#GEA2 Historical Perspectives Term Paper

This assignment is required of all course sections. It is designed to assess the following Information and Data Literacy student learning outcomes:

1. Critically compare and contrast opposing claims regarding the same fact or hypothesis, when the various sides are credible according to discipline-specific indicators of authority;
2. Summarize the key changes in scholarly perspective over time on a particular topic within a specific discipline;

Instructors will use the same rubric to evaluate student papers.

Below are the assignment instructions for students.

#GEA2 Historical Perspectives Term Paper

You will write a medium-length paper (10-12 pages) in which you examine a historical problem with contemporary significance and evaluate past solutions to advocate how the problem ought to be addressed. In researching the chosen problem, you must compare and contrast different arguments, perspectives and interpretations emerging both in scholarly publications and public discourse, while evaluating the credibility of evidence used. You will consider how scholarly debates may be informed or differ from opinions during the period. You will also develop your ideas through informed research on the best or alternative solutions to the educational dilemma.

Your paper should present an argument with supporting details from primary and scholarly secondary sources, along with a clear interpretation of the sources. Further, your work should demonstrate an understanding of opposing views and changes in the identified debate over time. Your paper should be 10-12 double-spaced pages long (excluding references) and contain the following elements:

•   The identification of a historic problem in education that has continued significance.

•   Sufficient detail from multiple eras to document how scholars have interpreted the source of the problem and its solution over time

•   An answer to how best to resolve the problem

•   Appropriate citation and formatting mechanics (at least 6 peer reviewed journal articles or books)

GEA2 Historical Perspectives Rubric

Criteria	Ratings				Pts
Defining an educational problem in history *AACU Problem Solving Value Indicator*	10 pts Full Marks *Demonstrates the ability to construct a clear and insightful statement about an education problem in history with enduring significance, evidence, and relevant contextual factors.*	6 pts Emerging Proficiency *Demonstrates the ability to construct statement about an education problem in history with enduring significance, evidence, and relevant contextual factors, but the statement lacks adequate detail.*	4 pts Proficient *Demonstrates the ability to construct statement about an education problem in history with enduring significance, evidence, but relevant contextual factors and statement lacks adequate detail.*	1 pts Unsatisfactory *Demonstrates the limited ability to construct statement about an education problem in history with enduring significance and relevant detail.*	10 or <
Identifies changing perspectives over time *USF Information/Data Literacy SLO*	20 pts Full Marks *Demonstrates the ability to describe and trace changing scholarly perspectives over time (at least two periods) on a problem while analyzing contextual factors for shifting perspectives*	15 pts Proficient *Demonstrates the ability to describe and trace changing scholarly perspectives over time (at least two periods) on a problem while identifying contextual factors for shifting perspectives*	8 pts Emerging Proficiency *Demonstrates the ability to describe and trace changing scholarly perspectives over time (at least two periods) on a problem; identification of contextual factors for shifting perspectives lacks detail*	1 pts Unsatisfactory *Does not demonstrate the ability to describe different scholarly perspectives over time.*	20 or <
Identifies Opposing Claims *USF Information/Data Literacy SLO*	20 pts Full Marks *Critically compares and contrasts opposing claims regarding the problem, when the various sides are credible according to discipline-specific indicators of authority.*	15 pts Proficient *Compares and contrasts opposing claims regarding the problem, describes the strengths and weakness of the various sides;*	8 pts Emerging Proficiency *Compares and contrasts opposing claims regarding the problem, when the various sides are credible, draws logical conclusion;*	1pt *Does not compare or contrast opposing claims*	20 or <
Evidence* *AACU Critical Thinking Value indicator*	10 pts Full Marks *Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.*	7 pts Proficient *Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.*	4 pts Emerging Proficiency *Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.*	1 pts Unsatisfactory *Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.*	10 or <
Evaluates Potential Solutions *AACU Problem Solving Value Indicator*	10 pts Full Marks *Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and all the following: considers history of problem, examines feasibility and impact of solution (unintended consequences) based on past efforts at reform.*	7 pts Proficient *Evaluation of solutions has a logical explanation and includes relevant attention to history of problem, feasibility and impact of solution (unintended consequences) based on past efforts at reform.*	4 pts Emerging Proficiency *Evaluation of solutions provides a logical explanation but lacks clarity on one of the following: history of problem, feasibility and impact of solution (unintended consequences) based on past efforts at reform.*	1 pts Unsatisfactory *Evaluation of solutions lacks logical explanation and/ or fails to consider history of problem, feasibility and impacts of solution based on past efforts to reform.*	10 or <
Proposes Solutions	10 pts Full Marks	7 pts Proficient	4 pts Emerging Proficiency	1 pts No Marks	10 or <

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Criteria	Ratings				Pts
AACU Problem Solving Value Indicator	*Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.*	*Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.*	*Proposes one or more solutions/hypotheses that indicates emerging comprehension of the problem. Solutions/hypotheses show some sensitivity to contextual factors but need more specificity to one of the following: ethical, logical, or cultural dimensions of the problem.*	*Proposes one or more solutions/hypotheses that show a lack of comprehension of the problem and lacks sensitivity to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.*	
Position (thesis, perspective) *AACU Critical Thinking Value Indicator.*	10 pts Full Marks *Specific position (perspective, thesis/hypothesis) is deeply imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).*	7 pts Proficient Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	4 pts Emerging Proficiency *Specific position (perspective, thesis/hypothesis) is stated, acknowledges different sides but is simplistic and obvious.*	1 pts Unsatisfactory *Position lacks clarity does not address complexities or limitations.*	10 or <
Written Communication *AACU Written Communication Value Indicator*	10 pts Full Marks *Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.*	7 pts Proficient *Uses straightforward language that generally conveys meaning to readers, although writing may include a few errors.*	4 pts Emerging Proficiency *Uses language that sometimes impedes meaning because of errors in usage*	1 pts Unsatisfactory *Poorly written due to numerous errors, poor organization, etc*	10 or <
Total					100 or <