

HS 101: Making of the Modern World: Europe
Engagement Rubric
Prof. Andrew Ross
Fall 2020

Description: The key to succeeding in any college course is [engagement](#). By engagement, I do not necessarily mean “enthusiasm.” Rather, engagement implies a willingness to give your attention and interest to the course, finding ways of stimulating your curiosity about course material, and showcasing your ability to learn and critically think about the course subject. Engagement, therefore, comes in two forms: preparation and participation. Doing both well is key to succeeding in the course.

Goals: Engagement with the course is key to fulfill all of our course objectives. Only by actively working through the course material, interacting with your peers and with myself, and pursuing your own lines of thought will you successfully come away not only with newfound understanding of key themes European history, but with the skills of reading, writing, and critical thinking that are essential to success at Loyola. If we all engage with the material, we will all – and this includes the professor – increase our capacity to learn.

Assessment: Each student will receive a single engagement grade at the end of the year. You are welcome to inquire as to your progress before that time for an informal assessment as well. Your engagement grade will be based on the following rubric:

1. Below expectations (C or below):
 - a. Sometimes does complete “before class” activities such as reading, watching videos, or completing worksheets.
 - b. Does not seek to go beyond the material and comments or questions remain at a surface level
 - c. Does not regularly participate in the ways listed on the syllabus (see next page)
2. Meets expectations (B)
 - a. Regularly completes “before class” activities such as reading, watching videos, or completing worksheets.
 - b. Comments and questions about the material demonstrate willingness to deepen knowledge about the material
 - c. Regularly participates in several of the ways listed on the syllabus (see next page)
3. Exceeds expectations (A)
 - a. Always completes “before class” activities such as reading, watching videos, or completing worksheets.
 - b. Comments and questions about the reading demonstrate already completed work (such as online research, discussion with classmates, or serious reflection on one’s own) that has deepened knowledge about the material
 - c. Frequently participates in many of the ways listed on the syllabus (see next page)

From the syllabus:

1. **Engagement (10%):** As with all college courses, your success learning depends on active engagement with the material. Engagement – sometimes called “participation” – can come in a number of forms (Course objectives 1-4):
 - a. **Preparation: Prior to almost every class meeting you will have some combination of material to review. You can demonstrate good preparation by coming to class or office hours with questions, comments, and/or worksheets on the material: This preparation will come primarily in three forms:**
 - i. **Readings:** Readings will be drawn primarily from your e-textbook (*Western Civilizations*, referred to in the course schedule as *WC*) and your primary source collection (*Perspectives from the Past*, referred to in the course schedule as *PP*). Your textbook is what we call a *secondary source* because it was written by historians about the past. *Primary sources, on the other hand, are materials written, drawn, or created in the past itself.*
 - ii. **Video/Audio:** Sometimes in addition to or in lieu of your readings and/or my own lectures, you will either watch or listen to some audio visual material. These have been chosen to vary and deepen your engagement with history and the course material. As with a regular lecture and your readings, you should take notes on the videos and podcasts. These will be the topic of discussion in Zoom and may also relate to your discussion board assignment (see below) (Course objectives 1-4)
 - iii. **Other Preparation:** Throughout the semester, about once a week, I will provide some other work for you to complete prior to your class session. Most often, this will be a worksheet for you to fill out as you read, watch, or listen to course material so to guide you to what is and is not significant. You should have these worksheets printed out or on your computer screen during our Zoom session so that you can use them during discussion. I will not collect these, *but you may turn them in as evidence of preparation if you miss our Zoom session* (Course objective 2)
 - b. **Participation:** Active participation is key to your success in this course and to your time at Loyola more generally. Active participation comes in a variety of forms:
 - i. Asking questions in class via the chat or live
 - ii. Participating in the general discussion/q & a forum on Moodle
 - iii. Coming to office hours

- iv. Contributing to a Zoom discussion, either in the chat or via live video
- v. Completing tasks in breakout rooms in Zoom
- vi. Taking good notes during live lectures and on your readings and other materials
- vii. Being respectful of class time and of different opinions
- viii. Completing additional discussion board responses
- ix. E-mailing me your questions or concerns about the course
- x. Other demonstrations of keeping up with the course, showing genuine interest in the material, and proceeding through assignments