Instructions to Faculty teaching HIST 250:

The following assessment tool has been crafted to meet the requirement that we assess our students in HIST 250 at the start and end of each semester in a manner that meets the Student Learning Outcomes for the course. This is a SACS requirement, and cannot be waived. The present assessment can also be used in HIST 498 or any other upper-division History class in order to remind students that they are responsible for mastering, retaining, and demonstrating these skills over the course of their academic careers. This assessment will also be included as part of History majors’ exit exam.

This document should be used consistently in all sections of HIST 250 over a period of years, which will help us to demonstrate significant student learning, as well as to help us meet any potential needs for requesting additional sections and instructors for HIST 250. Faculty are welcome to add further assessment questions in a separate section if that suits their pedagogical goals. This might include short answers or short essays about how one might best conduct research in a given field/area of study, in keeping with individualized classroom content. Because such questions involve subjective judgment, however, they are not easily answered via simple, quantifiable multiple-choice questions. The present assessment below must also be administered regularly, therefore, as it will remain a quantifiable constant in all sections for a period of several years.

Pre-/Post-Assessment Quiz for HIST 250

Answer the following questions by choosing the best answer from among the list and marking that answer clearly on your scan-tron sheet.

**Historical Writing and Documentation**

1. Identify the correctly formatted **note** in Chicago/Turabian-style:
   


2. Identify the correctly formatted **bibliographic entry** in Chicago/Turabian-style:


3. Identify the correctly formatted note in Chicago/Turabian-style:


4. Identify the correctly formatted bibliographic entry in Chicago/Turabian-style:


5. What kind of source is indicated by the following note?
6. What kind of source is indicated by the following note?

a. book
*b. newspaper article
  c. journal article
  d. magazine article

7. Under which circumstance do you cite a source?

a. To cite the authority for a specific fact
b. To cite the source for paraphrased or summarized information
c. To cite the source for a direct quotation
*d. All of the above
  e. Items a) and c) only

8. Under which circumstance do you **not** cite a source?

a. To cite the source for a direct quotation
*b. To cite your own originally worded idea
  c. To cite the source for paraphrased or summarized information
d. To cite the authority for a specific opinion

9. Which one is an example of plagiarism?

a. Borrowing ideas or facts from someone else without proper acknowledgment
b. Allowing someone else to correct one’s work without the express consent of the instructor
c. Submitting an assignment done by someone else
*d. All of the above
  e. Answers a) and c) only
10. Identify the thesis statement in the following passage from Margot Finn’s “Men’s things: masculine possession in the consumer revolution.”

“This article uses the diaries of the Sussex shopkeeper Thomas Turner, the Reverends James Woodforde of Norfolk and William Holland of Somerset, and the Yorkshire schoolmaster Robert Sharp to explore men’s multiple relations to the consumer market in late eighteenth- and early-nineteenth-century England. Arguing that historians have unduly discounted male participation in household provisioning and personal purchasing, it documents these diarists’ engagement with a host of quotidian exchange activities. Avid purchasers and consumers of fish, potatoes, lace, buttons, china and clocks, these men were also active in promoting extended gift relations among neighbours, friends and kin. Their strategic deployment of gifts fostered sociability and commerce while bolstering hierarchical distinctions within the community and the state. Helping to constitute a broad-based ‘moral economy’ of exchange, these masculine gifting behaviours meshed easily with the men’s identities as acquisitive purchasers of consumer goods but undercut their ability to act as economic free agents.”

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*b. Arguing that historians have unduly discounted male participation in household provisioning and personal purchasing, it documents these diarists’ engagement with a host of quotidian exchange activities.

c. Their strategic deployment of gifts fostered sociability and commerce while bolstering hierarchical distinctions within the community and the state.

d. Their strategic deployment of gifts fostered sociability and commerce while bolstering hierarchical distinctions within the community and the state. Helping to constitute a broad-based ‘moral economy’ of exchange, these masculine gifting behaviours meshed easily with the men’s identities as acquisitive purchasers of consumer goods but undercut their ability to act as economic free agents.

11. Identify the thesis statement in the following passage from Robyn Muncy’s article “Women, Gender, and Politics in the New Deal Government: Josephine Roche and the Federal Security Agency.”

“In 1939, newspapers predicted that U.S. President Franklin Delano Roosevelt would appoint Josephine Roche to head his new Federal Security Agency. But Roche did not get the job. This article argues that gender played a role in her failure of appointment but that her political ideals and associations were more significant. Analysis of the episode
illuminates and challenges the transnational practice of personalizing women's political conflict and suggests a new understanding of women's political networks. Instead of the self-contained and unified female network that historians have identified as so important to shaping the U.S. welfare state in the 1930s, Roche's networks were many and sometimes at odds. Indeed, to comprehend women's politics in 1930s America, postwar Europe, or contemporary Africa, we need to imagine women as full participants in multiple, loosely connected and intersecting political networks, not all of which were exclusively female."

a. Indeed, to comprehend women's politics in 1930s America, postwar Europe, or contemporary Africa, we need to imagine women as full participants in multiple, loosely connected and intersecting political networks, not all of which were exclusively female.

b. In 1939, newspapers predicted that U.S. President Franklin Delano Roosevelt would appoint Josephine Roche to head his new Federal Security Agency.

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d. Instead of the self-contained and unified female network that historians have identified as so important to shaping the U.S. welfare state in the 1930s, Roche's networks were many and sometimes at odds.

12. What is the definition of a primary source?

*a. a historical document or artifact produced during the time period that is being studied
b. a contemporary document that accurately describes an event in the past
c. the most important source used in a paper
d. none of the above

13. What is the definition of a secondary source?

a. a source of lesser importance used in a paper
*b. a source produced after the time period that is being studied to interpret and analyze primary sources and/or other secondary sources
c. a physical object produced during the time period that is being studied
d. a historical document produced during the time period that is being studied
14. Which one is an example of a primary source?
   a. a current textbook
   *b. an autobiography
   c. a recent journal article
   d. none of the above

15. Which one is an example of a primary source?
   a. an eighteenth-century novel
   b. a fifteenth-century painting
   c. an early-twentieth-century film
   *d. all of the above

16. Which one is an example of a secondary source?
   *a. a recent documentary
   b. a nineteenth-century newspaper article
   c. a letter dated 1924
   d. none of the above

17. Which one is an example of a secondary source?
   a. a memoir
   b. a treaty
   *c. a current journal article
   d. all of the above

**Grammar and Punctuation**

18. Which example is the correct form for a singular possessive noun?
   *a. the boy’s book
   b. Charles’ dog
   c. students’ papers
   d. the library’s hours
19. Fill in the blank with the correct singular possessive noun.
Many of Daniel ________ friends were going to the game.

a. Jones’
b. Jones
c. Joneses
*d. Jones’s

20. Fill in the blank with the correct plural possessive noun.
The coffee ________ flavor was robust.

a. bean’s
*b. beans’
c. beans
d. beanz

21. What is the correct definition of a comma splice?

a. setting off parenthetical elements with commas
b. connecting two dependent clauses with a comma
c. using a comma before a “because” statement
*d. connecting two independent clauses with a comma

22. Which example contains a comma splice?

a. The television show was popular, for the plot twists and cliffhangers kept viewers riveted.
b. His musical reputation having already been established, he was free to experiment on the album.
c. The ingredients were fresh and local, ensuring her success in winning the county pie competition.
*d. Using a travel agent, they made the necessary arrangements, they began packing.

23. Which sentence is in the passive voice?

*a. The child was bitten by the dog.
b. The dog bit the child.
c. The child bit the dog.
d. none of the above

24. Which sentence is in the passive voice?
   a. They reviewed their lines before the presentation.
   *b. The car had been driven 250,000 miles.
   c. Ask the front desk for the correct code.
   d. The ocean water reached high tide at 5:57 AM.

25. Which sentence is in the active voice?
   a. The test will be taken by the student.
   b. The test was taken by the student.
   *c. The student took the test.
   d. none of the above

26. Which sentence is in the active voice?
   a. The Chicago Tribune Tower was completed in 1925.
   b. The common cold was contracted by the teacher.
   *c. He finished making dinner before they arrived.
   d. Beethoven's Third Symphony will be performed next weekend.

27. Fill in the blank with the correct word.
The sun is shining here, but _____ raining in the next county.
   a. its
   *b. it's
   c. its'
d. none of the above

28. Fill in the blank with the correct word.
After months of experimentation, _____ study was complete.

*a. their
b. there
c. they're
d. none of the above

29. Which symbol is a proofreader's mark?

a. @
*b. ¶
c. !
d. ©

30. What is the correct proofreader's mark to capitalize a lowercase letter?

*a. draw three lines under the letter
b. draw two lines under the letter
c. circle the letter
d. draw a slash through the letter

31. What is the correct proofreader's mark to lowercase a capital letter?

a. draw three lines under the letter
b. draw two lines under the letter
c. circle the letter
*d. draw a slash through the letter

32. What is the correct proofreader's mark to delete a letter, word, or phrase?

a. circle the content to be deleted
b. draw two lines under the content to be deleted
Library Resources

33. Which electronic database provides access to historical newspapers?
   a. JSTOR
   *b. The Times of London Digital Archive
   c. Project MUSE
   d. Dictionary of National Biography

34. Which electronic database provides access to scholarly journals?
   a. Historical New York Times
   b. Dictionary of National Biography
   *c. JSTOR
   d. Cambridge Histories Online

35. What is the largest and most comprehensive catalogue in the world?
   a. Kimbel Library's catalog
   b. JSTOR
   c. EBSCO Academic Search Premier
   *d. WorldCat

36. You need to borrow a book that Kimbel Library does not have. Where do you go to first to find and request the book?
   *a. to the PASCAL DELIVERS catalog
   b. find a different book on the same subject that Kimbel Library does have
   c. to the WorldCat database
   d. to the nearest librarian

37. You need a journal article that Kimbel Library does not have and does not have access to. Where do you go to first to find and request the article?
   a. to the nearest librarian
   b. to the Project MUSE database
   c. to the PASCAL DELIVERS catalog
38. To request an item from PASCAL DELIVERS, what information must you provide?

a. name and birthday
*b. home institution (CCU), name, and CCU ID number

39. What classification system has been used to organize Kimbel Library?

a. Dewey Decimal
*b. Library of Congress

c. ISBN
d. ISSN

40. In the Library of Congress classification system, under which class does “World History” items fall?

a. A
b. B
c. C
*d. D

41. In the Library of Congress classification system, under which classes do “History of the Americas” items fall?

*a. E-F
b. G-H
c. I-J
d. K-L

42. Which category can you not use to search the Kimbel Library’s online catalog?

a. author
b. keyword
*c. color
d. ISBN
e. material type/format