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Rubric to Evaluate OER materials for HIST 113

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OER Evaluation Rubric for HIST 113: The Birth of Europe

Catalogue Course Description

The formation of European civilization from earliest times into the 17th century.

Course Narrative

HIST 113 – The Birth of Europe – is a course that introduces students to the important events, developments, persons, and ideas in pre-modern European history. We will examine the societies of the Ancient Near East, Ancient Greece and the Roman Empire, Medieval Europe, the culture of the Renaissance, and the “discovery” of the Americas. We will talk about gods and goddesses, warriors and peasants, tyrants and kings, and priests and poets. We will compare and contrast spiritual and religious beliefs, identify forms of governance and rule, and explore cultural and intellectual developments. We will also consider the interactions between Europe and other societies. We will analyze texts and works of arts in order to better understand the past. Finally, because history is not just in the past, we will examine and challenge the way in which historical narratives continue to inform our present, in both positive and negative ways.

Content Overview as related to Course Narrative

Criteria	Excellent	Limited	Minimal or Non-existent
Covers and organizes content in a way to prompt students to make connections across periods and societies.	<ul style="list-style-type: none"> Covers the periods and geographical areas as laid out in the course narrative. Sections include a chronological framework or overview (such as a timeline or key events in bold) Threads themes or concepts across multiple periods or societies. 	<ul style="list-style-type: none"> Covers the periods and geographical areas as laid out in the course narrative. Some periods or areas may be lacking in information. Connects multiple period or societies covered in the course narrative though themes or concepts, although those connections make not be clear to students. 	<ul style="list-style-type: none"> Does not cover all the periods or geographical areas laid out in the course narrative. Makes few connections across multiple periods or societies, or those connections may not be clear to students.
Provides students opportunity to think critically about historiography and methodology.	<ul style="list-style-type: none"> Addresses the concept of “the west” or “western civilization” and prompts students to recognize or challenge a euro-centric perspective of history. Explains bias in primary source material, and models methodology in accounting for bias. Includes examples of different or competing historical perspectives. 	<ul style="list-style-type: none"> Addresses the concept of “the west” or “western civilization.” May not explicitly challenge a euro-centric perspective of history, but does consider Europe in relation to non-European historical narratives. Acknowledges bias in source material, but with limited examples. 	<ul style="list-style-type: none"> Does not address the concept of “the west” or “western civilization.” Limited consideration of non-European historical narratives in relation to European history.

Pathways Learning

Outcome	Excellent	Limited	Minimal or Non-existent
Gather, interpret, and assess information from a variety of sources and points of view.	<ul style="list-style-type: none"> • Identifies and defines primary and secondary sources and includes explicit analysis of primary sources. • Includes examples of different types of primary source material. • Includes substantial primary source selections for students to discuss and analyze. 	<ul style="list-style-type: none"> • Identifies and defines primary and secondary sources but includes minimal or no explicit analysis. • Includes limited examples of different types of primary source material. • Does not include substantial source selections. 	<ul style="list-style-type: none"> • Primary source analysis is minimal or not included in the historical narrative.
Evaluate evidence and arguments critically.	<ul style="list-style-type: none"> • Includes analytical questions raised by the material to promote deeper engagement. • Supports students in recognizing and challenging historical analysis, through open-ended questions or inviting students to raise their own questions. • Includes specific examples of historiographical developments and debate. • Anecdotes are presented with explanation and analysis. 	<ul style="list-style-type: none"> • Raises some questions to promote deeper engagement. • Includes some examples of historiographical developments or debate. 	<ul style="list-style-type: none"> • Does not raise questions or promote students to think beyond the content material. • Limited examples or no acknowledgement of historiographical developments or debate.
Produce well-reasoned written or oral arguments using evidence to support conclusions.	<ul style="list-style-type: none"> • Provides opportunity for students to engage with the content through analytical questions or assignment prompts. • Analytical questions or assignment prompts increase in sophistication and draw on past content. • Includes references or links to a wide variety of accessible and high quality material for further reference or to support independent research. 	<ul style="list-style-type: none"> • Provides opportunity for students to engage with the content through analytical questions or assignment prompts, but these tend to be repetitive and do not build on past content. • Includes references to other material (such as primary or secondary sources) but references may be limited or difficult to access. 	<ul style="list-style-type: none"> • Does not include analytical questions or assignment prompts. • Little or no references to other material.

Identify and apply the fundamental concepts and research methods of the discipline of History.	<ul style="list-style-type: none"> Includes an overview or introduction to historical methodology and practice. Acknowledges historiographical debate and competing historical narratives, and prompts students to critique secondary source literature they encounter or utilize. Provides examples of historical analysis that students could model in their own assignments. 	<ul style="list-style-type: none"> Some introduction to historical methodology and practice, or limited discussion in the body of the content. Limited acknowledgement of historiographical debate or competing historical narratives. 	<ul style="list-style-type: none"> Presents a singular historical narrative.
Analyze the significance of major movements that have shaped the world's societies.	<ul style="list-style-type: none"> Addresses continuity and change across historical moments or periods. Makes relevant connections with other historical fields or the contemporary world. Challenges students to draw connections to other historical periods or their own circumstances. 	<ul style="list-style-type: none"> Addresses continuity and change across historical moments or periods. Limited connections with other historical fields or the contemporary world. 	<ul style="list-style-type: none"> Addresses continuity and change, but in a limited capacity. No connections with other historical fields or the contemporary world.
Analyze and discuss the role that race, ethnicity, class, gender, language, or belief, plays in world cultures.	<ul style="list-style-type: none"> Includes a wide range of categories of analysis which are identified and discussed within the historical narrative. Includes women and women's history in a substantive way. Acknowledges historiographical gaps and source limitations. 	<ul style="list-style-type: none"> Inclusion of categories of analysis such as gender, race, and class are sporadic or discussed outside or separate from the historical narrative. 	<ul style="list-style-type: none"> Historical narrative is presented from a singular perspective with limited or no discussion of marginalized or minority populations (i.e. limited references to non-Christians during the medieval period).

Additional Criteria for Evaluation

Criteria	Excellent	Limited	Minimal or Non-existent
Instructor Usability	<ul style="list-style-type: none"> Can be customized to suit course structure and content. Includes instructor resources (images/maps, lecture outlines, test bank) Includes a variety of assignment prompts 	<ul style="list-style-type: none"> Can be customized to suite course structure and content but will require additional material. Limited or no instructor resources. Limited assignment prompts. 	<ul style="list-style-type: none"> Difficult to customize and will require significant additional material. No instructor resources or assignment prompts.

	that can be modified to suit the course objectives.		
Availability	<ul style="list-style-type: none"> Material is downloadable or accessible while offline, in whole or in part. 	<ul style="list-style-type: none"> Material can be accessible while offline, but the process may not be obvious. 	<ul style="list-style-type: none"> Material is not accessible while offline.
Learning Supports	<ul style="list-style-type: none"> Material is accessible to a student with limited prior knowledge of European history. Includes maps and other visual material, such as genealogies. Includes in-text explanations of terminology and a glossary. Chapters/sections include summaries or overviews to orient the reader. Content is organized to suit course structure and schedule. Includes direct links to additional materials like study guides, outlines, or additional resources. Includes links to quality video content to support students. 	<ul style="list-style-type: none"> Material is accessible but might lack in-text explanations of terminology. Includes some maps or other visual material. Content is organized to suit the course structure and schedule but might lack summaries or overviews that would orient the reader. Minimal or no links to additional materials or video content. 	<ul style="list-style-type: none"> Material presented with an assumption of familiarity with European history, and thus lack explanations of terminology or assume knowledge of major figures or developments. Content is not organized to reflect course structure (for example, students might be required to jump around the text).
Format and Navigation	<ul style="list-style-type: none"> Easy to navigate (i.e. move between sections, clickable ToC). Text is broken up into manageable sections. Avoids unnecessary or superfluous material (i.e. images without context or textboxes with information not integrated into the material). Meets accessibility requirements. Readable on a variety of devices (laptop, tablet, phone). 	<ul style="list-style-type: none"> Easy to navigate with well demarcated sections. Minimal superfluous material. Meets accessibility requirements. 	<ul style="list-style-type: none"> Navigation is not clear. Lacks accessibility and may not be readable on tablets or smartphones.