

**WML ASSESSMENT ACTIVITY REPORT – HIST 140**  
**Spring 2017 – Kevin Norris - Submitted 2/7/17**

Institutional Learning Outcomes*	WML Learning Outcomes**	WML “Projects”	Assessments	Resulting Actions (Closing the Loop)
Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.	Students will investigate differing viewpoints that they encounter in their strategic investigation of topics <i>in order to</i> be able to develop their own informed arguments or hypotheses.			
Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.	Students will gain insight and understanding about diverse sources of information <i>in order to</i> evaluate and use resources appropriately for their information needs.	<b>HIST 140: Craft of the Historian</b> (Dzurec, Spring 2017)	Students learned the differences between primary, secondary and tertiary sources in history.	In-class exercise should be re-evaluated and updated if necessary.
	Students will share ideas responsibly in a variety of formats and contexts <i>in order to</i> recognize themselves as knowledge creators.			
Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.	Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) <i>in order to</i> critically evaluate the usefulness of the information for their research need.	<b>HIST 140: Craft of the Historian</b> (Dzurec, Spring 2017)	Students learned to evaluate articles and websites using criteria such as authorship, scholarship and bias.	More time should be spent having students work on an in-class assignment evaluating websites in history.
	Students will articulate the key elements in their research questions <i>in order to</i> develop and execute a search strategy.	<b>HIST 140: Craft of the Historian</b> (Dzurec, Spring 2017)	Students learned how to formulate a search so as to find primary historical documents.	More time could be spent having students work on an in-class exercise finding primary historical material.
Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	Students will properly distinguish between their own ideas and the intellectual property of others <i>in order to</i> ethically use information and demonstrate academic integrity.	<b>HIST 140: Craft of the Historian</b> (Dzurec, Spring 2017)	Students learned correct Chicago style.	More time should be spent emphasizing the necessity of correct formatting.

\* Rev 5-28-2014

\*\*Endorsed by the Library faculty June 2014; revised November 2015; revised May 2016