**HIST 1392-2 Special Topics in History (Modern Japan) Course Evaluation and Final Grade**

How well did the student meet the Information Literacy Goals?

STUDENT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | Exceeds | Meets | Developing | Beginning |
| **ACCESS**  How has the student improved research skills to find information?  This follows the  Instructions in  **“What is a Bibliographic Essay?”** pages in the syllabus. | Searches widely in reference materials, indexes, databases, and other collections; searches in many kinds of media; clearly indicates mastery of the topic, demonstrates a point of view about the topic, and supports it with a wide variety of evidence from various sources. Original writing; avoids plagiarism. | Shows ability to find and process primary sources; gives correct bibliographic information; shows skills in using sources to advance his/her point of view in the paper. Original writing; Avoids plagiarism. | Usually but not always correctly uses sources with proper citations. Finds and uses some primary sources but relies overmuch on secondary materials. Avoids plagiarism but sometimes misuses material. | Insufficient effort finding material; over-reliance on a few sources only; failure to discriminate between primary and secondary materials; too much passing along of others’ ideas without examination; some plagiarism. |
| **UNDERSTANDING**  How has the student demonstrated learning about the topic? | Attacks subject with clear goals in mind; Seeks understanding of others’ experiences and points of view and processes the logic and correctness of source materials. Writes knowledgeably, making clear points; effective use of evidence to support the points; writes originally without reliance on one point of view, source or source type, and correctly attributes ideas from others. | Shows clear goals in research and presents a point of view, well supported with evidence. Writes in his/her own voice with authority based on broad and diligent accumulation of source material. . | Mostly writes clearly and organizes ideas logically, presenting a point of view that may not account for countervailing points of view. Presents basic information to support the point but leaves self open to easy challenge. | Failure to grasp more than the most basic information; indifferent efforts to find wide differences in viewpoint about the subject and to be aware of the subject’s complexity.  Failures of logic or complete treatment of the subject. |
| **EVALUATE**  Evaluates information critically for reliability | Presents wider variety of sources; evaluates them; compares them; explains basis for deciding which to use, following the syllabus instructions. | Evaluates wide variety of sources, indicates relative value and explains which ones are being used, following the instructions in the syllabus. | Presents and evaluates an insufficient variety and number of sources following syllabus instructions. Evaluation is often cursory or superficial. | Only rarely applies evaluative criteria to information. |
| **USE ETHICALLY** | No errors in citations or references; complete and correct attributions always. | Cites and attributes correctly, with occasional errors. | Careless application of rules of documentation; possible plagiarism. | Lack of attention to rules of evidence and citation.; possible plagiarism. |

**CREATE:** Following **“Rules for Written Work”** in the syllabus, produces paper

version of (1) bibliographic essay or (2) final paper on the topic.