

# **HIST 190: World History to 1550 (Fall 2024)**

## **Research Assignment**

Remember to **DOWNLOAD** this document. 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 (your narrated powerpoint) 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, Ethan, or Sarah) 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 meeting by request with Dr. Wessell Lightfoot . You will receive your final grade for this project on **December 13th** so please contact me as soon as possible after that point. Please note that I will be in Europe at this time and so any scheduled meetings will likely have to be before 12 p.m. PST.

## 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 perspective presented on the topic is surface level.	Final output provides an authentic (authentic = reflective of the research, analysis, and interpretation) perspective on this topic.	Final output provides an authentic (authentic = reflective of the research, analysis, and interpretation), multi-layered perspective on this topic.

## STEP TWO: Requirements

Use the check-list below for your specific presentation of knowledge (narrated powerpoint) 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 these listed on the course website.	
Correct Grammar/Spelling/Syntax	
Correct use/format of citations and bibliography	

## 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 a paragraph or two**:

- 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
<b>Advanced</b> 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
	Half “Advanced” and Half “Proficient”	A-
<b>Proficient</b> 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
<b>Developing</b> 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
<b>Emerging</b> 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