

1. Name of primary source.
2. Author (if known).
3. Time period.
4. Geographic Location.
5. Type of Source.
6. Historical Significance (why is this source important in the context of world history?)

PART TWO: Self-Assessment and Final Reflection

Evidence of learning (Infographic/Short film or narrated powerpoint/podcast/written report) from Step #5 of the Research Project will demonstrate achievement of course learning. This final part of the research assignment is the place to celebrate your growth as a scholar, based on the formative feedback research from Steps #2 to #4 of this project.

Final grades will be based on two evaluations: one by the instructors (Dr. Wessell Lightfoot, Megan, or Courtney) and one completed by the student using the criteria below.

A few points:

- Please be honest in your self-evaluation! Don't be modest if you feel you have achieved the outlined criteria stated below. At the same time, don't kid yourself that you have achieved "advanced" when realistically you have not.
- The ultimate decision for the final grade will lie with Dr. Wessell Lightfoot. Any major discrepancies between a student's evaluation and an instructor's evaluation will be discussed between student and Dr. Wessell Lightfoot.
- Students can choose to discuss their final grades through a one on one Zoom or in person meeting with Dr. Wessell Lightfoot **on DECEMBER 15th**. You will receive your

final grade for this project on December 14th so please contact me as soon as possible after that point. I will block off my entire day on the 15th for student meetings. If needed, I can meet with you in the evening as well.

STEP ONE

- Using this rubric, evaluate your Research Assignment Step #5 based on the categories below.
- Underline/highlight/bold the category you feel best fits your work on this project.

Learning Goal	Emerging	Developing	Proficient	Advanced
RESEARCH	Presents little information from chosen primary source and uses irrelevant secondary sources.	Presents information from chosen primary source and relevant secondary sources representing limited historical approaches.	Presents in-depth information from chosen primary source and relevant secondary sources representing various historical approaches.	Synthesizes in-depth information from chosen primary and relevant secondary sources representing various historical approaches.
ANALYSIS	Lists evidence, but it is unrelated to topic.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to topic.	Organizes evidence to reveal <u>important</u> patterns, differences, or similarities related to topic.	Organizes and synthesizes evidence to reveal <u>insightful</u> patterns, differences, or similarities to topic.
INTERPRETATION	Significance of the evidence is absent. Its relationship to our understanding of the specific historical topic is not provided.	Significance of the evidence is briefly mentioned. Its relationship to our understanding of the specific historical topic is unclear.	Significance of the evidence is noted, highlighting its relationship to our understanding of the specific historical topic.	Significance of the evidence is insightful, highlighting its importance to our understanding of the specific historical topic.
PRESENTATION OF KNOWLEDGE	The connection between the research, analysis, and interpretation and the final output is not evident.	Final output has some aspects of authenticity (authentic = reflective of the research, analysis, and interpretation). The	Final output provides an authentic (authentic = reflective of the research, analysis, and interpretation) perspective on this	Final output provides an authentic (authentic = reflective of the research, analysis, and interpretation),

		perspective presented on the topic is surface level.	topic.	multi-layered perspective on this topic.
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STEP TWO: Requirements

Use the check-list below for your specific presentation of knowledge (infographic/narrated powerpoint or short film/podcast/written report) to ensure you've fulfilled the requirements assigned to that option.

TASK	Completed
Included information about your primary source as listed on the assignment guidelines.	
Used assigned primary source	
Used secondary sources (journal articles and encyclopedia articles)	
Bibliography formatted to Chicago Manual of Style	
Conforms to specific project guidelines (see individual guidelines for each option)	
Correct Grammar/Spelling/Syntax	
Correct use/format of citations (author's name and page numbers in brackets for infographic and narrated powerpoint; footnotes for written report)	

STEP THREE: Reflection

The final aspect of your grade for this project is your learning journey. Looking back over the four components of this project, answer the following questions in two to three paragraphs:

- Consider the first three components and how you responded to the feedback provided. How did you grow and develop as a scholar over this project?
- How did your ideas about this project change over its course?
- What aspect of the project was the most challenging for you? the most useful? the most fun?

STEP FOUR: Determining a final grade

The final grade for your assignment is made up of the components above. To translate your letter grade, use the following conversion guide:

Proficiency Scale	Logic Rule	Letter Grade
Advanced The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.	All “Advanced”	A+
	Mostly “Advanced” and some “Proficient”	A
	Equal “Advanced” and “Proficient”	A-
Proficient The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	Mostly “Proficient”, some/occasional “Advanced”	B+
	Mostly “Proficient”, occasional “Developing” and no “Emerging”	B
Developing The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	A mix of “Developing” and “Proficient” OR mostly “Developing”	C+
	Mostly “Developing” and no “Emerging”	C
Emerging The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	Mostly “Developing” and some “Emerging”	C-
	Mostly “Emerging” and the occasional “Developing”	D