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.)

<table>
<thead>
<tr>
<th>Competencies Assessed</th>
<th>Clearly Unacceptable = 0–59</th>
<th>Below Standards = 60–69</th>
<th>Meets Standards = 70–79</th>
<th>Clearly Exceeds Standards = 80–89</th>
<th>Outstanding Work = 90–100</th>
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<tbody>
<tr>
<td>Argument and Critical Analysis: Articulate original arguments using critical analysis and complex reasoning.</td>
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<td>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.</td>
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<td>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.</td>
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<td>Logic and Methodology: Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing</td>
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<td>Organization, Clarity of Thought, and Writing: Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.</td>
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<td>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.</td>
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**Overall average of competencies demonstrated in Senior Thesis Project:**

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

**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