

Critical Review Rubric (Book & Article)

History Program Goals	History Learning Outcomes	Assignment Objectives	Scale:				
			Excellent A	Above Average B	Average C	Poor D	Unacceptable F
<p>1. <i>General Knowledge:</i> Students will acquire a general knowledge of human history, including the major themes of both western and non-western societies covering time periods from the ancient to the modern. Students will apply that content by means of chronological reasoning, placing an event, actor, or primary source in the context of its time in order to interpret its meaning & significance.</p> <p>2. <i>Evaluate Historical Explanations:</i> Students will be able to recognize and evaluate diverse historical explanations and types of evidence, including: Identifying interpretation and perspective, critically analyzing evidence, comparing, and synthesizing historical evidence & explanations.</p> <p>3. <i>Construct Historical Argument:</i> Students will be able to construct an historical argument using primary and secondary sources that demonstrates an understanding of the nature of historical evidence, interpretation, and perspective.</p> <p>4. <i>Applied Learning Components:</i> Students completing the applied learning components in the History Program will have the skills necessary to enter graduate programs in history, teach history in secondary or middle schools, or enter other careers open to graduates with communication, critical reasoning & research skills.</p>	<p>Content: Students will identify major themes of both western and non-western societies covering time-periods from the ancient to the modern.</p> <p>Context: Placing an event, actor, or source in the context of its time in order to interpret its meaning and significance.</p> <p>Recognize historical evidence & explanations: Students will be able to recognize historical explanations and types of evidence.</p> <p>Evaluate historical evidence & explanations: Students will critically analyze evidence, comparing, and synthesizing historical evidence and explanations.</p> <p>Historical Research: Students will use primary and secondary sources that demonstrate an application of the use of evidence, interpretation, and perspective to construct an historical argument.</p> <p>Critical Reflection: Students will analyze sources that demonstrate an application of evidence, interpretation, and perspective to deconstruct an historical argument.</p> <p>Professional Skills: Students will have proficiency in digital, oral, and written communication. (Digital skills include the use of word processing software, presentation software, navigating search engines and databases. Effective oral communication includes presentations and discussions. Written communication includes the effective use of grammar and mechanics.)</p> <p>Professional Placement: Students will participate in field experiences to prepare and reflect upon possible professional careers: graduate programs, teaching professions, or other related fields.</p>	<p>1. Purpose/ Thesis: What was the Author's purpose/ thesis in writing the book or article? Weighs overall success or failure of the text. 20%</p>	<p>The author's thesis or intent is clearly and effectively identified and the text's success or failure is clearly conveyed</p>	<p>The author's thesis or purpose is identified, infers the text's success or failure</p>	<p>A description of the theme of the text is provided</p>	<p>Identifies the topic of the book</p>	<p>No reference to a purpose, or theme</p>
		<p>2. Investigate the author's qualifications and experience as a means to assess their authority on the topic. 10%</p>	<p>The author's experience and qualifications are articulated and connected to the topic to identify the author as an authority.</p>	<p>The author's experience and qualifications are articulated</p>	<p>The author's experience or qualifications are mentioned but not in such a way as to connect it to the subject of the work.</p>	<p>Information about the author's qualifications or experience has no relevance to the work.</p>	<p>There is no background information about the author.</p>
		<p>3. What types of sources does the author use to make their argument? Does the author rely on primary or secondary sources; are the primary sources mainly published documents or archival records? How does the author incorporate the sources into the narrative? 10%</p>	<p>Thorough description of sources, includes whether or not the book relies on archival research or printed sources—enabling an analysis of whether or not the author's arguments are grounded in original primary source research or a synthesis of prior scholarship.</p>	<p>A description of sources discerns if the book relies on archival research or printed sources and whether they are primary or secondary.</p>	<p>Sources are mentioned and a distinction is made between primary and secondary sources</p>	<p>Sources are mentioned but in an uncritical fashion</p>	<p>No significant mention is made regarding sources.</p>
		<p>4. What are the major points of the book or article? How do these points effectively support the author's thesis? Are they effective? Use specific examples and short effective quotes that illustrate these points, or briefly summarize sections of the book to support the critique. 40%</p>	<p>Thoughtful critique demonstrating excellent reading comprehension, includes ample analysis and cited references to the text highlighting the success/ failures of the author's purpose/ thesis. Contains few, if any, opinionated asides</p>	<p>Capable critique that demonstrates good reading comprehension, includes analysis and cited references to the text highlighting the success/ failure of the author's purpose/ thesis. Contains some opinion.</p>	<p>Summary and opinion are mixed with some critique, demonstrating a satisfactory grasp off the text. Few references to the purpose or thesis</p>	<p>A summary of the work conveying little awareness of ideas and arguments within the book</p>	<p>A brief summary of opinions about the work that conveys no engagement with the ideas of the text</p>
		<p>5. Use of proper heading for book with full bibliographic information. Review is well organized, free of grammatical and typographical errors, and meets the required length and any other requirements. 20%</p>	<p>An effective and engaging review; largely free from grammatical, typographical and spelling errors. Correct use of bibliographic citation throughout the review. Review is the requisite length and following assignment guidelines.</p>	<p>An effective review; few spelling, grammatical, or typographical errors. Correct use of bibliographic citation throughout the review. Review is the requisite length and following assignment guideline</p>	<p>Satisfactory review with some grammatical, typographical, and spelling errors. Citations exist throughout but are not always correct.</p>	<p>Review is coherent but has numerous mechanical errors and rarely includes citations.</p>	<p>Review is incoherent and rife with mechanical errors and does not use any citations</p>