**Liberal Arts Essentials Assessment Plan**

**Course:** History 315: The Holocaust

**Writing Unit:** No

**Instructor(s):** Hilton

**Methods:** Writing Assignment and Course Evaluation Form

**LAE Category:** Moral Inquiry

**Goal 4:** Muskingum students will demonstrate knowledge of physical wellness and of ethical and spiritual concepts.

**Learning Objective 2:** Students will demonstrate an ability to assess ethical and moral issues in society critically.

**A. Student work examined**

List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

As stated in the College’s catalog, one of the purposes of this category of our LAE is to: “help students … reflect on the means by which they evaluate and respond to ethical dilemmas, both personal and social.” To this end, one of the essay questions on the final exam asks students to reflect on what they have learned about the moral spectrum, pushes them to understand morality as a range of values and responses rather than a binary division of good and evil, and expects them to incorporate a wide variety of evidence from course lectures, readings, films and discussions to best grapple with the nature and implications of morality. The exam questions reads as follows: “Based on course lectures, readings, films and discussions, what do the relationships among Jews, between Jews and “average” Germans, between Jews and other “average” Europeans, and between Jews and the hierarchy of the Third Reich (including the SS) demonstrate about the complexity of the moral spectrum and what are the implications of this?”

A second stream of evidence that will be used is the Course Evaluation Form given to students during the final week of class. This form includes a question on how well the class did in demonstrating an ability to assess ethical and moral issues in society critically. Using both a self-reported measure (the faculty evaluation form) and a measure assessed by the faculty member (the final exam question) ensures that multiple streams of data are being used to develop a sense of how well the course is meeting the goals of the LAE.
B. Scoring Criteria

Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

The criteria used to measure student performance in relation to the learning objective are as follows:
1. ability to reflect on what they have learned about the moral spectrum
2. ability to understand morality as a range of values and responses rather than a binary division of good and evil
3. incorporation of a wide variety of evidence from course lectures, readings, films and discussions to best grapple with the nature and implications of morality

Excellent is defined as meeting high expectations in each criteria.

Good is defined as meeting medium expectations in each criteria.

Poor is defined as barely meeting expectations in each criteria.
C. Attachments (Rubrics, Checklists, Pre and Post tests, other evaluation methods, etc.)

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<thead>
<tr>
<th>Objective</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
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<td>Ability to reflect on what they have learned about the moral spectrum</td>
<td>Work demonstrates original thought, a specific thesis, and demonstrates comprehensive learning.</td>
<td>Work contains a general thesis and discernible argument, but is vague or not explicit.</td>
<td>Work contains no thesis and/or clear defensible idea.</td>
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<td>Ability to understand morality as a range of values and responses rather than a binary division of good and evil</td>
<td>Work makes connections between theory and evidence and uses persuasive reasoning to form a solid, thoughtful position.</td>
<td>Work shows some understanding of general ideas and evidence, but contains some factual errors or misinterpretation of meaning and/or theory. Work tends to stray from the objective posed.</td>
<td>Work does not discuss the general topic or answer the question posed.</td>
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<td>Incorporation of a wide variety of evidence from course lectures, readings, films and discussions to best grapple with the nature and implications of morality</td>
<td>Work provides ample, well-chosen, and factually-correct evidence that supports a thesis or position.</td>
<td>Work does not directly support the thesis or is insufficient, contains little evidence and vague or incorrect information.</td>
<td>Work contains no relevant evidence to support ideas and place work in context.</td>
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Score: +_______/9