

**Department of History**  
**Analysis of Primary Sources in Context**

*Intended learning outcome assessed with this instrument:* “The ability to analyze primary sources in context”

*Student work assessed:* End-of-semester research papers from two Level III history seminars

<i>Proficiency Level</i>				
<i>Skill Development</i>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Not Demonstrated</b>
1. Distinguishes between primary and secondary sources				
2. Appropriately attributes and cites sources				
3. Establishes source context(s) and critically applies them to textual analysis <sup>1</sup>				
4. Employs primary sources to make an interpretive argument				

---

<sup>1</sup> Source contexts include, but are not limited to, the following: author identity; temporal situation; place of origin; intended audience; and inter-textual relationships. It is likewise assumed that considerations of context will enable students to engage in sub-textual analysis (implied expressions of core ideologies or beliefs, etc.).