

SOURCES AND METHODS SYLLABUS RUBRIC

Adapted by Annelise Heinz and Natalie Marine-Street

Criterion	Beginning	Emerging	Exemplary
Sources and Methods Skill-based Goals: Primary Sources and Historical Interpretation and Debate	includes primary and secondary sources each week	includes primary and secondary sources each week, with a good variety of primary sources and secondary sources that expose students to historical debate and/or different methodologies	includes primary and secondary sources each week, with a good variety of primary sources and secondary sources that expose students to historical debate and/or different methodologies; all sources are selected not for novelty's sake but because they succinctly illustrate course themes; primary and secondary sources are paired because they speak to one another in interesting ways
Sources and Methods Skill-based Goals: Writing	incorporates multiple assignments which emphasize historical writing with no single paper exceeding about 10 pages	written assignments are designed to incorporate deliberate attention to the process of historical writing, e.g. required outlines or multiple drafts, peer review or workshopping, etc.	written assignments are, in addition, designed to assess student's attainment of course objectives and build on earlier materials or assignments so that students can apply what they have learned
Sources and Methods Course Topic and Description	topic sounds interesting but may be too narrowly focused around one historical topic or time frame, too expansive to hold together, or requires excessive historical background knowledge	topic is balanced – broad enough to interest students but structured in a cohesive way (e.g. united by a few key themes)	topic is, in addition, described in a clear and engaging way that will appeal to a variety of students
Course Objectives	objectives are stated in general terms	objectives cover general sources and methods goals, as well as goals related to your specific topic	objectives are written with appropriate, descriptive verbs that lend themselves to measurement and seek higher levels of learning; objectives are articulate for course as a whole, as well as for individual class sessions
Class Schedule and Course Flow	lists course topics to be covered each week	course topics and reading assignments are broken down by class period; each session and overall schedule is designed realistically with thought to student workload	fully articulated, logically sequenced, and reasonable course schedule with topics, required readings, and preparation listed for each class

Assignments and Assessment of Students' Learning	course assignments listed with due dates	course assignments and due dates clearly described, including the relative value of each toward the overall course grade	course assignments, due dates, and grading criteria and policies clearly explained; each assignment description includes a rationale for its inclusion and identifies what students should get out of completing it
Alignment	no clear connection between stated course goals/objectives and assessment schema	some assignments' connection with stated course goals/objectives is apparent	all assignments are linked with a specific course goal/objective and are likely to provide sufficient evidence to adequately assess each goal/objective
Academic Policies & Procedures	Gives basic info on course meeting time and place, instructor contact info and office hours	Includes preceding, as well as description of academic integrity policy	Includes basic info and all pertinent academic policies, including academic integrity, Office of Accessible Education, class attendance
Student Evaluation	students' only opportunity to provide input on their experiences in the course to the instructor is at the end of the course	instructor has developed and scheduled a mid-term course evaluation opportunity for the students	course is designed so students provide instructor with regular input on how well they are absorbing material and how they are experiencing the course; instructor encourages and acknowledges feedback

Adapted from Cornell University, Center for Teaching Excellence