<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will:</th>
<th>Upon successful completion of this course, students will be able to:</th>
<th>How the student will be measured on these learning objectives?</th>
</tr>
</thead>
</table>
| Know to argue as a professional historian does.         | 1. **Take a position** on a debatable historical issue  
2. **Use** historical data as evidence for the position  
3. **Raise and answer** counterarguments  
4. Appropriately **summarize, synthesize, and cite** sources of historical data in making historical arguments | Reading journal, in-class writing prompts, final research paper project, group presentation |
| Develop a better **understanding** of the writing process. | 1. **Identify** a thesis statement  
2. **Explain** the concept of a thesis  
3. **Demonstrate** the ability to integrate a thesis statement into brainstorming and an outline for a persuasive paper  
4. **Critique** their own draft of a persuasive paper | In-class writing prompts, two reflection papers, final research paper project |
| **Understand** the importance of teamwork skills.        | 1. **Identify**, attract and “close the deal” with an appropriate partner  
2. **Negotiate** fair sharing of the work load  
3. **Appropriately address** problems in the partnership  
4. **Fairly grade** own and partner’s contributions | Group presentation, in-class small group work |
| **Understand** the importance of working across difference. | 1. **Identify** the ways their experiences and views influence their evaluations of interactions between people and the operation of institutions  
2. **Express** when difference matters and when it does not  
3. **Articulate** a definition of social justice based on a historical context or situation | Final research paper project, reading journal, two reflection papers |