

A Detailed and Transparent Matrix of Skills in Regularly Offered Courses

	Reading	Writing	Speaking	Disciplinary Understanding
100	<ul style="list-style-type: none"> –Read and understand primary, secondary, and tertiary sources; know what to look for in each –Articulate the place and purpose of each type of source for historical study –Recognize different types of historical writing (e.g., narrative, descriptive, analytical, persuasive) 	<ul style="list-style-type: none"> –Gain competence crafting historical arguments using primary and/or secondary sources. –Cite sources properly –Recognize plagiarism and learn how to avoid it 	<ul style="list-style-type: none"> –Comment critically on reading, lecture, discussion material 	<ul style="list-style-type: none"> –Recognize that history is an intellectual process involving selection and evaluation of material and construction of arguments
200	<ul style="list-style-type: none"> –Study a particular geographic or topical area in depth, such as one country in a particular era, or gender and sexuality in a country or region 	<ul style="list-style-type: none"> –Locate appropriate sources for research in libraries and online –Analyze both primary and secondary sources in essays 	<ul style="list-style-type: none"> –Participate in debates and discussions regarding major issues of historical interpretation –Prepare and deliver basic presentations 	<ul style="list-style-type: none"> –Be able to identify the historical problems specific to a given topic, versus others –understand history as a series of historical contexts understand major turning points and the process of change over time, including periodization
300	<ul style="list-style-type: none"> –Read and understand complex primary and secondary sources –Follow historiographic debates across sources 	<ul style="list-style-type: none"> –Identify intellectually challenging topics for investigation –Formulate historically meaningful questions –Write at substantial length with historiographic awareness 	<ul style="list-style-type: none"> –Prepare and deliver presentations of substantial length that display <ul style="list-style-type: none"> -Clear organization -Balance between facts and analysis -Attention to historical context -Discussion of historical significance Facilitate class or group discussions 	<ul style="list-style-type: none"> –Recognize the influence that different historical approaches have had on material encountered in class –Develop an awareness of scholarly ethics
400	<ul style="list-style-type: none"> –Read and make informed use of the current professional literature (monographs, journal articles) in selected area of study –Articulate the historiographic significance of sources 	<ul style="list-style-type: none"> Carry out sustained investigation using primary and/or secondary sources –Develop detailed bibliographies of primary and/or secondary sources, as required 	<ul style="list-style-type: none"> –Prepare imaginative and challenging questions for class discussion –Lead discussion effectively –Take and defend positions on historical issues; persuade others of your views 	<ul style="list-style-type: none"> –Experiment with different historical approaches –Develop critical awareness of own approach to the past