The **AY21 Faculty Assessment Toolkit** is being provided as a quick reference on Classroom Assessment Techniques, High Impact Techniques, and High Impact Practices to facilitate faculty's efforts in meeting the needs of TSC's students and society as educators are required to rethink what and how we should assess.

Our holistic view should include a focus on the nature and quality of student learning experiences; student developmental gains; and noncognitive, as well as cognitive, outcomes. Meaningful, authentic, and actionable assessment can be observed when the use of Classroom Assessment Techniques (CATs), High Impact Techniques (HITs) and High Impact Practices (HIPs) are thoroughly understood and practiced by every faculty member. As we move forward together as an instructional team toward "Excellence in Authentic Assessment," the Office of Curriculum and Assessment hope that faculty will find the below information helpful.

Classroom Assessment Techniques (CATs) are relatively quick and simple, no-stake or low-stake formative in-class activities and/or assignments that help you check student understanding in "real time". CATs are designed to give faculty and students useful feedback on the teaching-learning process as it is happening. Below is a chart that provides CATs type, definition and strategies.

Classroom Assessment Techniques (CATs)		
Type	Definition	Strategies
Minute Paper	Present one to two questions in which students identify the most significant things they have learned from a given lecture, discussion, or assignment.	Give students one to two minutes to write a response on an index card or paper. Collect their responses and look them over quickly.
Muddiest Point	This is similar to the Minute Paper but focuses on areas of confusion. Ask your students, "What was the muddiest point in… (today's lecture, the reading, the homework)?"	Give them one to two minutes to write and collect their responses.
Document Problem Solutions	Choose one to three problems and ask students to write down all of the steps they would take in solving them with an explanation of each step. Consider using this method as an assessment of problem-solving skills at the beginning of the course or as a regular part of the assigned homework.	Consider using this method as an assessment of problem-solving skills at the beginning of the course or as a regular part of the assigned homework.
Problem Recognition Tasks	Identify a set of problems that can be solved most effectively by only one of a few methods that you are teaching in the class.	Ask students to identify by name which methods best fit which problems without actually solving the problems. This task works best when only one method can be used for each problem.
Directed Paraphrasing	Select an important theory, concept, or argument that students have studied in some depth and identify a real audience to whom your students should be able to explain this material in their own words (e.g., a grant review board, a city council member, a vice president making a related decision).	Provide guidelines about the length and purpose of the paraphrased explanation.
Applications Cards	Identify a concept or principle your students are studying and ask students to come up with one to three applications of the principle from everyday experience, current news events, or their knowledge of particular organizations or systems discussed in the course.	This generate examples of real-world applications for important principles, generalizations, theories, or procedures.
Student-Generated Test Questions	A week or two prior to an exam, begin to write general guidelines about the kinds of questions you plan to ask on the exam.	Share those guidelines with your students and ask them to write and answer one to two questions like those they expect to see on the exam.
Classroom Opinion Polls	When you believe that your students may have pre-existing opinions about course-related issues, construct a very short two- to four-item questionnaire to help uncover students' opinions.	Purpose is to uncover students' learning experiences and opinion.

High Impact Techniques (HITs) are teaching techniques that research shows have a higher-than average impact on student learning. The strategies what what the Instructor ***does***. The CATs are the assessment techniques used in order for the student to ***do*** something that allows the assessment of the student's learning in real time. Below is a chart that provides HITs type, definition and strategies.

High Impact Techniques (HITs)		
Type	Definition	Strategies
Metacognitive strategies	Teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning.	Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.
Using Visuals in Your Explanations	Research shows that if you use visuals to support your explanations, you have a larger effect on your students' learning. This effect is due to the fact we take in visual and auditory information differently. It is known as the modality effect.	The combination of words and the visual is far more powerful than words alone.
Concept Mapping	Concept mapping involves showing the relationship between concepts in a visual way. Concepts are placed within circles or rectangles. You then link them with labelled and arrowed lines. The label and the arrow/s show the relationship between the concepts.	This helps students summarize new information on a graphical way.
Work Examples	Demonstration of the steps involved in solving a problem. For example, those that show faded solution steps are more effective than those that don't. Fading involves presenting a completed example, followed by several incomplete examples.	Worked examples work best when you are teaching procedural knowledge, such as a series of steps.
Practice	Students need to practice doing the things you want them to be able to do.	This helps them to cement procedural knowledge into their long-term memories.
Feedback	Feedback involves: Commenting on a student's work and helping them see how they can improve their work.	This action helps faculty and student align efforts and assignments with a clear outcome that leads to reaching the learning goal.
Classroom Discussion	Discussion that you can use to improve your students' understanding of what they have read. Forms of classroom discussion includes Instructional Conversation, Questioning the Author, Literature Circles, and Collaborative Reasoning.	This opens opportunity for students to discuss, argue, and express opinions and alternative points of view.
Setting Goals	Lesson goals explains what students need to understand and what they must be able to do. Clear intentions with goals that clarify what success looks like.	This helps to plan learning activities and helps students understand what is require.
Structuring Lessons	Lesson structure maps teaching and learning that occurs in class.	Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.
Differentiated Teaching	Teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point.	The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations.

High Impact Practices (HIPs) are educationally effective teaching and learning practices that, when designed and used properly, promote deep learning wherein students are prompted to create their own narrative and increases student engagement in individual and/or group learning experiences. HIPs are not simply activities embedded within the content of a course. HIPs require intentionality and authentic assessment of student learning. Below is a chart that provides HIPs type, definition and strategies.

High- Impact Practices (HIPs)		
Type	**Definition**	**Strategies**
First-Year Seminars and Experiences	Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.	First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.
Common Intellectual Experiences	The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community.	These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.
Learning Communities	The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom.	Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.
Writing-Intensive Courses	These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines.	The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.
Collaborative Assignments and Projects	Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences.	Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.
Undergraduate Research	Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research.	The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.
Diversity/Global Learning	Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own.	These studies—which may address US diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.
ePortfolios	ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers.	Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.
Service Learning, Community-Based Learning	In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community.	A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.
Internships	Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field.	If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects	Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork.	Capstones are offered both in departmental programs and, increasingly, in general education as well.

Sample of Signature Assignments

General Education

University of Texas-Austin

Writing Assignment Checklist

A few key elements make any writing assignment more likely to elicit good work.

Make Assignments in Writing

Any formal writing assignment should be accompanied by an assignment sheet. Verbal directions may make sense to you but are often hard for students to understand and remember. Creating the assignment sheet also gives you a chance to think through your goals for the assignment, and how you will grade it.

Make expectations and standards clear.

On your assignment sheet, include a description of the criteria you will use to evaluate the final paper. Give your students a sample of the kind of writing you want from them, and discuss it. Several samples, varying in quality, help students distinguish between excellent, poor, and mediocre levels of performance.

Be explicit about the intellectual work required.

Take the time to unpack your own understanding of the tasks you describe in your assignments, and think about where (or if) your students will have done that kind of work previously. When we ask students to "discuss," "analyze," "review," or "research," we expect them to demonstrate very specific kinds of thinking. But interpretations of these words vary from field to field, from instructor to instructor: what counts as "discussion" in one class may be "just summary" to another instructor.

Tell students about their audience.

Students often have trouble gauging the appropriate tone for different kinds of academic writing. They have no concrete understanding of the audience they are writing for, and assume the instructor, who will grade their papers, is the only reader they need to worry about. Unlike a typical audience, however, the instructor usually knows more about the topic than the student. Who would actually be informed by the student's writing? Who has a stake in the issue?

View sample and model assignments from previous Signature Courses.

The University of Texas at Austin- Signature Courses- Writing Assignment Checklist:
https://ugs.utexas.edu/sig/essentials/writing/assignment-checklist

Sample of Signature Assignment #1-Art History

Please cite as: Arabas, J. (2016). *Drawing exhibition: From local to global.* Middlesex Community College.

Drawing Exhibition: From Local to Global
Jan Arabas, Drawing Two

The Assignment as given to students

Goals: We will create a professional quality, thematic exhibition, which will be hung in the campus library for the last week of classes and during exam week. This exhibition will explore a historical site on our campus and our individual reactions to the site and the contemporary and historical meaning of the site.

Objectives:

- Create a portfolio of quality drawings that explore a historical landscape on our campus.
- Develop strong drawing technique by working on a series of related drawings. Incorporate suggestions made in critiques to improve overall drawing skill and execution.
- Experiment with different media and approaches to find a personal style.
- Invest the necessary time in drawing to create professional quality work, ready for a public exhibition.
- Become familiar with professional contemporary artist who are inspired by historical landscapes.
- Research the significance of our local historical landscape.
- Work with classmates to write explanatory text to accompany the exhibition.
- Learn to write a professional artist's statement.

Materials: You will create a number of drawings of our historical site using a variety of media and approaches. You will then choose the most appropriate materials to accomplish the drawing you will create for the exhibition. You will need:

- 12 sheets of quality paper, including 8 sheets of Stonehenge, and 4 of Canson Mi-Tien.
- Soft vine charcoal, charcoal pencil—black and white, a blending stump and a kneaded eraser
- 12 color set of Prismacolor NuPastels
- Bottle of Winsor and Newton Drawing ink-black or brown, and a sumi-e bamboo brush, size 6
- Any other media you would like to try.

Please talk with me before purchasing material so I can advise as to quality and prices.

Method: We will spend most of our time on site sketching or in the studio working from sketches and photos. You can expect to watch a demonstration and then draw for most of class time. I will work with you one-on-one at least twice during each

class. Please get me for additional one-on-one work when you have questions or are unsure. We will have critique session to evaluate and discuss improvements to drawings. I expect you to rework drawings incorporating suggestions made during critique.

We will also watch videos and look at slides of the work of several professional artists. You will read essays about and interviews with the professional artists we study. We will discuss our research and readings as a class. We will use these professional artists as exemplars as we explore the historical significance of our local landscape. To better understand our local site, you will work with our research librarians to find articles to read about the history and significance of our site.

Finally, we will prepare text for the exhibition. You will write an artist's statement about your own work. Together we will write other explanatory text to accompany the exhibit and introduce it to our campus community.

Scaffolding Lesson Plan: Activities, Schedule and Timeline

Week One
Introduction to the work of three contemporary artists who explore landscape issues: William Kentridge, Yee I-Lann, and Wangechi Mutu. Watch videos in class. Introduction to our course goal and objectives. Visit our historical site on campus.

Assignment: Spend four hours read the essays in our course packet#1. Highlight or underline ideas that stand out for you or that you feel are important to understand. Spend an hour practicing summarizing these in your own words. Bring this to our week two meeting.

Week Two: Bring Stonehenge paper, charcoal and eraser and a camera. You may want to bring a drawing board, or you can use one from the studio. Visit our site to draw and document. Return to class to discuss the reading.

Assignment: Spend four hours reading the interviews in our course packet #2. Highlight or underline ideas that stand out for you or that you feel are important to understand. Spend an hour practicing summarizing these in your own words. Bring this to our week three meeting.

Week Three: Bring Stonehenge paper, charcoal and eraser and a camera. You may want to bring a drawing board, or you can use one from the studio. Visit our site to draw and document. Return to class to discuss the reading.

Assignment: Spend two hours writing a reflection paper using the prompts in our course packet #3. You will compare your own thinking about our local historical landscape with that of our three professional artists, William Kentridge, Yee I-Lann and Wangechi Mutu. Bring this paper to class and hand in to me.

Make an appointment with the research librarian at our Bedford or Lowell campus library. Spend two hours locating historical reading about our site. Spend two hours reading through this material and taking notes on interesting and significant information. Be prepared to discuss your discoveries in class.

Week Four: Bring Stonehenge paper, charcoal and eraser and a camera. You may want to bring a drawing board, or you can use one from the studio. Visit our site to draw and document. Return to class to discuss research findings. Bring your notes. Also bring your reflection paper to turn in to me.

Assignment: Spend six hours experimenting with altering one of your drawings so that it in some way incorporates some of your research findings. Think about the ways that William Kentridge dealt with the history of repressive mining in his landscape drawing. Think about Yee I-Lann's Sulu Sea series about the disruptive influences of Western European and Chinese culture on the Sulu Sea Islanders. Think about Wangechi Mutu's repurposing of magazine advertising from the USA into statements about the strength of Kenyan women. How will you show your own thinking about our historical site and its meaning? Will you redraw? Will you use collage? Will you combine the old drawing and a new one? Bring this drawing to class. Be prepared to discuss your ideas and execution.

Week Five: Bring Prismacolor NuPastel and Mi-Tien paper. You may want to bring a drawing board, or you can use one from the studio. Visit our site to draw and document. Return to class for critique.

Assignment: Spend six hours reworking your altered drawing to incorporate suggestions from critique. Bring this drawing to class for critique.

Week Six: Bring Prismacolor NuPastel and Mi-Tien paper. You may want to bring a drawing board, or you can use one from the studio. Visit our site to draw and document. Return to class for critique.

Assignment: Spend two hours writing a reflection paper using the prompts in our course packet #3. You will compare your own thinking about our local historical landscape with that of our three professional artists, William Kentridge, Yee I-Lann and Wangechi Mutu. Bring this paper to class and hand in to me. Spend four hours experimenting with altering one of your NuPastel drawings so that it in some way incorporates some of your reflections. Bring this drawing to class for critique.

Week Seven: Bring Prismacolor NuPastel and Mi-Tien paper. You may want to bring a drawing board, or you can use one from the studio. Visit our site to draw and document. Return to class for critique. Hand in your reflection paper.

Assignment: Spend six hours reworking your second altered drawing to incorporate suggestions from critique. Bring this drawing to class for critique.

Week Eight: Bring Prismacolor NuPastel and Mi-Tien paper. You may want to bring a drawing board, or you can use one from the studio. Visit our site to draw and document. Return to class for critique.

Assignment: Spend a half hour reading through the College Art Association website guide for writing an artist's statement. The URL is on our Blackboard site. Spend two hours reading the artist's statements by William Kentridge, Yee I-Lann, and Wangechi Mutu in our course packet #4. Spend two hours practicing your own statement using the prompts in our course packet #5. Plan to produce about two pages of writing using 10-point font, black, double-spaced, on 8.5 x 11 in. paper. Type your full name in the top right corner. Type *Artist's Statement*, two lines below your name, then center this title. Bring this draft to class to hand in to me.

Week Nine: Bring Stonehenge paper, Winsor and Newton drawing ink, sumi-e brush, a container for water and several printed photos from our site. Draw in class, using photographic documentation. Hand in your artist's statement, draft one.

Assignment: Spend two hours reading the curator's essays in our course packet #6. Highlight or underline parts of the essays that you find particularly interesting. Think about why these parts of the essay are good. Bring your notes to class for discussion. Spend two hours writing an explanation of our exhibition for our campus community. Follow the prompt in our course packet #7. Bring this essay to class for peer editing.

Week Ten: Bring Stonehenge paper, Winsor and Newton drawing ink, sumi-e brush, a container for water and several printed photos from our site. Draw in class, using photographic documentation. Class discussion of the curator's essays. Partnering with classmate for peer editing. Arrange to meet your partners between classes to edit each other's writing.

Assignment: Spend two hours writing a curator's essay using the prompts in our course packet #5. Spend two hours meeting with your peer-editing group. Read each other's essays and offer feedback and suggestions. Spend an hour editing your own writing to incorporate suggestions from your peers. Bring this essay to class and hand in to me.

Week Eleven: Bring Stonehenge paper, Winsor and Newton drawing ink, sumi-e brush, a container for water and several printed photos from our site. Draw in class, using photographic documentation. Hand in your edited curator's essay.

Assignment: Spend six hours experimenting with altering one of your ink drawings so that it in some way incorporates some of your reflections from your peer editing experience. Bring this drawing to class for critique.

Week Twelve: Bring Stonehenge paper, Winsor and Newton drawing ink, sumi-e brush, a container for water and several printed photos from our site. Draw in class, using photographic documentation. Class critique of your third altered drawing.

Assignment: Spend six hours reworking your third altered drawing to incorporate suggestions from critique. Bring this drawing to class for critique.

Week Thirteen: Bring the paper and materials of your choice to class. Also bring all of your drawings to date and all of your photographic documentation. You will plan and work on your final drawing. Class critique.

Assignment: I will hand back your artist's statement, draft one, in class. Read the feedback and suggestions. Spend two hours re-writing this statement. Plan to produce about two pages of writing, using the same formatting instructions as we used before. Spend four hours working on your final drawing and bring to class. Please note you may work on the same drawing your started in class or begin a new one.

Week Fourteen: Bring the paper and materials of your choice to class. Also bring all of your drawings to date and all of your photographic documentation. You will continue work on your final drawing. Class critique. I will hand back the current draft of your artist's statement with comments.

Assignment: I will hand back your peer edited essays with comments and suggestions. Plan to meet with your peer-editing group for two hours to work on a final version of the curatorial essay. Bring this draft to class. Spend four hours working on your final drawing. Bring to class. Also bring a final, printed copy of your artist's statement.

Week Fifteen: We will mount our final drawings on professional mat board. You will prepare a label for your drawing. I will take care of printing and mounting the final version of the label. You will mount your artist's statement on mat board. We will review and approve the final version of our curator's essay. I will take care of printing and mounting the final version of the curator's essay. Time to celebrate!

Assignment: Invite your family and friends to view our exhibition. Plan to attend our reception to be held during our final exam period.

Final Exam: Our final will be a reception for the artists in the campus library to be held during our final exam period. Attendance is mandatory and will be celebratory! Dress the part—wear professional attire. Consult with me if you are not sure what to wear. Our college president, trustees, and administration will be invited. You may have your photograph taken with them.

Follow up: Your work will be on exhibit for two weeks. I will hang and take down the exhibition. You are certainly welcome to help! Please contact me at the end of

the week following our final exam to arrange to pick up your work. Uncollected work will be stored for one semester. After that I cannot promise that your work will continue to be stored. Be professional and collect your portfolio in a timely manner. You might have the drawing that gets you an art school scholarship in our exhibition, so don't neglect it.

Remember at all times that we are on the same side, want the same good things and have each other's backs. Professional experiences like this can be challenging and can have down periods. The end result will be good and you will get there, step by step.

Please cite as: Arabas, J. (2016). *Drawing exhibition: From local to global.* Middlesex Community College.

Global Learning –Humanities Rubric

MCC Art 122, Drawing Two

Rubric

Global Self-Awareness

Benchmark: Identifies some connections between personal decision making when drawing and local and global issues identified by artists William Kentridge and Yee I-Lann.

Two Level: Analyzes ways that Kentridge and Yee take action through their art to influence the human world.

Three Level: Evaluates the impact of own, Kentridge's and Yee's art-making on the human world.

Perspective Taking

Benchmark: Identifies own position. May describe position of W. Kentridge and Y. I-Lann.

Two Level: Explains the cultural or artistic perspectives of W. Kentridge and Y. I-Lann, OR one of these artists and self.

Three Level: Compares/contrasts the cultural and artistic perspectives of W. K., Y. I-L, and self.

Cultural Diversity

Benchmark: Describes the experiences of W. K. and Y. I-L. primarily through own cultural perspectives, demonstrating some openness to other cultures and worldviews.

Two Level: Explains and connects the views of W. K and Y. I-L. to the power structures of other cultures, demonstrating respectful interaction with various world views.

Three Level: Analyzes the connections between the worldviews, power structures and experiences of W. K., and Y. I-L., incorporating respectful interactions of own world view and these others.

Applying Knowledge to Contemporary Global Contexts

Benchmark: Describes ways that personal experiences or experiences of a general, speculative nature may be incorporated in an artwork.

Two Level: Discusses the ways that art has influenced culture, history or scientific ideas.

Three Level: Evaluates the impact of artists with global influence on public opinion in the cultural, historical and scientific spheres.

Sample of Signature Assignment #2-Core Objectives/ Essential Learning Skills (AACU) & HIPs

Please cite as: Brocatto, C. (2015). *Group ePortfolio Project: Applying an Ethical Perspective to a Global Issue.* Middlesex Community College.

GROUP EPORTFOLIO PROJECT: APPLYING AN ETHICAL PERSPECTIVE TO A GLOBAL ISSUE

The project is a group ePortfolio assignment worth twenty points. Students must form groups and collaborate to create an ePortfolio using Middlesex Community College's Digication website: middlesex.digication.com. This is the format required for each group to submit their work. A template is available upon signing into the course on the Digication platform. This assignment has five parts. The first four parts must be presented on their own dedicated tabs on the group's ePortfolio. The fifth is an in-class presentation of the group's work.

Project Materials

"Getting Started Digication Screenshots," a PDF produced for introducing Middlesex Community College students to ePortfolio (available via Blackboard).

Berlin, Isaiah. (1958) "Two Concepts of Liberty." In Isaiah Berlin, *Four Essays on Liberty*. Oxford: Oxford University Press 1969.

Badiou, Alain. *Ethics: An Essay on the Understanding of Evil*, transl. by Peter Hallward. New York: Verso, 2000.

Forrest E. Baird, *From Plato to Derrida* 6th ed., New Jersey: Prentice Hall, 2010.

Getting Started: Setting up Your Group's ePortfolio

1. Create a group of no more than five people.
2. Designate one person as the group's ePortfolio editor.
    a. Everyone in the group must consult materials for creating an ePortfolio (found under the "Content" area of our course's blackboard site).
    b. The editor must create an ePortfolio.
    c. The editor must then add everyone else in the group as additional editors.
3. Set up the group's ePortfolio according to the "Assignment Template ePortfolio."
    a. Assign your group a name.
    b. Assign your ePortfolio your group's name.

Part One (4 points): Case Study – *One Tab*

The group must select and agree on a global issue to work on for this assignment from the Global Issues Website (http://www.globalissues.org/issue). Each group member must then be designated a link on the ePortfolio's "Global Issue" tab. The link must use the student's name to link to their *five hundred-word* detailed portion of the group's "Case Study" (think "wiki" page with text, images and/or video) they author on the selected issue. Each Case Study must develop different topics related to the group's chosen global issue and include relevant annotated citation.

Here is an example of Part One's tab content using "Conservation":

Tab: Animal & Nature Conservation

Links:

Group Member 1 – Endangered and At Risk Species
Group Member 2 – Corporate Accountability
Group Member 3 – Challenges to Conservation and Sustainability

Part Two (8 points): Case Study Analysis Using Berlin or Badiou – *One Tab*

The group must collaborate to create a tab that contains links to a detailed *five hundred-word* analysis corresponding to each topic of the group's Case Study. Each analysis is to be linked by using group members' full names followed by the corresponding topic and the perspective applied (Badiou/Berlin); no one is to conduct analysis exclusively on the Case Study topic they produced.

Each analysis must be based on either Isaiah Berlin's perspective, as outlined in his "Two Concepts of Liberty," or Alain Badiou's "Ethics of Truth" perspective, from his book *Ethics: An Essay on the Understanding of Evil*.

- An analysis from Berlin's standpoint may, for example, promote the idea that the global issue in question arises from an affirmation of a particular orientation (intellectual, racial/ethnic, gender specific, religious, political, etc.) through an appeal to positive liberty. It may even include the idea that a specific understanding of a role negative liberty might be playing on said issue that may alleviate any perceived problem(s).

- From the perspective of Badiou, on the other hand, the global issue in question might be considered as arising, not from clashing expressions of positive liberty, but from a "nihilistic" *resignation* toward the "necessities" of the existing global order. Thus, any possibility of overcoming the issue would be considered, not in terms of fleeing evil (i.e. negatively), but in terms of the pursuit of a concept of the good, and of remaining true to that concept.

Here is an example of Part Two's tab content:

Tab: Badiou / Berlin Analysis of Animal & Nature Conservation
Links:
Group Member 2 – Endangered and At Risk Species – Badiou
Group Member 3 – Corporate Accountability – Badiou
Group Member 1 – Challenges to Conservation and Sustainability – Berlin

Part Three (4 points): Reflection Video Essays – *One Tab*

Each group member must create a two to five minute *Reflection Video Essay*. The video must include the following:

- Introduction of student and a list of contributions to the group's "Final Project."
- A personal note regarding the student's assessment of the global issue, the viability of the perspective they chose for Part Two, and a comment on civil or social responsibility regarding the global issue.
- A Reflection on the experience of working on the project.

Note: This part of the project is extremely flexible and can take various forms, i.e., a short documentary film, video reports, podcasts, original music, etc.

Part Four (4 points): Class Presentation

Class presentations are to be up to twelve minutes in length. Each group member must present on their work in two two-minute segments. This will be followed by a two- minute question and answer period.

The presentation should be split into *three parts*:

- The *first part* should allot each group member two minutes to explain their contribution to the group's chosen Case Study.
- Up to two minutes may be used to show videos associated with the work presented.
- The *second part* should allot each group member an additional two-minute presentation on their "Case Study Analysis."
- The *third part* should consist of a question and answer period not to exceed three minutes.

Please cite as: Brocatto, C. (2015). *Group ePortfolio Project: Applying an Ethical Perspective to a Global Issue.* Middlesex Community College.

THIS ASSIGNMENT WILL BE GRADED ACCORDING TO THE FOLLOWING RUBRIC:

Part One: "Summary Report" ePortfolio Tab

	4	3	2	1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and some local and global issues.
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.

Part Two: "Two Concepts of Freedom" / "Ethics of Truth" Analysis ePortfolio Tab

	4	3	2	1
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

Part Three: Reflection ePortfolio Project Tab

	4	3	2	1
Engagement *Demonstration of personal involvement and dedication to the project*	Provides detailed analysis of contribution and thought process for each part of the project along with critique of work and the project's overall impact within requisite time constraint	Communicates specific goals for parts of the project along with analysis of personal experiences and meets time requirements	Communicates having participated in the project with some detailed personal experiences but disregards time requirements	Shows difficulty communicating detail. Lacks effort and disregards time requirements

Part Four: Class Presentation

	4	3	2	1
Engagement *Demonstration of personal involvement and dedication to the project*	Provides detailed analysis of contribution and thought process for each part of the project along with critique of work and the project's overall impact within requisite time constraint	Communicates specific goals for parts of the project along with analysis of personal experiences and meets time requirements	Communicates having participated in the project with some detailed personal experiences but disregards time requirements	Shows difficulty communicating detail. Lacks effort and disregards time requirements

Sample of Signature Assignment #3

ENGL 2010 Research Paper 3 Signature Assignment

Assignment:
For this assignment, you will write a research paper 4-6 pages in length (not including the title or References page) that makes an argument addressing the course's Big Question: What is the value of research, writing, and/or argumentation for a chosen community? Your paper should address a specific issue and audience, provide a thorough analysis of the issue, and be supported with both primary and secondary evidence.

How to Proceed:

1. Identify the Issue: Conduct some preliminary research and identify an issue affecting a community that may be addressed by research, writing, and/or argumentation. In your paper, you may focus upon the value of one, two, or all three areas.
2. Identify the Audience: Choose the audience for your paper. In other words, whom are you trying to convince of your argument? Identifying a specific audience will help you determine the most effective support to provide and the most appropriate tone to use.
3. Reframe the Research Question: Rewrite the Big Question so that it is focused upon your specific issue but still speaks to the value of research, writing, and/or argumentation. For example:

    - Should parents learn and teach their teenage children proper argumentation?

    This question suggests an issue (disagreements between parents and their teenage children), an audience (parents, but perhaps another group interested in this issue), and the possible value of an aspect of the Big Question
4. Review Course Content: Consider what you have learned throughout the course from texts, presentations, discussions, and your own research and writing that you might apply to answering your research question.
5. Conduct Secondary Research: You may make use of the texts that we have read and the prior research that you have done, but you should also include at least three new sources that you have found specifically for this project.
6. Conduct Primary Research: Your primary evidence may come from interviews, observations, or surveys.
7. Analyze your Research: After collecting your primary and secondary evidence, consider how the various sources relate. You will undoubtedly notice both great and minor differences in perspectives. You will want to consider these various views as you develop your own position and decide how you will use this evidence to support your thesis.
8. Construct a Thesis Statement: Write a clear and detailed thesis statement that addresses your research question. You may have further refined the question to focus upon a specific community, but it should still address the importance of research, writing, and/or argumentation. My example question above might lead to a thesis statement like this:
    - "Parents should learn and teach their teenage children argumentation because. . ."
    - Or, "Parents should not learn and teach their teenage children argumentation because. . ."
    - Or a more-nuanced thesis like "Parents should learn and teach their teenage children the following aspects of argumentation but not others because. . ."
9. Construct a Preview of Main Points: Write a preview of main points that will let your reader know what will be happening in the body of the paper and in what order. You may

need to provide more background information in the body, and the preview will let your readers know that that is what you will be doing. With that said, the preview should focus primarily on outlining the direct support that you will be providing for your thesis. Feel free to use a simple phrase, such as "In this paper, I will. . .," to introduce your preview. Or, as I've done above, you might integrate the preview as part of your thesis statement.

10. Outline your paper: A basic outline for a paper of this length might look like this:
    - Plan an introduction of 1-2 paragraphs that introduces the topic and provides your thesis statement and a preview of main points. The introduction is also a good place to position yourself in relation to the topic. You might begin with a brief personal narrative in the introductory paragraph and then transition into more scholarly work as you move toward introducing your thesis.
    - Organize the body of your paper upon 3-4 supporting points. Each of your supporting points will likely have two or three subpoints. If you provide a paragraph for each subpoint, you can determine how to best outline your paper so that if falls into the 4-6-page range.
    - In each body paragraph, consider how you will assert and explain your point or subpoint and connect it to the thesis. Also consider the types of evidence that you will provide to support each point and subpoint.
    - Plan a concluding paragraph that summarizes the paper's main points, restates the thesis, and brings the paper to a close. Oftentimes, connecting to how the paper was introduced is a good strategy.
11. Draft your Paper and Get Feedback: Type a draft of your paper for peer review.
12. Get Additional Feedback: Consider getting additional feedback from a Writing Center tutor or by visiting me during office hours.
13. Revise: Use the feedback that you've received to make revisions and prepare the final copy of your paper.
14. Format your paper in APA style:
    - APA-style title page
    - One-inch margins, Times New Roman 12 point font, double-spaced
    - References page
    - An appendix for interview or survey questions and observation notes

Evaluation:
I will be looking for the following:

- thoughtful and thorough engagement with the Big Question
- a focused and clear thesis statement and preview of main points
- clear explanations, sound reasoning, and effective use of primary and secondary evidence
- an effective organizational structure and effective use of transitions
- proper use of APA documentation both in-text and on the References page

Requirements of submission: The Signature Assignment should be 4-6 pages in length, not including the references page or title page, address the Big Question, and follow the following formatting guidelines: double spacing, 12-point Times New Roman font, one-inch margins, and APA-style title and references pages. *Failure to adhere to these requirements of submission may*

result in the paper being left ungraded. Since this is the final paper and the semester has ended, there won't be any opportunity to resubmit.

Sample of Signature Assignment #4

Instructor:	Ya'el Pedroza
Class (include CRN):	21435 and 21424
Format:	(face-to-face, online, hybrid)
Number of students:	17 per class
Big Question(s):	Give two examples of how you will incorporate knowledge or skills learned form this class into your life now or possibly in the future? How could any of the skills or concepts learned in our class enter your daily life, the way you see the things, your work, or future inspirational goals? Give examples and explain how or why.
Signature Assignment(s):	This will be a short writing assignment that will accompany a visual arts project where the student creates a piece of artwork that incorporates several skills that they have acquired throughout the semester.
Any other info?	

Sample of Signature Assignment #5

"SEES" the Problem

A Critical Thinking Template for Problem-Solving

- **S**tate the problem in your own words.

Analyze and interpret relevant information.

- **E**laborate the problem: discuss the purpose, assumptions, relevant information, questions

Explain questions, problems and/or issues.

- **E**xemplify and/or illustrate the problem: describe the problem with an example, counterexample, picture, diagram, graph, etc. This may help clarify your "point of view" and suggest potential conclusions.

Evaluate information to determine potential conclusions.

- **S**olve the problem: use mathematical concepts and reasoning to make inferences and draw a conclusion. What are the implications and/or consequences of your conclusion?

Generate a well-reasoned conclusion.

"SEES the Problem"
A Critical Thinking Template for Problem-Solving

Name:_____ **Date:** _____
Assignment #_____

20 points each

State	
Elaborate	
Exemplify	
Solve	
Grammar/Spelling	
TOTAL GRADE	

1. **S**tate the problem in your own words.

2. **E**laborate the problem: discuss the purpose, assumptions, relevant information, questions.

3. **E**xemplify and/or illustrate the problem: describe the problem with an example, counterexample, picture, diagram, graph, etc. This may help clarify your "point of view" and suggest potential conclusions.

4. **S**olve the problem: use mathematical concepts and reasoning to make inferences and draw a conclusion. What are the implications and/or consequences of your conclusion?

“SEES” the Problem

In this presentation, you will see an example of how to solve a survey problem using set concepts and the “SEES” process.

Then, you will solve a similar problem using this methodology.

EXAMPLE:
Solving a Survey Problem

A group of 140 people were questioned about particular sports that they play regularly. The following data was gathered:

93 play golf

70 go bowling

40 play tennis

40 play golf and go bowling

25 go bowling and play tennis

28 play golf and play tennis 20 do all three

Based on this survey data, determine the answers to the following questions:

a) How many people only play golf?

b) How many people don't play any of the sports?

"SEES" SOLUTION:

State the problem in your own words

140 people were surveyed about which of the following three sports they play regularly:

- Golf
- Bowling
- Tennis

Based on the data gathered, determine how many of the 140 people:

- played golf regularly (but not bowling and not tennis)
- didn't play any of the three sports on a regular basis.

"SEES" SOLUTION:
Elaborate the problem

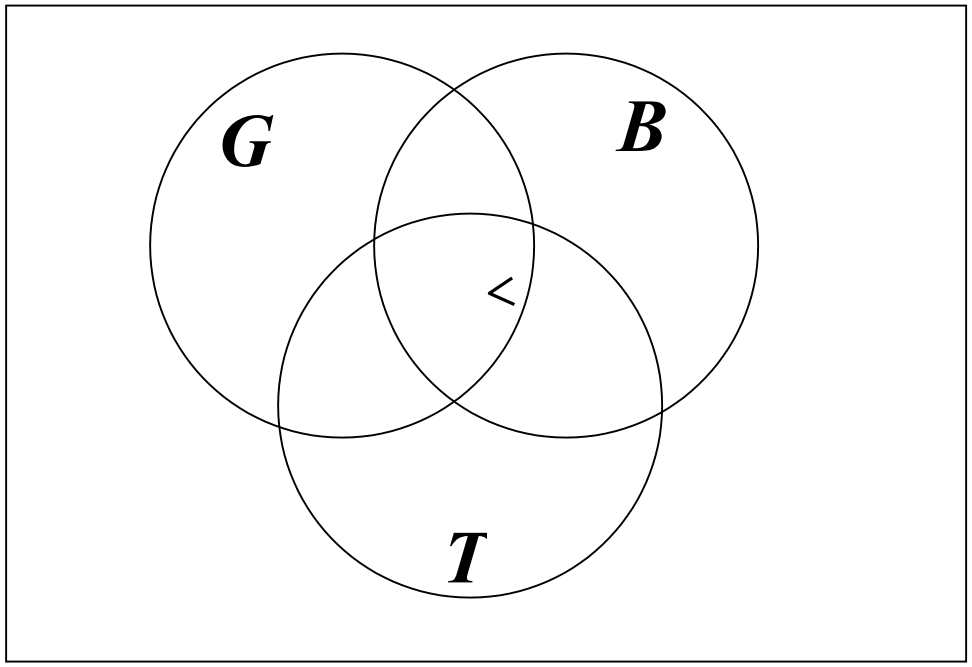
The 140 people surveyed gave the following responses:

93 play golf
70 go bowling
40 play tennis
40 play golf and go bowling
25 go bowling and play tennis
28 play golf and play tennis
20 do all three

However, it is clear from the given data that some people play two or more sports on a regular basis. Therefore, to determine how many people played *only* golf or how many people played *none* of the sports, we need to structure the data to be able to see how many people played only one of the sports, how many people played exactly two of the sports, and how many people played all three sports. This is most easily accomplished using a ***Venn diagram***.

"SEES" SOLUTION:
Exemplify and/or illustrate the problem

Let G = Set of people who play golf
Let B = Set of people who go bowling
Let T = Set of people who play tennis



Start with "play all 3"

93 play golf
70 bowl
40 play tennis

40 play golf and bowl
25 bowl and play tennis
28 play golf and play tennis

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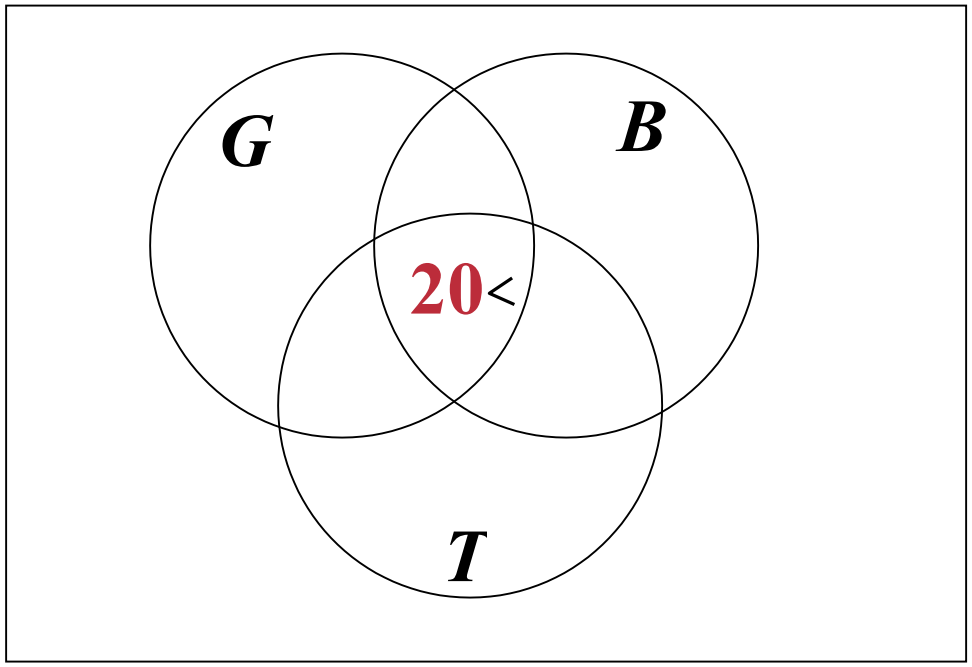

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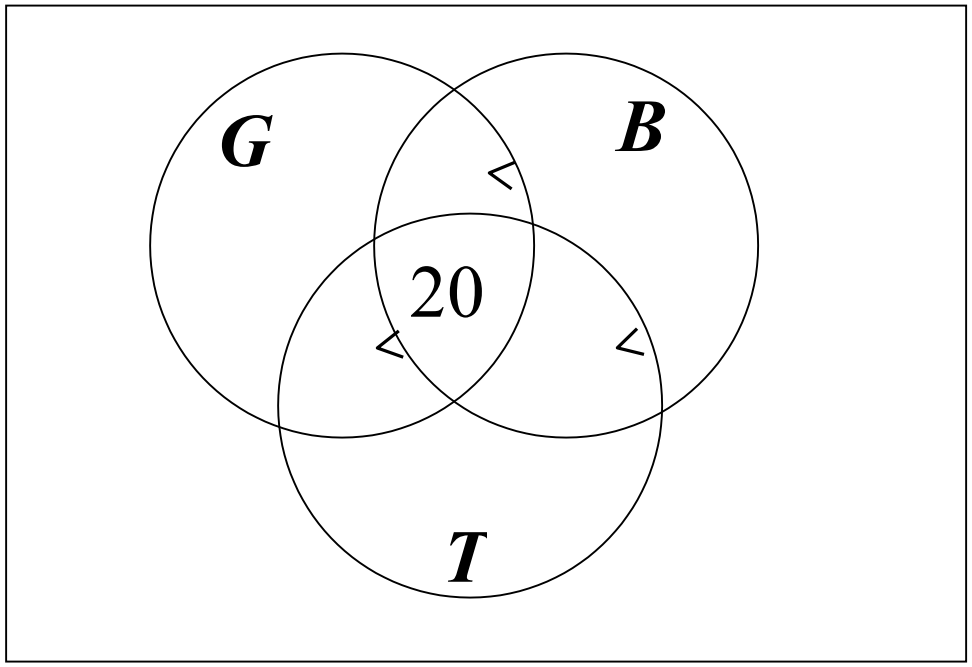

Subtract to get

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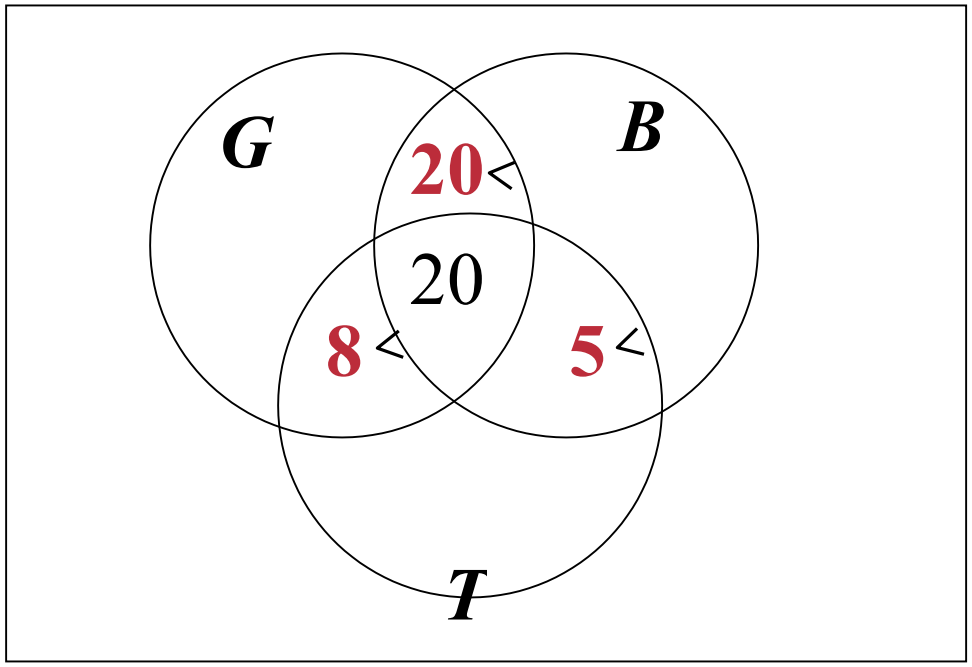

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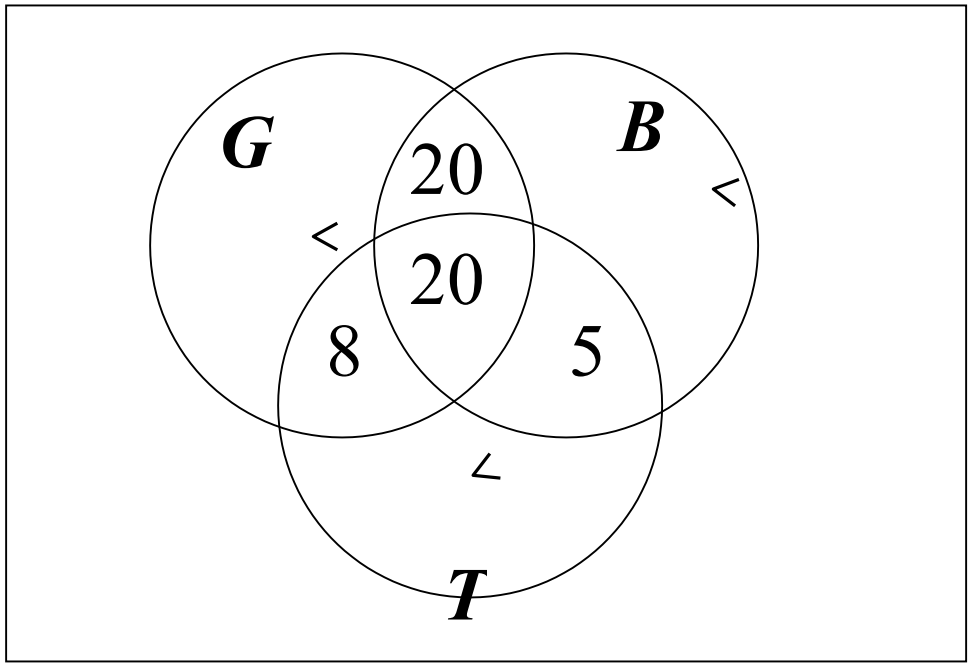

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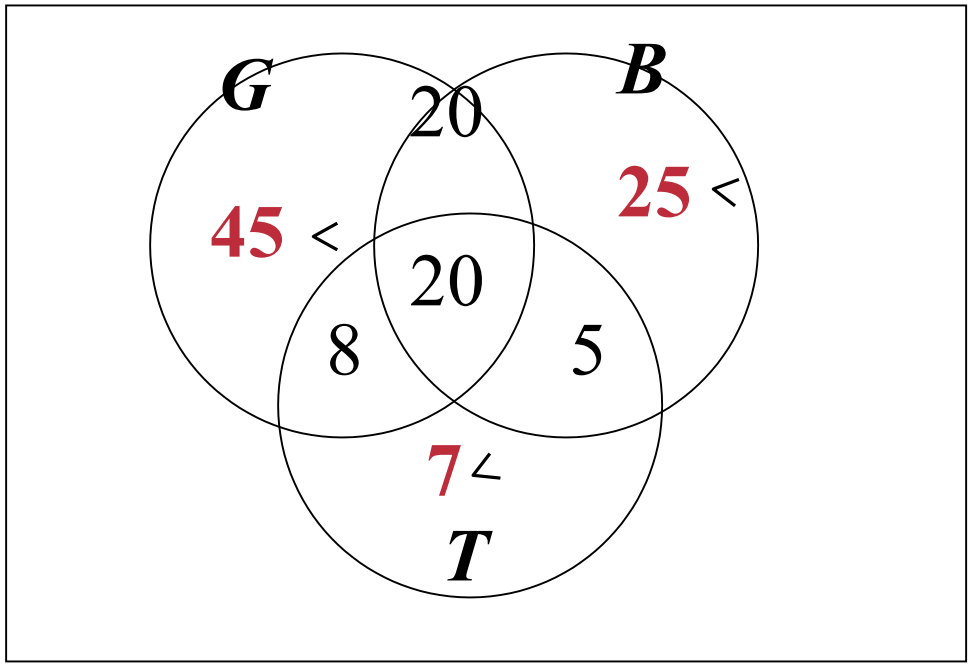

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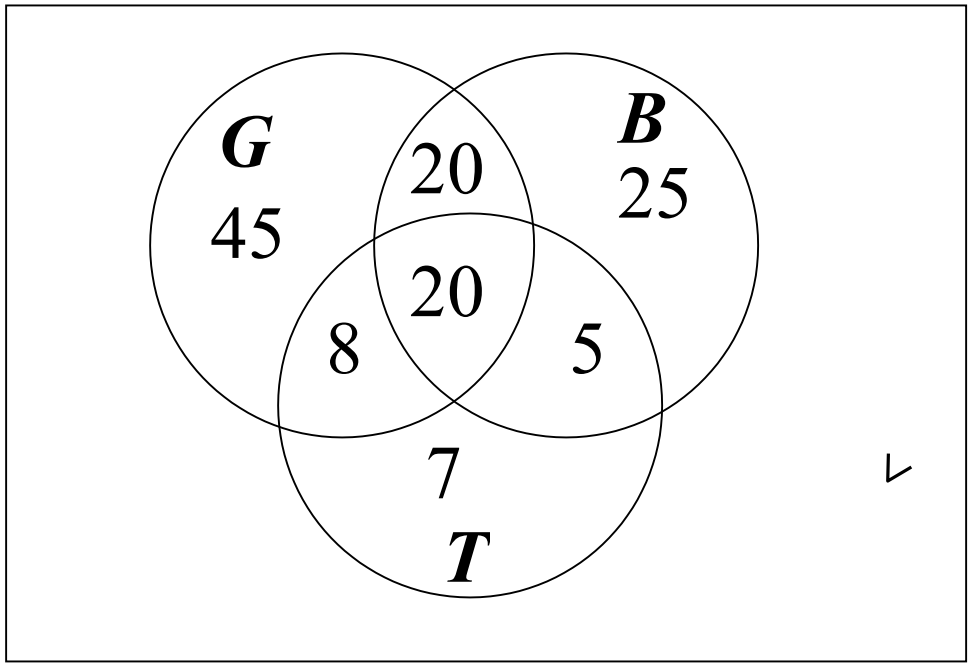
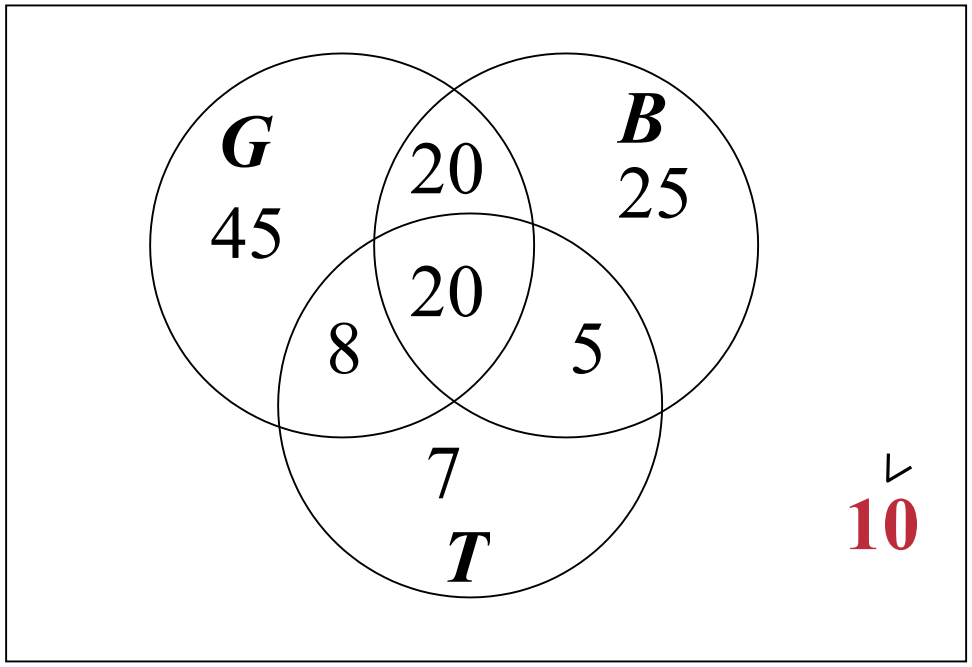


Subtract total shown from 140 to get

"SEES" SOLUTION:
Exemplify and/or illustrate the problem

Let G = Set of people who play golf
Let B = Set of people who go bowling
Let T = Set of people who play tennis



Subtract total shown from 140 to get

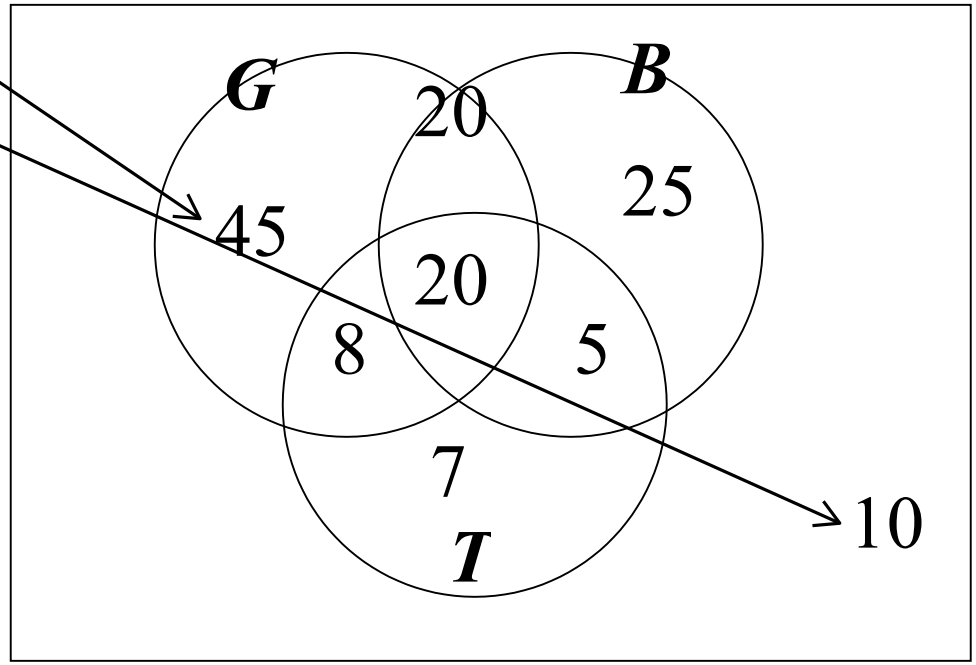
"SEES" SOLUTION:
Solve the problem

a) How many people play *only* golf?

45

b) How many people don't play any of the sports?

10



ASSIGNMENT:
Solve a Survey Problem

A group of 113 tourists were asked about which places they were going to visit in San Francisco. The following data was gathered:

63 plan to visit the Golden Gate 49 plan to visit Chinatown
11 plan to visit Alcatraz and Chinatown, but *not* the Golden Gate
12 plan to visit Alcatraz and the Golden Gate, but *not* Chinatown
19 plan to visit the Golden Gate and Chinatown, but *not* Alcatraz
7 plan to visit *all three* places 14 plan to visit *none of the three* places

Based on this survey data, determine how many plan to visit *Alcatraz only*.

Solve the problem using the "SEES" methodology:

- **S**tate the problem in your own words.
- **E**laborate the problem: discuss the purpose, assumptions, relevant information, questions.
- **E**xemplify and/or illustrate the problem: describe the problem with an example, counterexample, picture, diagram, graph, etc.
- **S**olve the problem: use mathematical concepts and reasoning to make inferences and draw a conclusion. What are the implications and/or consequences of your conclusion?

“SEES” the Problem

In this presentation, you will see an example of how to determine if an argument is valid or invalid using logic concepts and the “SEES” process.

Then, you will solve a similar problem using this methodology.

EXAMPLE:
Solving a Logic (Validity) Problem

Is the following argument valid?

The family will go to the beach if and only if the sky is blue.
There is no traffic or the sky is blue.
There is traffic.

Therefore, the family will go to the beach.

"SEES" SOLUTION:

State the problem in your own words

We may assume that the three statements above the line are true.

Based on those assumptions, we need to determine if the conclusion ("The family will go to the beach") is always true.

"SEES" SOLUTION:
Elaborate the problem

This argument assumes that the following statements are true:

- The family will go to the beach if and only if the sky is blue.
- There is no traffic or the sky is blue.
- There is traffic.

We need to use mathematical logic to determine if the conclusion:

- The family will go to the beach.

is always true based on these three assumptions.

"SEES" SOLUTION:
Exemplify and/or illustrate the problem

We will convert the argument to symbolic form so that we can create a truth table to analyze the argument's validity.

Let p = "The family will go to the beach."
Let q = "The sky is blue."
Let r = "There is traffic."

Then the argument:

The family will go to the beach if and only if the sky is blue.
There is no traffic or the sky is blue.
There is traffic.

Therefore, the family will go to the beach.

has the symbolic form:

$$pp \leftrightarrow qq$$
$$\sim rr \vee q$$
$$\underline{r \qquad\qquad r}$$
$$pp$$

"SEES" SOLUTION:
Solve the problem

$pp \leftrightarrow qq$
$\sim rr \vee q$
$r \qquad r$
pp

- Create a truth table with columns for p, q, r, ~r, p ↔ q, and ~r ∨ q.
- Cross out rows for which the assumptions p ↔ q, ~r ∨ q, and r are false.
- In the only remaining row, the conclusion, p, is true.

Therefore, the argument is valid.

p	*q*	*r*	~*r*	*p* ↔ *q*	~*r* ∨ *q*
T	T	T	F	T	T
T	T	F	T	T	T
T	F	T	F	F	F
T	F	F	T	F	T
F	T	T	F	F	T
F	T	F	T	F	T
F	F	T	F	T	F
F	F	F	T	T	T

p has to be *true*

r is *false*

p↔*q* is *false*

~*r* ∨ *q* is *false*

r is *false*

ASSIGNMENT:
Solve a Logic (Validity) Problem

Is the following argument valid?

If he is hungry, then he will eat.
If he eats, then he will not go to sleep.
He went to sleep.

Therefore, he is not hungry.

Solve the problem using the "SEES" methodology:

- **S**tate the problem in your own words.
- **E**laborate the problem: discuss the purpose, assumptions, relevant information, questions.
- **E**xemplify and/or illustrate the problem: describe the problem with an example, counterexample, picture, diagram, graph, etc.
- **S**olve the problem: use mathematical concepts and reasoning to make inferences and draw a conclusion. What are the implications and/or consequences of your conclusion?

“SEES” the Problem

In this presentation, you will see an example of how to solve a geometry problem using similar triangles and the “SEES” process.

Then, you will solve a similar problem using this methodology.

EXAMPLE:
Solving a Geometry Problem

How high is a tree that casts a shadow which is 32 feet long at the same time that a nearby 8-foot post casts a shadow which is 14 feet long?

"SEES" SOLUTION:

State the problem in your own words

We want to find the height of a tree that casts a 32-foot long shadow.

The only additional information that we are given is that there is an 8-foot post (which is close to the tree) that casts a 14-foot long shadow at the same time of day.

"SEES" SOLUTION:
Elaborate the problem

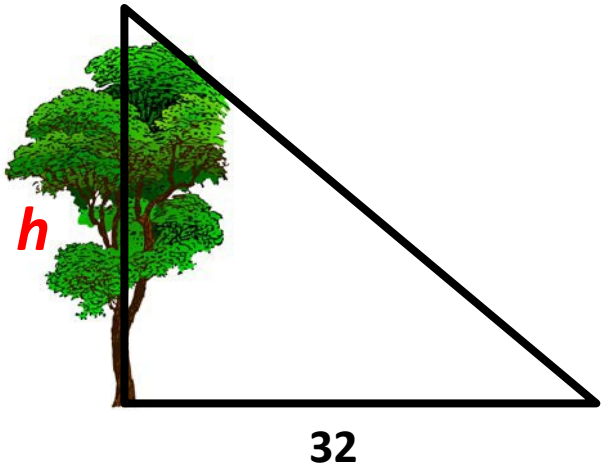
In order to determine the height of the tree, we need to use Geometry to relate the tree to the nearby post.

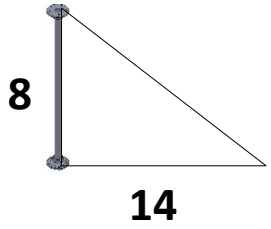
Because the sun is casting shadows on the tree and the post at the same time, we can set up similar triangles to help us solve the problem.

Let's start by drawing a picture to illustrate the problem.

"SEES" SOLUTION:
Exemplify and/or illustrate the problem

Draw and label similar triangles to illustrate the given information.





"SEES" SOLUTION:
Solve the problem

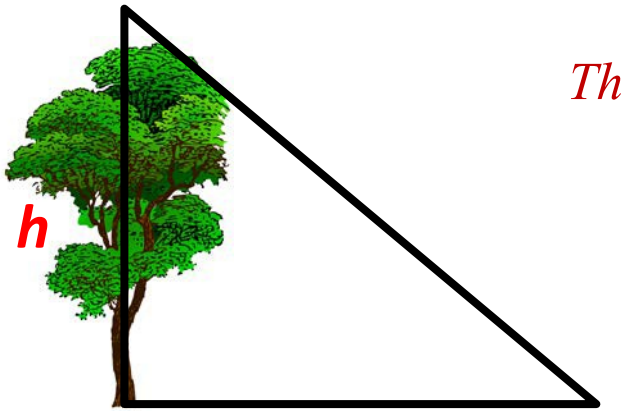
Set up a proportion and solve for h:

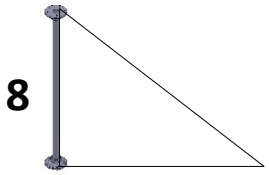
$$\frac{h}{8} = \frac{32}{14}$$

$$h = 8\left(\frac{32}{14}\right)$$

$$\approx 18.3$$

The tree is about 18.3 ft. high.

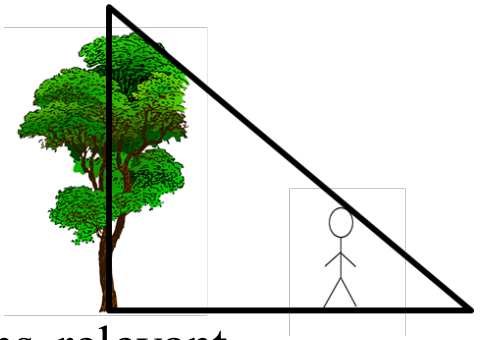




ASSIGNMENT:
Solve a Geometry Problem

Mark, who is 1.7 m tall, wishes to find the height of a tree with a shadow 31.23 m long. He walks 20.45 m from the base of the tree until his head is in a position where the tip of his shadow exactly overlaps the end of the tree's shadow.

How tall is the tree? Round your answer to the nearest hundredth of a meter.



Solve the problem using the "SEES" methodology:

- **S**tate the problem in your own words.
- **E**laborate the problem: discuss the purpose, assumptions, relevant information, questions.
- **E**xemplify and/or illustrate the problem: describe the problem with an example, counterexample, picture, diagram, graph, etc.
- **S**olve the problem: use mathematical concepts and reasoning to make inferences and draw a conclusion. What are the implications and/or consequences of your conclusion?

“SEES” the Problem

In this presentation, you will see an example of how to solve a probability problem using the “SEES” process.

Then, you will solve a similar problem using this methodology.

EXAMPLE:
Solving a Probability Problem

A manufacturer of portable CD players has determined that, on average, 4% of its products tend to be defective.

The manufacturer has produced a batch of 8000 CD players and wants to determine if the batch will be accepted or rejected.

The manufacturer has decided that it will randomly test 9 of the CD players *with replacement*, and if at least one of the CD players tested is defective, then the entire batch will be rejected.

Find the probability that the entire batch will be rejected.

- Round your final answer to two decimal places.

"SEES" SOLUTION:

State the problem in your own words

A manufacturer of CD players wants to test the quality of its current batch of 8000 CD players to decide if it will accept the batch and release it to the public for sale, or if it will reject the batch due to low quality and produce a new batch instead.

Past history has shown that 4% of the manufacturer's CD players tend to be defective on average. For this batch, the manufacturer has decided to randomly test 9 of the CD players (replacing each one in the batch after testing), and if at least one of the CD players is found to be defective, it will reject the batch; otherwise, it will accept the batch for general release.

We are asked to find the probability (rounded to two decimal places) that the batch will be rejected.

"SEES" SOLUTION: Elaborate the problem

- Because 4% of the CD players tend to be defective on average, if we test just one CD player at random, the probability that it will be defective is 4%=0.04. Thus, the probability that it will *not* be defective is 96%=0.96.
- Because each CD player tested is replaced into the batch after it is tested, we can assume that the 9 tests are independent events.
- We must now determine how to calculate the probability that at least 1 of the 9 CD players tested is defective.

"SEES" SOLUTION:
Exemplify and/or illustrate the problem

Let's start by doing a simpler version of the problem: *If we test just 2 CD players, what is the probability that at least one of them is defective?*

Define the events E_1 and E_2 as follows:

E_1 = the first CD player tested is defective

E_2 = the second CD player tested is defective

We will calculate the probability of E_1 or E_2 by using the "not" technique:

$$P(E_1 \text{ or } E_2) = 1 - P(\ (E_1 \text{ or } E_2)'\ )$$
$$= 1 - P(\ E_1' \text{ and } E_2'\ ) \quad \leftarrow \text{De Morgan's Law}$$
$$= 1 - P(\ E_1'\ )P(\ E_2'\ ) \quad \leftarrow \text{Independence of the events}$$
$$= 1 - (.96)(.96) = .0784 = 7.84\%$$

Because De Morgan's Law and the formula for the probability of independent events extends to any number of events, we can use this strategy to solve our problem.

"SEES" SOLUTION:
Solve the problem

Define the event E = **at least 1 of the 9** CD players tested is defective.

We want to calculate P(E).

Note that event E' = **none of the 9** CD players tested is defective.

$$P(E) = 1 - P(E')$$
$$= 1 - (.96)^9$$ ← De Morgan's Law and Independence of the 9 events
$$= 0.307466$$
$$= 30.75\%$$ ← Rounded to two decimal places

Therefore, there is a 30.75% chance that the entire batch of CD players will be rejected.

ASSIGNMENT:
Solve a Probability Problem

It has been determined that when a rocket is launched, there is a 1% chance that debris from the launch pad will strike the rocket.

Find the probability that any 10 launches will result in debris from the launch pad striking at least one of the 10 rockets.

- You may assume that the launches are independent events.
- Round your final answer to two decimal places.

Solve the problem using the "SEES" methodology:

- **S**tate the problem in your own words.
- **E**laborate the problem: discuss the purpose, assumptions, relevant information, questions.
- **E**xemplify and/or illustrate the problem: describe the problem with an example, counterexample, picture, diagram, graph, etc.
- **S**olve the problem: use mathematical concepts and reasoning to make inferences and draw a conclusion. What are the implications and/or consequences of your conclusion?

Sample of Signature Assignment

LIBS1704 Kispert

Signature Assignment: Poster Project *Group Assignment*

Use the PowerPoint templates in Canvas to create your poster. You can choose portrait orientation (tall) or landscape orientation (wide), and they are already set to the right size. (You may use Adobe, etc., if you want to, but check the Library's oversize printing page at https://library.weber.edu/utl/oversized-scanning-and-printing to make sure it's a format they can print, and it should be 36x56 inches.)

1. **Help us understand your group's topic:**
   - Remember your audience hasn't been doing the same research that you have -- teach THEM what YOU have been learning about your topic during the assignments and activities we've done
   - Use paragraphs or bullet points, but write clearly -- help each other and focus on quality
   - Describe the question you've been researching
   - Include your group's conclusion on your research question -- or lack of consensus about a conclusion
   - Include attributions (in-text citations) for all information in the text of your poster to give credit to the sources you got it from
   - You can use your group's assignments as a starting point – check your group's Google Doc
2. **Connect your topic to the Big Question:**
   - Does information literacy education impact social justice issues?
   - Explain what makes your topic a social justice issue
   - Explain how it could be impacted if more people had information literacy education
3. **Use a minimum of 5 sources:**
   - Do not count images/infographics
   - The 5 sources can be things you find during our class searches, but they do not have to be
4. **Make it interesting:**
   - Include charts, images, infographics, etc., that help explain your topic -- Be creative
   - Choose images and graphic data that is sized and formatted for a large poster (i.e., not thumbnail photos)
   - Use PDF, JPG, or TIFF file formats that are optimized for printing
   - Include links for all images: either in captions, or in the list of references with Figure 1, Figure 2, etc.
5. **Include a complete list of references:**
   - This can be in smaller font, as long as I can read it
   - It doesn't have to be double-spaced or have a hanging indent
   - Use bullet points if you don't format your references with a hanging indent
6. **Submit and print your poster:**
   - One person in your group must upload the poster and submit the Signature Assignment: Poster Project assignment in Canvas
   - One person in your group must use their @mail.weber.edu WSU email and email the poster to digitalcollections@weber.edu and CC me (mirandakispert@weber.edu)
   - YOU MUST EMAIL IT BY 9:00AM ON THE DUE DATE TO ENSURE IT IS PRINTED ON TIME
   - Be sure to include your name in the email -- this is how they will know not to charge you for the printing.
   - Pick your poster up in LI121 (Digital Collections) before class on presentation day

LIBS1704 Kispert

Signature Assignment: Poster Project *Group Assignment*

Notes:

- Be sure you synthesize the information you collected -- help your audience understand the story you're telling, and remember they don't know what you know
- Connect your topic to our Big Question. Teach your audience about your topic and its connection to social justice through the lens of information literacy education
- Your grade will reflect the quality of the final project, not just its completion -- show me your effort
- You will not have to "present" this to the class. We will all put up our posters and share them on December 6.

Signature Assignment Evaluation Rubric: Poster Project Criteria	Points
Content Poster clearly and coherently addresses the research question, making clear connections for the viewer, describing the topic, and drawing conclusions.	10.0 pts
Big Question Poster clearly and coherently connects the Big Question to the research topic, describing the relationship between social justice and the research topic, and the impact of information literacy on that relationship.	5.0 pts
Supplemental Data & Attractiveness Supplemental information is provided in the form of images, infographics, etc., enhancing the clarity and attractiveness of the poster.	5.0 pts
Attribution Each source or image is properly attributed to its creator by use of in-text citations or image captions, in a consistent style (Choose either MLA or APA, NOT both).	5.0 pts
Citations There is a properly formatted works cited or list of references section with a complete and correct citation for each source or image, in a consistent style (Choose either MLA or APA, NOT both).	10.0 pts
5 Sources At least 5 sources are incorporated into the poster (articles, books, websites, etc.), not including images & infographics.	5.0 pts

Please cite as: Pride, C. (2014). What's the Relationship? Are Those Behaviors Really Related? Correlational Research Assignment. Middlesex Community College.

Sample of Signature Assignment #7

Note: Prior to the assignment, students receive instruction on:

- Correlational Research and how it is conducted
- What data is collected
- How the data is analyzed (scatterplots,correlation coefficients, and significance testing), and how it is interpreted and analyzed
- Students see demonstrations and do practice activities in class.

While completing the assignment:

- Students have 8 weeks to complete the project
- The project is broken into steps, with class time to discuss each step, both as a class and in research teams:
  - Research question development
  - Article search (outside of class) leading to development of hypothesis, variables, sampling plan
  - Data collection
  - Data calculations and analysis
  - Discussion and conclusions
- Students have two weeks to collect their data

****

PSY 138 Research Methods in Behavioral Sciences

What's the Relationship? Are Those Behaviors *Really* Related?
Correlational Research Assignment

The purpose of this assignment is to design a correlational research study to answer a correlational research question. You will work in groups of 3-4 students.

To complete the assignment:

Part 1

1. As a group, develop a correlational research question that looks at the relationship between two behaviors. You should select two common variables that can be measured on a rank ordered or continuous scale.

   For example, your question could be, "Is there a relationship/association between…"

   a. Family income and years of education completed
   b. Family income and number of children
   c. Hours/week a student works and his/her GPA

    d. Hours/week a student watches sports on television and hours/week spent studying
2. Locate 1-2 empirical research articles that investigated the relationship between the variables. You will test the research results by conducting your own research study.
3. Describe your variables:
    a. What are the operational definitions?
    b. What is your measurement scale?

4. State your hypothesis. Are you predicting a positive, negative, or no relationship between your variables?

5. Decide on your population and sample. You should consider the following:
    a. Population demographics, for example: age; gender; ethnicity, socioeconomic status, and/or any other characteristics appropriate for your research question.
    b. Sample selection: probability (which type)? Non-probability (which type)?

6. Once you have your research question, variables, and hypothesis, each group member should collect data from a minimum of 15 individuals.

7. Using an Excel spreadsheet, set up your data:
    a. Enter the data from you and your group by creating three columns of information:
        1. Subject number (1, 2, 3, …)
        2. Variable 1 (enter measurement for each subject)
        3. Variable 2 (enter measurement for each subject)
    b. Create a scatterplot.
    c. Calculate Pearson's *r* correlation coefficient.
    d. Determine whether the correlation coefficient is statistically significant at the .05 alpha level. Use this **link** to go to an online significance of correlation calculator. Use the "directional" result for your *p* value.
8. Print your Excel spreadsheet (which contains data, scatterplot, and Pearson r).

Part II

Individually, submit a written paper (typed, double-spaced) 12-point font) describing the following items. You should write a minimum of one paragraph for each item.

1. Your research question and hypothesis:
    a. What was your research question? Why were you interested in researching this topic?
    b. What did you hypothesize about the relationship (correlation) between your variables?
    c. Why did you believe there was a relationship between the variables, and in what direction did you believe there would be a relationship?
    d. Note: when answering these questions, be sure to refer to your empirical research article(s).
2. Your variables:
    a. How did you measure your variables?
        1. What scales did you use?
        2. What was the range of the scale?
        3. How was the scale scored?
3. Your sample:
    a. What were your sample demographics?
    b. How did you select your sample?
4. Answer to your research question:
    a. What was the correlation (positive, negative, no correlation) between your variables?
        1. Describe and interpret the scatterplot
        2. Describe and interpret the effect size (Pearson r)
        3. How strong was the correlation?
        4. In what direction is the correlation?
    b. What was that statistical significance?
        1. Describe and interpret the *p* value
        2. Is the correlation significant?
    c. Are the results what you hypothesized? Why or why not?
    d. What are the limitations of your study?
        1. Are your results generalizable? Why or why not?
        2. How did your sample affect your results?
    e. If you were to repeat your study, how could you improve it?

Please cite as: Pride, C. (2014). What's the Relationship? Are Those Behaviors Really Related? Correlational Research Assignment. Middlesex Community College.

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DQP Assignment Library:
Creative Oral Presentation in Introductory Statistics
Group Individual Evaluations

MTH 270
Spring 2014

Group Click here to enter text.

Student Name (1.) Click here to enter text.
Who are the other members of your group?

2.Click here to enter text.

3.Click here to enter text.

4.Click here to enter text.

5.Click here to enter text.

How would you grade each of your group members, including yourself, on the following? Rank the item on a 1 – 10 scale (1: nothing; 10: outstanding) next to the number corresponding to each of the group members above:

Group member	1	2	3	4	5
Having prepared in a timely manner	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Initial ideas presented to the group	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Willingness to do their share of the work	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Listening to other's ideas	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Depth of understanding of the issue	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Willingness to add to the group discussions	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Openness to suggestions	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Attendance at group meetings	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Ballantine (2000)

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DQP Assignment Library:
Creative Oral Presentation in Introductory Statistics
Group Individual Evaluations

How would you rank your group overall on a 1 – 10 scale? Choose an item.

Did your group use at least one idea from each person? Choose an item.

Did your group encourage every participant to share? Choose an item.

Please address the following questions:

1. What did YOU do to add to your group presentation? Be specific.

   Click here to enter text.

2. What were the defined responsibilities for **each** member?

   Click here to enter text.

3. Describe how your group used each person's unique strengths.

   Click here to enter text.

4. Write down anything else you wish me to know about your group or this assignment.

Click here to enter text.

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DQP Assignment Library:
Creative Oral Presentation in Introductory Statistics

MTH 270
Spring 2014

Group Click here to enter text.

	Group	Available
Content: Key concepts, slos covered Appropriate analytical techniques Thorough, comprehensive Jargon, technical terms avoided Spelling, grammar	100%	50
Audience: Clear that you have taken into consideration audience analysis Your objective is clear	100%	25
Clarity: Loud enough for all to hear Full use of vocal range, NOT recited Clear enunciation Succinct transitions Non-monologue No reading!! Paraphrased rather than read verbatim Irritating non-words, annoying speech habits avoided Readability assured through font size, use of color, amount of information on a given chart	100%	20
Creativity: Appropriate to audience and setting More than PowerPoint and Excel Other presentation techniques SMILE	100%	20
Use of Time: Stay within time constraints of 10 – 15 minutes Not too short, not too long	100%	10
Individual Effort: As interpreted by group members, team equal effort As interpreted by Dr. Valente	100%	25
		150

Sample of Signature Assignment #8

Introductory Psychology (PSY 1010) with Dr. Leigh Shaw
Big Question and Signature Assignment

- **What are the Big Question (BQ) and Signature Assignment (SA) in PSY 1010?**
  - WSU General Education courses are organized around a *Big Question* (BQ).
    - The BQ for this course is: *How can I sort out psychology myth from reality?*
  - WSU General Education courses have a *Signature Assignment* (SA) that relates to the BQ. The SA requires students to integrate and apply course content to address a significant personal, social, or professional issue in some way(s) (*e.g., with critical or creative thinking, problem solving*) for a specified audience.
    - The SA for this course gives you the opportunity to practice at being a scientific psychologist. You will collaborate in a small group to integrate and apply course content and use persuasive communication skills to create a ~5 minute video (URL uploaded to Canvas) that shows non-psychology students that the evidence for the myth (e.g., '*psychiatric labels cause harm by stigmatizing people*') is less accurate and less compelling than the scientific evidence.
    - While your professor will grade it and your classmates will watch it, design the video to try to purge the myth from the thinking of your friends and family.

- **Where can I find and how do I choose my myth?**
  - Myths can be found in "*50 Great Myths of Popular Psychology*" (see https://emilkirkegaard.dk/en/wp-content/uploads/50-Great-Myths-of-Popular-Psychology.pdf; link in the Signature Assignment Module in Canvas).
  - You will complete a **Myth Ranking Survey** (see Quizzes in Canvas, due end of Week 2) on which you will note your partners (2, for a team of 3) and your top 5 myths to bust.
    - Dr. Shaw will compile the results and assign your team's myth by the end of Week 3.
  - Teams who select a myth on Biopsychology/Sensation & Perception (due Week 6) will earn a 5% bonus. Teams who select a myth on Learning/Memory (due Week 9) will earn a 2.5% bonus.
  - No more than 2 teams may bust the same myth.

- **What tool do I use to make my video?**
  - Get creative! Videos can easily be produced with free online tools like Adobe Spark Video (https://spark.adobe.com/about/video), Powtoon (https://www.powtoon.com/home/?), or Prezi (https://prezi.com/?gclid=EAIaIQobChMIhrCByZvC2wIVEcpkCh3-dgFFEAAYAiAAEgLkSfD_BwE). You can make an animated PowerPoint or upload a video shot on your phone to YouTube. Search YouTube for tutorials (e.g., https://www.youtube.com/watch?v=Q2oyYMTjDQg)
  - Whatever program or website you use to produce your video, make sure that your video has a unique URL that can be shared in Canvas for your audience to view.

- **How long should my video be?**
  - Videos should be ~4-6 minutes long.
    - Shorter videos may work as long as they address the required elements outlined below.
    - Longer videos (up to ~7 min) are fine, but they may fail to be concise and show problems with weak arguments, poor editing, and filler material that should have been deleted.
  - Videos will entail audio and visual components. Words and images should be deliberately chosen and fulfill an educational goal.
  - At least one group member must provide the audio narration, but all group members may do so. Visuals may be images, cartoons, illustrations, text, the narrator – be creative but have your persuasive communication goal in mind.
  - The evaluation of your video weighs the educational value more than the production value.

- **What are the critical ingredients for a successful and educational myth busting video?**
  - Clearly state the myth so the audience understands the myth itself and that it is NOT accurate. Then flesh out and fully elaborate the myth itself.

        - For example, discuss the *prevalence* of the myth in the general population, give *illustrations* of the myth from the world of pop psychology, discuss the potential *origins* of the myth, and/or discuss why people may be prone to believe the myth.
    - Bust the myth! You need to fully and clearly debunk the myth based on research.
        - What do we know to be *true* about the topic based on psychological *research*? What do the scientific findings actually say about the topic (and be specific)?
        - Give **at least one** concrete, research-based example to debunk the myth (your chapter will have plenty from which to choose).
    - Conclude with a statement about the 'bottom line' or 'take home message' on your topic. What genuine and scientifically based knowledge can we take with us and apply to our everyday lives about the psychological truth and not the myth?

❖ **What are the important deadlines for the SA?**
- **9/7 (by NOON)**: Myth Ranking Survey due (Quiz in Canvas).
    - Failure to submit on-time will result in Dr. Shaw assigning your team's myth and due date.
- **10/3 (by 9 am)**: Myths about *Biopsychology and Sensation & Perception* are due.
- **10/24 (by 9 am)**: Myths about *Learning and Memory* are due.
- **11/9 (by 9 am)**: Myths about *Emotion, Stress, and Personality* are due.
- **12/7 (by 9 am)**: Myths about *Development, Social, and Clinical* are due.
- **Partner Evaluation** (Quiz in Canvas) due when you submit your myth. This is required before Dr. Shaw will grade your myth busting video.

❖ **How will my SA be graded?**
- The SA is worth 50 points (7% of course grade) based on the video's educational and production value.
    - **EDUCATIONAL VALUE (30 points, 60%)**
        - Knowledge of Myth=12.5 points (25%)
            - Points allocated based on the video's success at clearly stating the myth and fully and clearly outlining the myth (e.g., notes prevalence in the general population, illustrates the myth from the world of pop psychology, discusses potential origins of the myth, discusses why people may be prone to believe the myth).
        - Myth Busting=15 points (30%)
            - Points allocated based on the video's success at fully and clearly debunking the myth. Strong videos will specifically state what we know to be *true* about the topic based on psychological *research*, and provide **at least one** concrete, research-based example to debunk the myth.
        - Bottom Line=2.5 points (5%)
            - Points allocated based on the clarity and strength of the bottom line or take home message: What genuine and scientifically based knowledge can we take with us and apply to our everyday lives about the psychological truth and not the myth?
    - **PRODUCTION VALUE (20 points, 40%)**
        - Points (15) allocated based on the strength of organization, use of transitions, and pacing of content in the video, use of appropriate and helpful language and visuals, and ability to capture audience interest.
        - Points also include your evaluation of your partners (worth 5 points) in terms of their preparation, responsibility, collaboration, and contribution (Quiz in Canvas)

Sample of Signature Assignment #9

UGS303 BIOTECHNOLOGY AND WORLD HEALTH
TEAM PROJECTS
Spring 2010

You are responsible for selecting your own team and project topic. A designated member of each team must e-mail the professor a list of all the names (first and last names) and college affiliations of the team members. Teams should consist of four students and each team must have representation from a minimum of *two different colleges* on campus.

Deadlines:

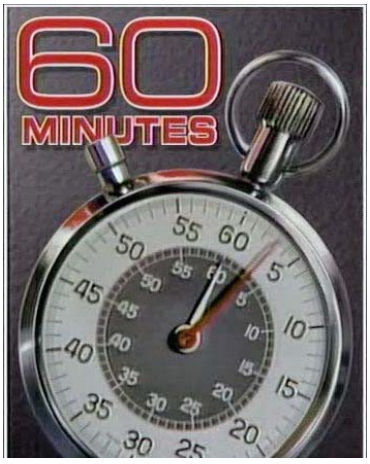
Formation of Teams: Tuesday February 9, 2010
Approval of Proposed Topic Area: Tuesday February 16, 2010
Team Progress Report #1: Tuesday February 23, 2010
Team Progress Report #2: Friday March 26, 2010 (in Discussion)
Oral Presentations: April 20 – May 7, 2010
Written Report Due: Thursday April 29, 2010

Project Description:
Your team should select a project topic under one of the following six options. *Creativity, difficulty of project, and going "above and beyond" will be reflected in the project grade.* For all projects, concepts learned from class should be integrated into your team's solution. Specific project topics must be approved by the professor.

(1) Public Health Outreach (Service Learning)*. You and your team should get involved with our local Austin and surrounding communities, or the broader global community, to provide a valuable public health service. This activity should be motivated by adequate data, research and statistics demonstrating a particular need. The public health activity should be original and should not duplicate other existing efforts. These activities can range from providing in-class demonstrations of important health issues to classrooms in underserved regions (these can be videotaped to illustrate your work) to creating actual educational pamphlets (geared according to the intended "audience") or health-related materials or "health packs" distributed to remote communities in need, classes, teens, homeless shelters, etc.

**Your team is more than welcome to raise funds to help cover any expenses for your project, as long as all funds are adequately tracked and acknowledged (written documentation for all funds, including team member donated funds, must be provided as part of the appendix to the written report). Any funds raised can only be used for expenses directly related to the public health service activity as part of this project.*

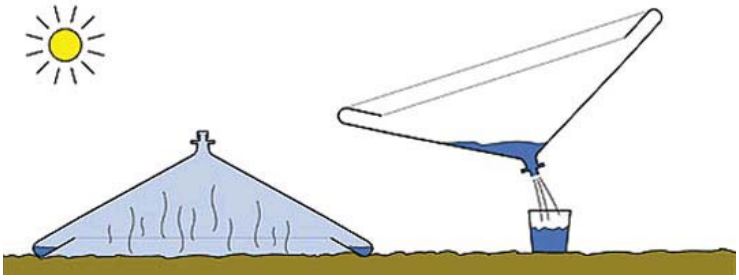
(2) New Government Policy on Health Issues. For this project, you are asked to provide a detailed persuasive argument for new policy (in the U.S.) related to public health. Your plan should also include potential pitfalls. This proposed new policy should be in addition to existing laws (related existing laws should be analyzed). Data and statistics should be presented to create your case. Plans for how one could promote your plan for actual legislative consideration should be provided. Although not required, contact with appropriate legislative or government officials related to your plan would strengthen the project and may actually lead to change (note: the Texas legislature is in session this semester). One example might be trying to increase awareness for implementing legislation that would make speeding tickets based on momentum rather than speed (momentum = mass X velocity, and thus factors into account the weight of the vehicle; i.e., a speeding ticket for a large truck going 80 mph would be more than a ticket for a motorcycle traveling the same speed; a large speeding truck would have more devastating health implications for the driver and others injured in a potential accident compared to the motorcycle).



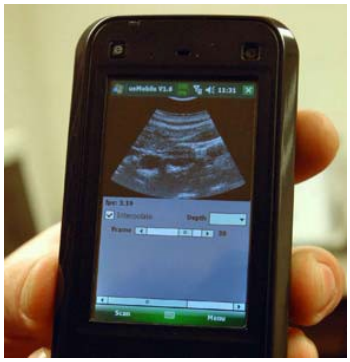
(3) "60 Minutes" Exposé on Health-Related Issue. For this project, you are asked to provide a detailed description and supporting data to demonstrate a health-related "truth" or mis-conception – something that will raise our awareness. You can collect research to uncover information on adverse health effects for something we naturally assume is provided within a safe usable range (e.g., the health effects of cell phone usage, or the amount of nitrates in meat). Or, you can uncover some unsafe health practice in the community and provide data to support your argument (e.g., poor work conditions or air quality in a building on campus). Or, you can frame a case to link seemingly innocuous items to adverse consequences (e.g., the overuse of strollers by parents/caretakers and childhood obesity). Feel free to collect your own data, if necessary.

(4) Point Counter Point for Current Health Debates. You are asked to provide a detailed point counter point analysis of an *existing* health care issue or policy (in the U.S., or elsewhere in the world; make sure to provide regional context). Some potential examples include, but are not limited to: vaccinations in young children and mandatory vaccination requirements, federally-funded family planning/abortions, raising taxes on foods with saturated fats and refined sugar, etc. (other topics must be approved by professor). Both sides of the issues need to be presented and supported with detailed data and statistics.

(5) Global Health Problem-Solution. Your goal is to design a feasible and unique "solution" for a particular present health issue. Your team should present motivation for the need (relate to target region of the world), back-up research/data, technical details of the "design" or "solution", implementation plans if applicable, information on other "competing" technologies and how your new solution or design is better or unique (what else exists), and a cost analysis. An example may be to design a better system for ventilation in areas that heavily utilize wood burning stoves. Your project may focus on the technical design, or may provide more of a detailed plan on how to assemble existing components to create a unique solution that does not already exist in a particular region of the world.



(6) US Health Care Plan. President Obama has contacted your team of health professionals to serve as consultants on his health care agenda. Prepare a plan for a revised health care plan for the U.S. (or if your team believe that the current situation is ideal, then this needs to be fully justified). Provide detailed information on other health systems in several other countries (pros/cons) as supporting information. Your health care plan needs to define what is paid for by the government, private finances, etc. Your plan needs to be fully justified and supported by data and statistics where appropriate. Include current "opinion" as needed. The report needs to also include information on the current U.S. system and statistics that demonstrate why a change is needed (if you propose a change), and feel free to comment on some of the proposed plans in discussion. As part of your plan, consider and address our class discussions and readings on health care as a fundamental human right.



(7) Emerging Technologies for Global Health Issues. This report should consist of a thorough analysis of a particular technological development that could potentially have a major impact on global health. For example, the development of portable, low-cost imaging systems make this technology more affordable and accessible to remote sites and clinics who otherwise could not afford more expensive, conventional instruments. As part of your project, you would evaluate the need, assess the competition in terms of traditional technologies, etc. Interviews with those working directly in these areas are encouraged.

Report Details:

Grading:
The written report will be graded on technical accuracy, creativity, writing skills, and organization. Grades for the oral presentation will be assigned to each team based on the relevance and accuracy of the information presented, organization, presentation skills, and confidence/accuracy in answering questions. Going "above and beyond" in the project will be reflected in the grading of the project.

Written Report (20% of course grade):
A written project report will be required from each team and one grade will be given for the report. The final typed report must be received at the beginning of the class period in which it is due. Each team must prepare a written report that adheres to the criteria listed below. The final report should be stapled (preferred) or bound. Figures and tables are highly encouraged, and must be provided within the text where cited and are included in this page limitation. All information and data should be *based on factual, published literature (peer-reviewed journals) and/or reputable online resources*. Cite primary sources of information only. For example, Wikipedia is not a primary source, and is not considered a credible reference. *Interviews* with individuals who have appropriate credentials and expertise are considered valid and encouraged.

(1) Title Page: include the title of your report, class title, date, and names of all team members
(2) Abstract (brief comprehensive summary of your paper; 1 page maximum)
(3) Body of Report (divided into appropriate sub-sections): 10 pages maximum length, including all necessary figures and tables (but not including references, abstract and title page)
(4) References: not included in maximum page length; cite full references with all authors, article title, journal title, year, volume and page numbers (see professor or TA for samples)
(5) Appendices* (optional): information in appendices is considered supplemental, and NOT essential (i.e., the report should be self-standing without the appendices); any essential information needs to appear in the body of the text
(6) Font Size: no smaller than 11 point font
(7) Line Spacing: use 1.5 line spacing
(8) Margins: use 0.75 inches (minimum) on all sides

**Note: Additional materials pertinent to the project (e.g., videos, prepared literature or materials for public health activity) are acceptable and should be submitted at the time of the written report.*

Oral report (15% of course grade):
Oral presentations will be given in class during the scheduled lecture time (random selection of presentation order). Each presentation will consist of a 15-minute presentation to the class, the professor and TA, followed by 5 minutes for questions from the entire audience. Each member of the team must participate in the presentation, and each member is responsible for understanding all aspects of the project. You must provide your own laptop or post your presentation for downloading on webspace or bring a USB drive with your presentation for use with the computer provided in the classroom. Back-up printed copies of your slides for use with the doc-cam are recommended in case of technical difficulties. Students are asked to bring two hard copies of their slides on the day of their presentation.

You should treat this as a professional presentation. You should concisely discuss a summary of your proposed project, and not merely present a narrative of what your team did. Include similar information as presented in the written report (remember though, that the class will not have read the report, so your talk should be an independent lecture to educate them on your proposed plans). Each member of the team must participate in the presentation, and each member is responsible for understanding all aspects of the project.

References and Plagiarism: You always need to cite all facts and information within the text of an article (you may cite using a number or by listing the author and year), and then list the full references in the literature cited section. In general, be careful not to plagiarize. All wording in your articles need to be your own (copying information from articles or the internet is considered plagiarism). All sources of information need to be cited in your report (make sure to only use credible, primary resources). All members of the group are held responsible for ensuring that the final team report is an original document.

Sample of Signature Assignment #10

Please cite as: Tyner-Mullings, A. R. (2015). *Rebuilding After the Apocalypse*. Stella and Charles Guttman Community College

Rebuilding After the Apocalypse

Alia R. Tyner-Mullings
Assistant Professor of Sociology
Stella and Charles Guttman Community College

Assignment #1

Scenario

You work for a newspaper in a time period following an apocalyptic event. It is the one month anniversary of the event and you are reminding everyone how society ended up this way. Beginning with the current social issue you selected, you will explain how that led to the larger catastrophic event. Your contribution can be an article, two advertisements or cartoons or something else you would find in a newspaper which explains the apocalyptic event.

Your article must include:

1) A reference to an article which describes the social issue
2) A realistic description of how that social issue led to the current world, one month after the apocalypse
3) Suggestions for people who live in that society

Assignment #2

Scenario

The world as we know it is gone. We saw the signs early on but we didn't know that _____ (one of our current social issues) would lead to a(n)_____(type of apocalypse. You, and a small group of survivors, must rebuild the world using only the resources available to you within six months of this disaster. You have been tasked with the rebuilding of the social institution of_____(one of the social institutions). You must write up and present a plan to present to the other survivors.

Your plan to rebuild the society must include:

1) A Name: You need to give your organization/company a name
2) A Mission: What is the purpose/goal of the organization/company? What societal need does it fulfill?
3) The Staff: Who are the individuals who will run it?
4) Location: Where will it be located?
5) Contact: How will individuals get in contact with the organization/company?
6) Explain how the apocalypse that occurred led to the development of this particular form of the social institution. How is the fulfillment of this need affected by the change in society?
7) Services: What are the services/products that you will provide?
8) Resources: What resources do you currently have access to that allow you to be able to provide those services/products?
9) Sustainability/Future Projections: How will your organization/company maintain itself and how will it contribute to moving the region/country/planet forward?

Remember that you are trying to convince the other survivors to support you in the creation of this organization so you should make your presentation as engaging as possible while including all the required information. You may want to use the ePortfolio system.

Assignment #3

Scenario

You work for a newspaper in a time period following an apocalyptic event. It has been five months and different social institutions are up and running. Your piece will describe an interaction and/or exchange between an individual or group and a social institution. Your contribution can be an article, two advertisements or cartoons or something else you would find in a newspaper which explains the apocalyptic event.

Your article must include:

1) One of the social institutions we have examined
2) The description of an interaction that you witnessed or participated in where an individual or group needed something that could be found within that social institution and proceeded to get it using something of value during that time. There also needs to be some level of interaction with the institution; a person cannot just walk by one, for example.
3) How it helped or hindered the individual or the larger society.

Assignment #4

Scenario

Six months later, your institution is up and running. However, survivors have stayed away. You need to communicate to them who you are, what you do and why they should trust you. Using a form of communication appropriate to the post-apocalyptic world, you must convince other survivors to use your institution.

Your communication must include:

1) A summary of your social institution including at least four of the aspects from Assignment #2
2) A description of how your institution serves its required purpose
3) Responses to any questions/comments you were provided on Assignment #2
4) An explanation of changes that occurred in the world as a result of your social institution or in the institution itself.

Incorporating the Oral Presentation Requirement

Oral presentations can be incorporated into your course in various ways and can be tailored to the content and needs of your course. Formats may include individual presentations, debates, small group presentations, speeches, and dramatic performances. In our observations of student oral presentations in Signature Courses, we found that the most successful presentations had many of the following qualities.

Explicit Instructions

Students performed best when given clear written expectations and grading criteria well in advance of the presentation date. We also saw much stronger presentations for courses in which the instructor had set aside class time to teach basic presentation skills to students. We hope you will consider discussing not only what you want students to present but how they should present.

Peer Evaluation

Many faculty members find it helpful for students to evaluate the oral presentations of their peers using a rubric. This helps students listen more closely to each speaker and gives them a better framework to plan their own presentations. For example peer rubrics, please download the documents generously submitted by Professor Hickenbottom and Professor Karboski.

Structured Engagement

Q&A sessions following individual or group presentations require presenters to think on their feet and to demonstrate more advanced mastery of content. Encouraging or requiring non-presenting students to ask questions of the presenters can increase class participation and engagement with the topics. Q&A sessions pair effectively with use of peer evaluation rubrics.

Instant Feedback

Some instructors give brief, immediate feedback to presenters, typically highlighting one or two strengths of the presentation and one area for improvement. This can help push students to a higher level of professionalism as they know they will hear feedback in front of their classmates. This approach can also benefit students who have not yet presented by giving them a tangible sense of what is expected.

Rising to the Challenge

We see students perform best when given challenging, thoughtful assignments that require creativity and autonomy. The strongest presentations require students to analyze and synthesize information rather than simply summarize.

Professional Dress

Requiring your students to dress up can help elevate the quality and seriousness of their presentations.

If you have questions or would like assistance planning your oral presentation assignment, please contact our office.

The University of Texas at Austin- Signature Courses- Incorporating the Oral Presentation Requirement: https://ugs.utexas.edu/sig/essentials/oral/incorporating

Sample of Signature Assignment #12

Please cite as: Venkatesan, M. (2015). *Everyday Macroeconomics: An Indicator Assessment Project.* Bridgewater State University.

Everyday Macroeconomics: An Indicator Assessment Project

The Everyday Macroeconomics: An Indicator Assessment Project reinforces the course-learning outcome specified as: *be able to understand macroeconomic indicators and how these metrics relate to monetary and fiscal policy decisions as well as the interconnection between indicators, policy and business cycles.*

After you have assembled your group and have picked your indicator, you should start working onthe following questions and engagement exercise (last bullet), keeping in mind the milestone dates provided further below. The milestones are provided to guide and assist your development of a 15 to 20 minute group presentation. All presentation will be allotted a 5 to 10 minutes for audience question and answer or alternatively, the additional time may be provided to the presentation's engagement exercise, if this takes longer than expected. All written work, including presentation slides are expected to follow APA style, and references both used and cited are to be provided.

Questions and Engagement Exercise—Presentation Components

- What is the indicator you are discussing? Be clear, provide context for why the indicator is cited and/or valued in discussion of the economy. Use credible references and include news andpopular press items from reputable sources that provide examples of how the indicator is valued and assessed in real life application. State whether the indicator is leading, lagging or coincident and how it is used with other indicators to provide a directional assessment of the economy.
- What is the history of this indicator and the rationale for its creation?
- What is the source of data for the indicator? Any issues? Shortcomings? Strengths?
- How this data is compiled? Any issues? Shortcomings? Strengths?
- What are the uses of and application of this indicator? Any other indicators that are used in conjunction with this indicator to provide a view of the state of theeconomy?
- Engagement exercise: Develop a group exercise, maybe a question and answer period or, maybe a discussion; something to engage your classmates in remembering/learning about the indicator.

How you distribute group working responsibilities is group specific and to be determined by its comprising members. However, please note that there will be a group member assessment and to this end, it will be helpful to have well defined roles to foster evaluation. As noted above, **all presentations will be expected to be 15 minutes to a maximum of 20 minutes in length.**

The project has stated milestones. It is recommended that each group submit a summary of work in

progress and attainment of milestone goals on the date associated with the milestone's completion. The summary should be forwarded via email with a standard email subject nomenclature: Group Number_Date_Milestone #. The reporting on milestones will assist in maintaining the group's overall and individual member deliverables and allow for the instructor to intervene should a particular group or individual not be meeting project milestone expectations. Milestones as stated have suggested week associations related to project progress.

Milestones:

Milestone 1: In two weeks: Source for indicator and data/information compilation process should be underway; students working in a team should be in communication with one another.

Milestone 2: In five weeks: Group should have milestone 1 completed and members should be assigned to and working on the following elements of the presentation:

- Identify indicator including defining, determining if leading, lagging or coincident and why—provide justification;
- History of indicator/ rational for its creation;
- Source of data—ensure use of original source material;
- Explanation of data collection/development;
- Uses of indicator—media/business—make use of news and journal articles, paying attention to how the indicator is communicated and associated with relative to economic outcomes;
- Application of data and indicator—address how the indicator is used in individual, business and or government decision making;
- Other items of interest related to the indicator.

Milestone 3: In seven weeks: Begin the process of developing your presentation. Keep in mind that even if individual members have been assigned topics, your grade is dependent on the overall flow of your presentation. Work together to ensure smooth topic transitions and lack of content redundancy. Also, determine the mode of presentation. A few examples from prior semesters will be shared in class but you are encouraged to use your creativity—that is why the presentations are being shared in class rather than emailed to you! There is no template for your presentation. Also, note that the last day to see instructor for assistance specific to the project/presentation will be at the end of this milestone week.

Milestone 4: In eight weeks: Presentation dates set in class.

Milestone 5: In nine weeks: Presentations! Project assessment will follow the provided rubrics. (see file "Rubrics") In summary,

- I (the instructor) will provide a grade with respect to your presentation, including: organization (based onthe elements above), clarity (to audience) and understanding (of presenters). Attribution: 50% of overall presentation grade.
- Your classmates will be asked to assess your presentation. Attribution: 40% of overall

presentation grade.

- Your teammates will be asked to provide an assessment of your teamwork and participation inthe development of the presentation. Attribution: 10% of overall presentation grade.

Specific to project presentation, students may use any combination of media, oral and written communication. Handouts are optional. However, students will be evaluated on the explanatory capacity of their group presentation. Remember, as stated above, all written work, including presentation slides are expected to follow APA style, and references both used and cited are to be provided.

Please cite as: Venkatesan, M. (2015). *Everyday Macroeconomics: An Indicator Assessment Project.* Bridgewater State University.

Everyday Macroeconomics: An Indicator Assessment Project: Rubrics and Evaluation

Everyday Macroeconomics: An Indicator Assessment Project—Instructor (50% weight)
Content specific elements:

Criteria	Excellent Score: 3	Good Score: 2	Average Score: 1
Introduction of the indicator	Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.	Topic introduced clearly, and purpose of talk was made clear.	Topic introduced.
Description of the indicator	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well organized and developed with sufficient and appropriate details.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.
Explanation of the significance of the indictor	Speakers explained the indicator clearly and accessibly, including new information than enabled greater understanding of course material.	The speakers explained the indicator but not in a manner accessible to all students. Not clear that speakers completely understood the explanation they provided.	Some attempt was made to explain the indicator but the explanation was incomplete.
Explanation of the indicator in terms of coursework covered in the class	Speakers were able to draw from the course material and reinforce themes stated in class.	Speakers loosely connected their discussion to the course material.	Some attempt was made to connect the presentation content to the course material.

Everyday Macroeconomics: An Indicator Assessment Project—Instructor (50% weight)- ***continued***

Presentation specific elements:

Ability to engage and involve audience	An interesting or original approach was taken to the topic. Speakers used props, interesting facts, and promoted direct audience participation. Speakers were able to effectively engage and maintain interest.	An interesting approach taken to topic. Speakers used props, interesting facts, and promoted direct audience participation.	Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.
Vocabulary, sentence structure, grammar	The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.	The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct.	The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct.
Pronunciation	Pronunciation and intonation is correct and confident.	Pronunciation and intonation is usually correct.	Pronunciation occasionally correct, but often hesitant and inaccurate.
Presentation slides and embedded multimedia	Presentation slides were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation.	Presentation slides supported the presentation effectively. They clarified and reinforced the spoken message.	Presentation slides were occasionally appropriate and related to the spoken message.
Conclusion of topic	The presentation was summed up clearly and effectively, with key points emphasized.	The presentation was summed up clearly.	An attempt was made to conclude the presentation.
Answering questions from audience	Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.	Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Not all questions could be answered. Questions answered with difficulty, and little knowledge of the topic was demonstrated.

Note: A "Poor" performance would be equivalent to a numeric score of "0" and would be provided to presentations that failed to meet "Average" requirements. The column for this category is not provided given this definition.

Everyday Macroeconomics: An Indicator Assessment Project —Individual Student AudienceMember Assessment (Average score, 40% weight)

Assign values and provide a paragraph stating strengths and weaknesses of group and group member specific elements; additionally, provide justification for score of "overall assessment"- this can be either a separate or within the same paragraph.

Category	Excellent Score: 4	Good Score: 3	Average Score: 2	Poor Score: 1
Preparedness	The team is completely prepared and has obviously rehearsed.	The team seems pretty prepared but might have needed a couple more rehearsals.	The team is somewhat prepared, but it is clear that rehearsal was lacking.	The team does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a good understanding of the topic.	Shows a good understanding of most of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Overall Assessment	Overall, the presentation was excellent.	Overall, the presentation was well done (good).	Overall, the presentation was average.	Overall, the presentation was poor.

Everyday Macroeconomics: An Indicator Assessment Project—In-group Assessment (10% weight)

Group member individual assessments are based on a numeric score of 1 to 5 where 5 represents the highest or best attainable outcome. The quantitative score is dependent on qualitative assessment ofthe group member's participation and engagement in the project. The numeric score provided requires at minimum a short paragraph describing the member's efforts that justified the scorereceived.

Sample of Signature Assignment #13

Please cite as: Acoba, F. (2016). *Service and sustainability learning reflection.* Kapi'olani Community College.

Service-Learning Reflection

In the final Service-Learning requirement, you reflect on your service and learning in the community and in your course. Your reflection generally fulfills a grading component in your course. Collectively, your reflections are also used to assess the Service and Sustainability Learning program. Apart from your course grade, a high-quality reflection essay can lead to student employment, leadership opportunities, and a partial tuition waiver.

Here's the reflection prompt :

Answer the following in a coherent essay (1,000-1,250 words, about 4-5 pages):

A. Statement of the issue/activities: Identify the issue you focused on (such as homelessness or invasive species), and explain how it relates to diversity, equity, health or sustainability. Describe the service-learning activities you engaged in that addressed this issue.

B. Academic/applied learning: Describe 3-5 central course concepts/ theories that deepened your understanding of the issue you focused on. (Discuss relevant concepts/theories with your instructor.) Describe how you applied those course concepts/theories in your service-learning activities. Explain how your service-learning activities deepened your understanding of these course concepts/theories.

C. Moral and civic engagement: As an informed individual and citizen, discuss the issue you focused on as a public problem. What elements of unfairness or injustice does the problem have? Do you believe more people should care about the problem? Why or why not? Discuss possible solutions to the problem.

D. Change/commitment: Explain how your coursework and service-learning activities have shaped your personal, academic or career goals. From the list below, select three actions and discuss at least one in detail. Explain how the action(s) you will take will help reduce the impact of the problem.

1. Support people in my family and my friends who are affected by the problem.
2. Take another course to gain a new perspective on the problem.
3. Join, start, or lead a campus student group working on the problem.

4 Serve at a community-based organization working on the problem.
5 Convene a dialog with policy-makers working on the problem.
6 Advocate with public officials and legislators who work on the problem.
7 Fund-raise to support non-profit organizations working on the problem
8 Complete a degree that will provide me with the knowledge, skills, and attitudes to work on the problem in my career.
9 Other (specify)

Audience: Address your essay to a specific audience who has little or no knowledge of your course or service, such as one of these: your parents or other family members; a spiritual leader or faith community; a website or publication editor (letter to the editor); a government official or body, such as the governor or the legislature; etc. Name the audience you are addressing at the start of your essay as a memo or letter salutation. For example, Dear Mayor Caldwell, etc.

Formatting: Write your essay using a word-processing program. Use one-inch margins, 12-point font. Double-space your lines. No title page is necessary.

On the first page of your essay, put your name and course alpha and number. For example:
John Kealoha
ENG 100

Save your file as a Word (.doc or .docx) or pdf file. Name the file you upload with this formula: lastname_reflection. For example: kealoha_reflection .

Submission: Upload your reflection as a Word or pdf file at the link below by 11:55 p.m. on 4/27. No paper copies are accepted. If you need assistance uploading your assignment, please come to our office, 'Iliahi 118.

reflection

Please cite as: Acoba, F. (2016). *Service and sustainability learning reflection.* Kapi'olani Community College.

Kapiʻolani Service and Sustainability Learning (Teagle) Reflection Rubric 2016-17

Prompt / Level	0	1	2	3	4
A1. Statement of the issue / activities — issue: Identify the issue you focused on, and explain how it relates to diversity, equity, health or sustainability.	Does not meet level one	Names an issue but provides little explanation. Claims a relationship between the issue and diversity, equity, health or sustainability but provides little explanation.	With some detail, explains the issue. With some support, explains the relationship between the issue and diversity, equity, health or sustainability.	With adequate detail, explains the issue. With adequate support, explains the relationship between the issue and diversity, equity, health or sustainability.	With considerable detail, explains the issue. With considerable support, explains the relationship between the issue and diversity, equity, health or sustainability.
A2. Statement of the issue / activities — activities: Describe the activities [such as service-learning or other community-based project] you engaged in that addressed this issue.	Does not meet level one	With little detail, describes 2 activities that addressed the issue. OR with adequate detail, describes 1 activity that addressed the issue.	With some detail, describes 2 activities that addressed the issue. OR with considerable detail, describes 1 activity that addressed the issue.	With adequate detail, describes 2 activities that addressed the issue.	With considerable detail, describes 2 activities* that addressed the issue. *two separate/different activities or two instances of one continuous project

Prompt / Level	0	1	2	3	4
B1. Academic / applied learning — Academic learning: Describe 3-5 central course concepts/theories that deepened your understanding of the issue you focused on. [Instructor should specify the course concepts/theories and the SLOs they address.]	Does not meet level one	Names at least 3 central course concepts. Describes 1 in detail OR describes 2 in brief.	Names at least 3 central course concepts. Describes 3 in brief.	Names at least 3 central course concepts. Describes 1 in detail and 2 in brief.	Names at least 3 central course concepts. Describes 2 in detail and 1 in brief.

Prompt / Level	0	1	2	3	4
B2. Academic / applied learning — Applied learning: Describe how you applied those course concepts/theories in your activities. Explain how your activities [such as service-learning or other community-based project] deepened your understanding of these course concepts/theories.	Does not meet level one	Claims the writer applied at least 1 course concept/theory in the activities but provides little explanation. Claims the activities deepened the writer's understanding of at least 1 concept/theory but provides little explanation.	With some detail, explains at least 1 example of the writer applying at least 1 concept/theory in the activities. With some detail, explains how the 1 example deepened the writer's understanding of at least 1 concept/theory.	With adequate detail, explains at least 1 example of the writer applying at least 1 concept/theory in the activities. With adequate detail, explains how the 1 example deepened the writer's understanding of at least 1 concept/theory.	With considerable detail, explains at least 1 example of the writer applying at least 1 concept/theory in the activities. With considerable detail, explains how the 1 example deepened the writer's understanding of at least 1 concept/theory.

Prompt / Level	0	1	2	3	4
C1. Moral and civic engagement — Civic engagement: As an informed individual and citizen, discuss the issue you focused on as a public problem. ... Discuss possible solutions to the problem.	Does not meet level one	Claims the issue is a public or community problem but provides little explanation. States 1 possible solution. Explains 1 in brief.	With some support, explains the issue as a public or community — not just individual or small group — problem. States 2 possible solutions. Explains 2 in brief OR explains 1 in detail.	With adequate support, explains the issue as a public or community — not just individual or small group — problem. States 2 possible solutions. Explains 1 in detail and 1 in brief.	With considerable support, explains the issue as a public or community — not just individual or small group — problem. States 2 possible solutions. Explains 2 in detail.
C2. Moral and civic engagement — Moral engagement: What elements of unfairness or injustice does the problem have? Do you believe more people should care about the problem? Why or why not?	Does not meet level one	States 1 element of unfairness or injustice but provides little explanation. States 1 reason that more people should care about the problem but provides little explanation.	With some support, explains at least 1 element of unfairness or injustice that the problem has. With some support, gives at least 1 reason that more people should care about the problem	With adequate support, explains at least 1 element of unfairness or injustice that the problem has. With adequate support, gives at least 1 reason that more people should care about the problem	With considerable support, explains at least 1 element of unfairness or injustice that the problem has. With considerable support, gives at least 1 reason that more people should care about the problem.

Prompt / Level	0	1	2	3	4
D1. Change / Commitment — Change: Explain how your coursework and activities have shaped your personal, academic or career goals.	Does not meet level one	Without any examples, claims an effect in the writer's goals based on the writer's coursework and activities.	With 1 brief example, explains how the writer's coursework and activities have shaped his/her personal, academic or career goals.	With 1 specific example, explains how the writer's coursework and activities have shaped his/her personal, academic or career goals.	With more than 1 example, at least 1 specific, explains how the writer's coursework and activities have shaped his/her personal, academic or career goals.
D2. Change / Commitment — Commitment: From the list below, select three actions and discuss at least one in detail. Explain how the action(s) you will take will help reduce the impact of the problem.	Does not meet level one	Selects 3 actions from the list but provides little explanation of any of them. Claims 1 or more actions would reduce the impact of the problem but provides little explanation.	Selects 3 actions from the list. Explains 1 in brief. Explains in brief how 1 action would reduce the impact of the problem.	Selects 3 actions from the list. Explains 1 in detail. Explains in detail how 1 action would reduce the impact of the problem.	Selects 3 actions from the list. Explains at least 2, 1 in detail. Explains in detail how at least 2 actions individually or at least 2 actions collectively would reduce the impact of the problem.

Prompt / Level	0	1	2	3	4
Commitment (cont.): 1. Support people in my family and my friends who are affected by the problem. 2. Take another course to gain a new perspective on the problem. 3. Join, start, or lead a campus student group working on the problem. 4. Serve at a community-based organization working on the problem. 5. Convene a dialog with policy-makers working on the problem. 6. Advocate with public officials and legislators who work on the problem. 7. Fund-raise to support non-profit organizations working on the problem 8. Complete a degree that will provide me with the knowledge, skills, and attitudes to work on the problem in my career. 9. Other (specify)					

Sample of Signature Assignment #14

Please cite as: Ball, T. C. (2016). The digital storytelling/8 key questions assignment. James Madison University.

The Digital Storytelling/8 Key Questions Assignment

Introduction

The Digital Storytelling/8 Key Questions assignment is a culmination of the skills you have developed and the knowledge you have gained over the semester. For the first part of the assignment you will use digital software and hardware to communicate with your audience. It will require that you:

- Collaborate as a team to conduct research on one of the four topics your group chooses to explore;
- Post the sources you assemble to your website during the semester;
- Learn how to effectively use software and digital cameras, microphones, and other equipment in order to produce digital files;
- Tell the audience the story behind your topic;
- Record digital video clips that explain the advantages/disadvantages of the options to the audience and posting them on your website.

Why Digital Storytelling?

There are many channels through which speakers communicate a message or share meaning with an audience. You can communicate face-to-face, with a text message or email, or through digital channels. You will use a free and open source blogging tool and a content management system which includes a plugin architecture and a template system. Through this tool you can add images, audio, and video to tell your story to the audience by dragging and dropping multiple images into pages you create.

The 8 Key Questions

The Eight Key Questions reflect the best of humanity's ethical reasoning traditions that have been operationalized these into a flexible and open framework to be used as prompts at the point of decision making. Each question names a distinctive ethical consideration:

Fairness - How can I act equitably and balance legitimate interests?
Outcomes - What achieves the best short- and long-term outcomes for me and all others?
Responsibilities - What duties and/or obligations apply?
Character - What action best reflects who I am and the person I want to become?
Liberty - How does respect for freedom, personal autonomy, or consent apply?
Empathy - What would I do if I cared deeply about those involved?
Authority - What do legitimate authorities (e.g. experts, law, my religion/god) expect of me?
Rights - What rights (e.g. innate, legal, social) apply?

Message Construction

Group members will construct messages as you conduct research on the topic, post your sources to Storify, tell the story behind the topic, and explain the advantages/disadvantages of the options you developed. These SCOM basic course learning objectives will be important because you will:

A. Recognize the need for information appropriate for a communication context, audience, or purpose.
   1. Distinguish between different ways of knowing.
   2. Determine which kind of information is needed.
B. Locate information appropriate for a communication context, audience, or purpose.

1. Recognize differences between library databases and online search engines.
2. Employ appropriate research strategies for locating information.

C. Evaluate information sources appropriate for a communication context, audience, or purpose.
1. Recognize the elements of source credibility.
2. Understand the role and appropriateness of source recency.
3. Justify the appropriateness of an information source.

D. Ethically utilize texts, images and media.
1. Define the elements of plagiarism.
2. Describe how to avoid plagiarism.
3. Cite sources appropriately.

E. Construct a message according to the purpose, audience, and context.
1. Identify a subject that is relevant to the communicator's role, knowledge, concerns, and interests.
2. Adapt the message to the characteristics of the communication context.
3. Adapt the message to the characteristics of the audience.
4. Identify ethical concerns related to message construction.

F. Design an effective presentation appropriate for a communication context, audience, or purpose.
1. Construct a specific purpose relevant to the context when given a general purpose.
2. Formulate a thesis statement consistent with the communication purpose.
3. Provide adequate support material that is appropriate for topic, audience, setting, and purpose.
4. Determine a suitable organizational pattern that is appropriate for the topic and the communication purpose.
5. Provide effective transitions.
6. Construct an effective introduction, body, and conclusion.

G. Deliver an effective presentation appropriate for a communication context, audience, or purpose.
1. Use a mode of delivery appropriate for a communication purpose.
2. Practice nonverbal behaviors that promote audience engagement.
3. Utilize an effective visual aid to support the communication purpose.
4. Deliver an effective presentation.

Critical Thinking

As audience members you will go to the groups' websites and use your critical thinking skills to evaluate the arguments made by the presenting group in the form of options and their advantages and disadvantages. This SCOM basic course learning objective will be important because as audience members you will:

Respond to messages consistent with the diversity of communication purpose, audience, context, and ethics. You will:

A. Comprehend messages.

1. Attend to messages with an open mind.
2. Perceive a communicator's purpose.
3. Recognize discrepancies between the communicator's verbal and nonverbal messages.
4. Anticipate potential communication barriers.

B. Analyze messages.
1. Distinguish between main points and support.

2. Discriminate between statements of fact and statements of opinion.
3. Detect bias and prejudice.
4. Draw logical inferences and conclusions from presented messages.

C. Respond to messages.
1. Recall important points or thesis from orally presented messages.
2. Respond appropriately to feedback.
3. Recognize appropriate strategies for responding to different communication goals.

Topic Choices

Topic 1: How can we stop mass shootings in our communities?
The tragic attack at Sandy Hook Elementary School in Newtown, Connecticut, has raised concerns among many people across the nation. Other violent episodes, such as the killing of a teenager who was gunned down after returning home from the president's inauguration, have also drawn attention. While mass shootings are infrequent, they may be increasing. Each has devastating effects on a whole community. Overall, the United States has become safer in recent years. Yet mass shooters target innocent people indiscriminately, often in locales where people ordinarily (and rightly) feel safe—movie theaters, college campuses, schools. How can we stop such violent acts and ensure that people feel safe in their homes and communities?

Topic 2: Shaping our future: How should higher education help us create the society we want?
Higher education's benefits for the students who attend the nation's 4,643 colleges and universities are well known. People with two-year and four-year college degrees earn more and are less likely to lose their jobs during an economic downturn. Nearly 9 in 10 Americans say that young people are better off going to college after high school than they would be going directly to work. This issue guide asks: What should we expect of higher education today when it comes to the nation? What could colleges and universities, including community colleges, trade and vocational schools, and other such institutions do to help us create the society we want? For most people, three areas seem especially troubling.

Topic 3: What does national security mean in the 21st century?
When the Cold War ended in 1991, the United States became the world's single most powerful nation. But that moment has passed and we live in a very different place. How shall we approach the world, now, in an environment of diminished power, increased volatility, more competition, and global threats?

Topic 4: What should we do to help our youngest children thrive?
The most critical time in a child's life is the first four years. Brain development in infants and toddlers is more rapid and far-reaching than at any other time. A child's experiences during these early years have lasting effects on their ability to learn, interact and succeed. Yet our youngest children are largely an "invisible population" in terms of public attention and priorities. By the time they enter school and the public's eye, many have fallen far behind – physically, intellectually, socially and emotionally. How can we give the best start to our youngest children?

For this assignment, each group will develop three options for the audience to consider. For each option you are to research and list the actions that we could take and the potential drawbacks for each action.

Topic 1
How Can We Stop Mass Shootings in Our Communities?

Note: This assignment was adapted from an issue advisory that was prepared for the National Issues Forums Institute (NIFI) in collaboration with the Kettering Foundation, which is a nonprofit, nonpartisan research institute that studies the public's role in democracy. National Issues Forums issue guides are used by civic and educational organizations interested in addressing public issues.

The tragic attack at Sandy Hook Elementary School in Newtown, Connecticut, has raised concerns among many people across the nation. Other violent episodes, such as the killing of a teenager who was gunned down after returning home from the president's inauguration, have also drawn attention. While mass shootings are infrequent, they may be increasing. Each has devastating effects on a whole community.

The horrific events in Newtown, Connecticut, and elsewhere have touched a deep chord in many of us. Deliberative discussions on this issue will not be easy. It will be important to remind participants that the objective of these discussions is to begin to work through the tensions between **security**, **freedom**, and **a healthy society**.

Mass violence evokes raw emotions. Participants in these discussions may become angry, and those with strong feelings may feel attacked by those who hold other points of view. This may sidetrack the deliberation. In productive deliberation, people examine the advantages and disadvantages of different options for addressing a difficult public problem, weighing these against the things they hold deeply valuable. This framing is designed to help people work through their emotions to recognize the trade-offs that each of us must wrestle with in deciding how to move forward.

Overall, the United States has become safer in recent years. Yet mass shooters target innocent people indiscriminately, often in locales where people ordinarily (and rightly) feel safe—movie theaters, college campuses, schools. How can we stop such violent acts and ensure that people feel safe in their homes and communities?

Student Learning Outcomes

1. Students will be able to provide the specific considerations raised or rationale implied when applying every KQ to an ethical situation or dilemma.
2. For a specific ethical situation or dilemma, students will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by the KQs.

The framework outlined in this document should encompass several options and provide an alternative means of moving forward in order to avoid the polarizing rhetoric now growing around the major policy options. Each option should be rooted in a shared concern and propose a distinct strategy for addressing the problem that includes roles for citizens to play. Equally important, each option should present the drawbacks inherent in each action. Recognizing these drawbacks will allow people to see the trade-offs that they must consider in pursuing any action. It is these drawbacks, in large part, that make coming to shared judgment so difficult—but ultimately, so productive.

One effective way to begin deliberative forums on this issue is to ask people to describe how the issue of mass violence has affected them or their families. Some will have had direct experience; many more will

say they are affected by the fear of such acts. They are likely to mention the concerns identified in the framework.

The goal of this framework should be to assist people in moving from initial reactions to more reflective judgment. That requires serious deliberation or weighing options for action against the things people value.

For this assignment, you will be presented with three options. For each option you are to research and list the actions that you could take and the advantages and disadvantages for each action.

Option One: Reduce the Threat of Mass Shooting
Communities and homes should be places where people are safe. The means for carrying out mass shootings are all around, and those who might perpetrate them are free among us.

A. Based on your research on this topic, list **Actions** people in American society could take to reduce the threat of mass shootings and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Option Two: Equip People to Defend Themselves
There will always be some who are a threat to those around them. In such situations, we cannot afford to rely on someone else to rescue us. We need to be prepared for violence and have the means to defend against it. The Second Amendment to the U.S. Constitution guarantees this right.

A. Based on your research on this topic, list **Actions** people in American society could take to equip people to defend themselves and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Option Three: Root Out Violence in Society

Violence and criminality are pervasive in popular music, films, television, video games, and sports. Mass murderers gain notoriety through nonstop media portrayals. This results in a culture in which stories of mass shootings circulate and gain momentum—so further shootings become a greater possibility. How can we root out and stop the glorification of violence and break this cycle?

A. Based on your research on this topic, list **Actions** people in American society could take to root out violence in society and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Topic 2
How Should Higher Education Help Us Create the Society We Want?

Note: This assignment was adapted from an issue advisory that was prepared for the National Issues Forums Institute (NIFI) in collaboration with the Kettering Foundation, which is a nonprofit, nonpartisan research institute that studies the public's role in democracy. National Issues Forums issue guides are used by civic and educational organizations interested in addressing public issues.

Higher education's benefits for the students who attend the nation's 4,643 colleges and universities are well known. People with two-year and four-year college degrees earn more and are less likely to lose their jobs during an economic downturn. Nearly 9 in 10 Americans say that young people are better off going to college after high school than they would be going directly to work.

But beyond its individual benefits, we have looked to higher education throughout our history to help us collectively create the kind of society we want and to advance the country's economic, political, and social progress. For example, when soldiers returned home from World War II, Congress passed the GI bill, providing money for them to attend college. The GI bill helped individual soldiers build good lives for themselves, but it also gave the United States the best-educated workforce in the world—one that propelled the country's astonishing post-war economic growth.

Now the United States is facing serious challenges on a number of fronts. Our economy faces tough economic competition from countries like China and India, and our standard of living is at risk. We've become a divided nation and a "me-first" society. Many people worry that crucial values like responsibility, integrity, and respect for others are fading. What's more, too many Americans who work hard and play by the rules are slipping out of the middle class, and too many poor youngsters never get a fair chance at a good future in the first place.

Higher education has historically enjoyed broad public support. Until recently, most state legislatures regularly increased support for public colleges and universities. Most students and families believed their own investment in higher education was bound to pay off. But now, as concerns about higher education and the country's future mushroom, there are considerably more questions about those pay-offs.

Student Learning Outcomes

1. Students will be able to provide the specific considerations raised or rationale implied when applying every KQ to an ethical situation or dilemma.
2. For a specific ethical situation or dilemma, students will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by the KQs.

For this assignment, you will be presented with three options. For each option you are to research and list the actions that you could take and the advantages and disadvantages for each action.

Option One: Focus on Staying Competitive in the Global Economy
The chief mission for American colleges and universities—including our community colleges—is to ensure that the U.S. economy remains competitive in an increasingly tough global marketplace, and that means recapturing our lead in science and technology. The countries that will flourish in the world economy will be the ones that lead the way in science, technology, engineering, and math. This is not a new idea. This country's broad middle class and rising standard of living were built on the genius of

inventors and entrepreneurs like Henry Ford and Thomas Edison and, more recently, Bill Gates and Steve Jobs.

A. Based on your research on this topic, list **Actions** that colleges and universities could take to help the United States stay competitive in the global economy and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Option Two: Work Together and Repair an Ailing Society

It's time for colleges and universities to take a stand and act forcefully to help us address this epidemic of division, declining ethics, and mistrust. Higher education helps shape students' views about the larger society, and it can do much more to reinforce bedrock values like responsibility, integrity, and concern for others. Higher education may not be able to fix the social and political ills of today, but it can help improve the society and politics of tomorrow.

A. Based on your research on this topic, list **Actions** colleges and universities could take to work together to repair our ailing society and decide which key questions mostapply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Option Three: Ensure that Everyone Gets a Fair Chance

Because graduating from college can unlock the door to advancement and prosperity, higher education, along with government at all levels, needs to do much more to ensure that all Americans have a genuine shot at getting a college degree. Unfortunately, rising costs, tough economic times, and inadequate public schools in some communities have put college out of reach for far too many Americans.

A. Based on your research on this topic, list **Actions** colleges and universities could take to ensure that everyone gets a fair chance and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Topic 3
What Does National Security Mean in the 21st Century?

Note: This assignment was adapted from an issue advisory that was prepared for the National Issues Forums Institute (NIFI) in collaboration with the Kettering Foundation, which is a nonprofit, nonpartisan research institute that studies the public's role in democracy. National Issues Forums issue guides are used by civic and educational organizations interested in addressing public issues.

The world bears little resemblance to the way it was in 1991, when the Soviet Union fell and the Cold War ended. Where the world was once dominated by two "superpowers"—the Soviet Union and the United States— the end of the Cold War created what many observers called a "unipolar" world in which the United States was the clear leader, able to bend most events to its will. That moment has passed.

The U.S. Director of National Intelligence issued a report in late 2012 that assessed where things stood and where they are likely to go over the next two decades. One conclusion of this comprehensive study is that the United States "will remain the 'first among equals' alongside the other great powers. . . . [But] the era of unrivalled American ascendancy . . . is fast winding down."

Evidence of challenges to U.S. dominance are everywhere. China has gone from being just a very large nation to becoming an economic powerhouse. India's economy, as well as its influence on the world stage, has grown rapidly. Pakistan is now strategically vital.

Problems are becoming more global in nature, too. Climate change (global warming), pandemics, and resource depletion threaten countries without regard to superpower status or military strength. Many of these threats require response, but no one nation can effectively deal with them alone.

How shall we approach the world, now, in an environment of diminished power, increased volatility, more competition, and global threats?

Student Learning Outcomes

1. Students will be able to provide the specific considerations raised or rationale implied when applying every KQ to an ethical situation or dilemma.
2. For a specific ethical situation or dilemma, students will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by the KQs.

For this assignment, you will be presented with three options. For each option you are to research and list the actions that you could take and the advantages and disadvantages for each action.

Option One: National Security Means Safeguarding the United States
As the war in Afghanistan winds down, we continue to face the threats posed by terrorist organizations and by nations like Iran and North Korea. At the same time, traditional adversaries like Russia and China are gaining power. How can we safeguard the people of the United States?

A. Based on your research on this topic, list **Actions** people in American society could take to safeguard the United States and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Option Two: National Security Depends on Putting Our Economic House in Order

The United States cannot long remain a superpower if it is the world's largest debtor nation. Security experts believe we need to focus on increasing employment, eliminating our staggering public debt, and improving the balance of trade. How can we ensure our national security while at the same time spending less on the military and reducing the amount of money that flows overseas?

A. Based on your research on this topic, list **Actions** people in American society could take to ensure our national security while spending less on the military and reducing the amount of money sent overseas and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Option Three: National Security Means Recognizing That Global Threats Are Our Greatest Challenge

The greatest threats facing the United States—environmental devastation, pandemics, the depletion of natural resources, and the possibility of nuclear war—know no boundaries and threaten us all. They demand international solutions. The United States should take the lead in addressing these urgent challenges.

A. Based on your research on this topic, list **Actions** people in American society could take to ensure our national security while recognizing that global threats are the greatest challenge and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Topic 4
What Should We Do to Help Our Youngest Children Thrive?

Note: This assignment was adapted from an issue advisory that was prepared for the National Issues Forums Institute (NIFI) in collaboration with the Kettering Foundation, which is a nonprofit, nonpartisan research institute that studies the public's role in democracy. National Issues Forums issue guides are used by civic and educational organizations interested in addressing public issues.

This issue guide was designed for people who are concerned about the development of our youngest children, as well as its ripple effects on our communities and nation. The guide focuses on the first four years, before most children begin their formal education.

The most critical time in a child's life is the first four years. Brain development in infants and toddlers is more rapid and far-reaching than at any other time. A child's experiences during these early years have lasting effects on their ability to learn, interact and succeed. Yet our youngest children are largely an "invisible population" in terms of public attention and priorities. By the time they enter school and the public's eye, many have fallen far behind – physically, intellectually, socially and emotionally.

Student Learning Outcomes

1. Students will be able to provide the specific considerations raised or rationale implied when applying every KQ to an ethical situation or dilemma.
2. For a specific ethical situation or dilemma, students will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by the KQs.

For this assignment, you will be presented with three options. For each option you are to research and list the actions that you could take and the potential drawbacks for each action.

Option One: Share the Responsibility for Early Child Development
From this perspective, we all have a stake in – and responsibility for – how children develop during their earliest years. The rapid growth of body and mind during this period sets the stage for later success in school and adult life. How can we as individuals and as a society invest the time and resources necessary for high-quality early care and education in order to protect our collective future?

A. Based on your research on this topic, list **Actions** that people could do to share the responsibility for early child development and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Option Two: Uphold the Rights and Responsibilities of Families

Parents are the first and most important caregivers in their children's lives. Nothing affects early development more than the bond between parent and child. How can we respect the role of parents to raise their children in accordance with their values and beliefs and encourage the kind of natural support provided by their personal networks of other parents, relatives, and friends?

A. Based on your research on this topic, list **Actions** people could take to uphold the rights and responsibilities of families and decide which key questions most apply to each action.

1.

2.

3.

B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

Option Three: Ensure Equal Opportunity So All Children Thrive

Reducing inequality is essential to helping young children develop their full potential. Social, economic, and racial disparities undermine healthy development and cause many children to enter school unprepared to learn. While remedial programs help, what is the best way to help all young children succeed and ensure equal opportunity for their families in education, jobs, housing, and public life?

A. Based on your research on this topic, list **Actions** people could take to reduce inequality in order to ensure that all children thrive and decide which key questions most apply to each action.

1.

2.

3.

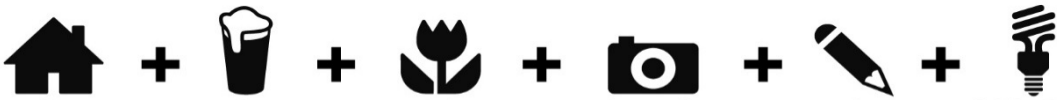
B. Based on your research on this topic, list the **Drawbacks** to each of the actions listed above and decide which key questions most apply to each action.

1.

2.

3.

20×20 Pecha Kucha



What Is a Pecha Kucha?
Pecha Kucha is Japanese for "chatter" or "chit chat" and consists of a 20-slide multimedia presentation delivered by your group using a timeframe of 20 seconds per slide for a total of a 6-minute, 40-second presentation. The presentation format was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture. The first Pecha Kucha Night was held in Tokyo in their gallery/lounge/bar/club/creative kitchen, SuperDeluxe, in February, 2003. Originally created as an outlet for artists to showcase their work and share ideas, the Pecha Kucha presentation method has increased in popularity since then.

What Does This Mean to You?
In class, each group of 5 students will tell the story behind their Digital Storytelling/8 Key Questions topic, and explain the advantages/disadvantages of the options you have developed. You will then create a presentation that explains to the audience what these options are and the advantages and disadvantages of each option. To gain the most from your use of **advantage and disadvantage** you need to:

1. establish a clear basis for comparison;
2. make a thorough and specific thematic statement; and
3. provide an effective arrangement for the material.

Here are some tips to help you prepare an awesome Pecha Kucha presentation:

1. **Tell a story.** The best presentations are often good stories instead of just a bunch of facts or portfolio pieces strung together. Take the audience on a journey (albeit a short one) that has an intro, development, and conclusion. Think about how your story will combine with the images you've chosen to solidify your message and give the audience a rich experience. Be sure to share with the audience why your presentation topic is important to you and why they should care about it too.
2. **What is most the important thing you want your audience remember?** If the audience could remember just one thing from your presentation, what would you want that to be? Once you figure that out, your talking points and images will revolve around that theme.
3. **Use powerful, relevant images.** The images you choose should reinforce your ideas. Make sure your images are high quality and that you have permission to use them.
4. **Don't cram too much into your presentation.** Even though Pecha Kucha presentations are always exactly 6 minutes and 40 seconds (20 images, 20 seconds each), presenters often try to cram too much information into that short window and then have to talk rapidly to fit everything in. Less is more. Carefully edit out anything that isn't vital to some aspect of your piece.
5. Download a practice Pecha Kucha presentation PowerPoint presentation (http://www.pechakucha.org/watch) to help you get the timing of your script just right before

investing too much time finding images (you must be in slideshow mode in order for the slides to automatically advance).

6. Keep your presentation simple, limited to a single theme/topic, and tell us a story. Here's an example of a Pecha Kucha presentation: http://www.pechakucha.org/presentations/taking-architecture-beyond
7. **Practice. Practice. Practice!** The best way to stave off nerves and build confidence for speaking in front of a group is to practice your presentation several times. I encourage speakers to practice short pieces like this at least 10 times. Having many rehearsals under your belt will allow you to be comfortable and have fun during your presentation.

Presentation Ground Rules

1. Your final presentation must include **20 images**. Notice that I said "images" and not "slides." Successful Pecha Kucha presentations usually have images that complement what the speakers are saying and not a bunch of bullets and text on the slide.
2. Use a copyright friendly image source like Creative Commons (creativecommons.org)
3. Each image will be displayed for exactly **20 seconds**. The images automatically progress during the presentation. Speakers have no control over the advancement of the slides.
4. Do not use inappropriate images or language. Remember, you will be presenting in a public space. Simply put, if you wouldn't say it in front of your mom, don't say it in front of this audience.

Discussion Facilitation Assignment

Each group will facilitate a discussion with the audience about your topic using at least three of the 8 Key Questions. These two learning outcomes will be important because you should be able to:

1. Provide the specific considerations raised or rationale implied when applying every key question to an ethical situation or dilemma;
2. For a specific ethical situation or dilemma, students will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by the key questions.

Although not one of the learning outcomes listed above, a goal of facilitating discussions like these is to foster a commitment to openness and to an exchange of thoughts and ideas.

Please cite as: Ball, T. C. (2016). The digital storytelling/8 key questions assignment. James Madison University.

Digital Storytelling Rubric			**Group:**	**Name:**	
Information Need (15 points)	A	Superior identification of key concepts & terms that describes information need; always defines & modifies information need to achieve manageable focus; consistently recognizes existing information can be combined with original thought and/or analysis.	15		
	B	Exceptional identification of key concepts & terms that describes information need; defines & modifies information need to achieve manageable focus; recognizes existing information can be combined with original thought and/or analysis.	13		
	C	Identifies key concepts & terms that describe information need; usually defines & modifies information need to achieve manageable focus; usually recognizes existing information can be combined with original thought and/or analysis.	11		
	D	Doesn't always identify key concepts & terms that describes information need; doesn't always define & modify information need to achieve manageable focus; doesn't always recognize existing information can be combined with original thought and/or analysis.	9		
	F	Fails to identify key concepts & terms that describes information need; fails to define & modify information need to achieve manageable focus; doesn't recognize existing information can be combined with original thought and/or analysis.	7		
Information Literacy (15 pts.)	A	Superior organization of content that always supports product/presentation purposes & format; always integrates new & prior information (e.g., quotations & paraphrasings) that supports product/presentation purposes; consistently chooses communication format best suited to product/presentation purposes.	15		
	B	Exceptional organization of content that usually supports product/presentation purposes & format; usually integrates new & prior information (e.g., quotations & paraphrasings) that supports product/presentation purposes; usually chooses communication format best suited to product/presentation purposes.	13		
	C	Organization of content supports product/presentation purposes & format; integrates new & prior information (e.g., quotations & paraphrasings) that supports product/presentation purposes; chooses communication format for product/presentation purposes.	11		
	D	Organization of content is unsatisfactory because it doesn't support product/presentation purposes & format; doesn't integrate new & prior information (e.g., quotations & paraphrasings) that supports product/presentation purposes; doesn't choose communication format for product/presentation purposes.	9		
	F	Fails to organize content that supports product/presentation purposes & format; fails to integrate new & prior information (e.g., quotations & paraphrasings); fails to choose communication format for product/presentation purposes.	7		
Message Construction (15 pts.)	A	Exceptional originality and thoughtfulness demonstrated in understanding the topic, approach to storytelling, and use of digital technologies; reveals independent thinking about content and form.	15		
	B	Good creativity and thoughtfulness exhibited in using digital technologies; original thinking shown rather than blind adherence to convention.	13		
	C	Contains some strengths listed above, but also fails to exhibit enough independent thinking regarding the topic, technologies, content, or form.	11		
	D	Serious problems noted, including use of technology that reveals no creativity, and a reliance on outdated claims or conventions.	9		
	F	Reveals almost no creativity or independent thinking in terms of topic, understanding of topic, approach to storytelling, or use of technologies.	7		

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Presentation Design (15 pts.)	A	Outstanding production values, including high-quality video & audio, carefully composed shots, compelling organization, thoughtful decisions about form & content; intelligent editing with no mistakes.	15		
	B	Clean, crisp video & audio; effective organization and solid editing that presents digital story clearly & creatively; reveals skill and care.	13		
	C	Contains some strengths listed above, but may also have problems, including low-quality video or audio; weak organization or poor editing.	11		
	D	Contains many obvious production flaws that at times it is difficult for a viewer to concentrate on content; does not reveal skill or care.	9		
	F	Clear and serious failings in the filming, organization, and/or editing that repeatedly frustrates the attempts of viewers to understand story.	7		
Presentation Delivery (15 pts.)	A	Delivery creates cohesive whole by strongly reinforcing purpose, structure, and complexity of presentation. Delivery creates dynamic and engaging relationship with audience. Delivery features are used to enhance meaning creatively with polish and intention.	15		
	B	Meets all requirements for competent presentation delivery. Includes some exemplary characteristics.	13		
	C	Delivery supports purpose, structure, and complexity of presentation. Delivery features are appropriate, varied, and engaging. Delivery dimensions are used purposefully. Delivery meets assignment requirements.	11		
	D	Meets some requirements for a satisfactory presentation. Moving toward competent.	9		
	F	Delivery detracts from purpose, structure, and complexity of presentation. Delivery features are simplistic, unpolished, inappropriate, uncomfortable, or unnatural. Delivery does not meet assignment requirements.	7		
Use of 8 Key Questions (15 pts.)	A	Digital story communicates exceptionally deep understanding of topic; extraordinarily sensitive and illuminating — opens new ways of thinking about topic; sophisticated awareness of broader context and significance.	15		
	B	Strong, clear, and effective examination of topic; asks and addresses vital and engaging questions; good awareness of context and significance of topic.	13		
	C	Digital story is competent but may also include unnecessary information, not offer adequate details, or fails to examine topic deeply and completely.	11		
	D	Superficial digital story that provides few fresh insights or relevant facts and offers an unexciting and predictable account of the topic.	9		
	F	Clear and serious failures in reporting and understanding that repeatedly show fundamental errors of comprehension and lack of critical thinking.	7		
Individual Contributions (10 pts.)	A	Outstanding individual contributions that include high levels of engagement in professor/peer conferences, positive evaluations from group members, and evidence of leadership within group.	10		
	B	Solid and effective contributions evident through professor/peer conferences, and peer evaluations; very involved and productive in group.	8		
	C	Exhibits some strengths listed above, but also failed to demonstrate full engagement in all parts of project; average involvement and productivity.	6		
	D	Exhibits serious weaknesses that included scant participation in professor/peer conferences, and poor peer evaluations.	4		
	F	Clear and serious failures that suggest absence of genuine participation in project and an inability to work with and contribute to success of group.	2		

Please cite as: Ball, T. C. (2016). The digital storytelling/8 key questions assignment. James Madison University.

Pecha Kucha Presentation Rubric

Names:

Digital Story Topic:

1. **Introduction** **/10**
- Captures attention
- Identifies clearly the issue to be shared
- Justifies relevance of the topic to the audience

2. **Content** **/40**
- Presented relevant information in a clearly organized form
- Provided accurate comparisons
- Cited appropriate, credible sources (min. 2 sources per speaker)
- Appears well researched

3. **Delivery** (see individual score sheets)

4. **Conclusion** **/10**
- Summarizes importance of topic
- Leaves audience with sense of closure

5. **Pecha Kucha Component** **/20**
- Slides fit assignment; smoothly integrated
- Delivery and visuals do not interfere with message
- Team appears to have practiced
- All materials turned in

6. **Deductions** **/-20**
- Time (-2 points for every 10 seconds under 6:30 or over 7:00)
- Presentation unreasonably long or short
- Index cards contain banned content
- Lack of proofreading
- Grammatical and/or spelling errors in outline

Group Total **/80**

Please cite as: Ball, T. C. (2016). The digital storytelling/8 key questions assignment. James Madison University.

Name:

Group Presentation Score: /80 **Your Total Score: /100**

Your Delivery Score

- **Verbal /10**
- **Nonverbal /10**

Comments on Group Performance

Comments on Individual Performance

Teaching Interpretation of Evidence or Critique

Recommended for early, mid-, or late semester, depending on complexity of the data set and analytical task. Adapted from John Bean's *Engaging Ideas*.

Task

Students work with a data set, text, interview, or other "evidence" provided by the instructor, and write a report, essay, or article that interprets the data, draws conclusions about its meaning, and perhaps makes recommendations based on the interpretation and conclusions. You may wish to frame such an assignment as a response to a request by a boss, client, government entity, etc.

- Students are given a portfolio of information about a dangerous intersection in town: photographs, traffic maps, links to traffic safety design protocols, and news stories about accidents at the site. They are asked to write a report for a city council member recommending specific actions that should be taken to improve safety at the intersection.
- Students compare data on wealth inequality in the same country two centuries apart, and speculate as to the causes and effects of the change over time.
- Students draw a "word map" of language in a scene from a play, and write an analysis of how word choice and frequency establish the tone of the scene.

Average Length: Anywhere from 2 pages up; depending on the quantity and complexity of the evidence supplied.

Providing Feedback and Guidance

When working with this type of assignment, students may benefit from a schedule in the assignment sheet, along the following lines:

- By next week: Read all the case materials (articles, scenes, etc.).
- By March 15: Discuss your thoughts about the data in class.
- By March 29: Submit your rough draft to the instructor and your peer reading group.
- By April 8: Complete peer review and discuss with group.
- By April 15: Submit revised draft for final grade.

Grading

In addition to clarity of writing, grading criteria for this assignment should address the facility with which students manipulate data, the accuracy of their conclusions, and the extent to which they can extrapolate from a limited data set to larger concepts.

You can also adapt one of the rubrics available on the Grading Rubrics page, such as this scaled analytical rubric.

The University of Texas at Austin- Signature Courses-**Teaching Interpretation of Evidence or Critique**: https://ugs.utexas.edu/sig/essentials/writing/models/3

Teaching Research Skills

Recommended for mid- to late semester.
Adapted from John Bean's *Engaging Ideas*.

Task

Students build a research paper in stages, formulating a researchable thesis (not simply choosing a "topic area") related to the course content, finding appropriate sources, analyzing information, and drafting and revising a report that follows a specific format.

Students may be asked to think of themselves as

- Synthesizers of the current best thinking on a problem: What is the current thinking on the value of insulin pumps in managing Type I diabetes?
- Problem-solving detectives or critical analysts: What was it like to be an orphan in Indiana between 1875-1920? To what extent has the exclusionary rule handcuffed the police?
- Original field or laboratory researcher: What is the value of a "ropes course" experience for improving team-building behaviors in work groups? What effect has the recent TV advertising campaign for "energy-boosting" drinks had on consumer buying patterns?
- Reviewer of a controversy: What are the current arguments for and against a single-payer health care system? What are the arguments for and against Title IX funding levels for athletics?
- Advocate in a controversy: Should we permit managed harvesting of old-growth forests? Should the United States privatize the Social Security system?
- Analytical thinker positioned in a critical conversation: How does Hamlet change in the last act? What would be the effect on consumer credit card debt of switching from federal income taxes to federal consumption taxes?

Your Signature Course Consultancy Team includes a member of the General Libraries staff who can help you design assignments to teach research and information literacy skills. We

recommend you contact your Consultancy Team if you are considering a research paper for your Signature Course.

Average Length: 8-12 pages. While Signature Course students may be capable of producing longer papers, they do not typically get the same benefits from such a project that an upper-division student would.

Providing Feedback and Guidance

Signature Course students writing a long research paper require plenty of guidance. It is very helpful to schedule the assignment as a series of steps. Dr. Mary Kay Hemenway in the Department of Astronomy has her Signature Course students focus on one task at a time, submitting elements of the paper over a two-month period.

Grading

Criteria for each stage of a research project should be carefully delineated. You do not have to assign a letter or number grade to each stage; for a thesis statement or list of sources, it is more important that you let the student know whether he or she is on the right track. Check, check-plus and check-minus, or other simple evaluation scales, can be used for these elements of the project.

For the final paper, you should use a grading sheet or rubric so students can see how they have performed on each of the various tasks. You may wish to adapt one of the rubrics on the Grading Rubrics page, such as Dr. Hemenway's grading rubric. Dr. Hemenway's assignment sheet also provides additional, assignment-specific criteria.

The University of Texas at Austin- Signature Courses- Teaching Research Skills: https://ugs.utexas.edu/sig/essentials/writing/models/6

Teaching Synthesis

Recommended for mid- to late semester

Task

Students work with concepts from two disciplines, or two branches of the same discipline, using one to explore the other, or examining and discussing them in ways that reveal contrast, similarity, cause-effect, problem-solution, or other relationships. Students may investigate how solutions in one field illuminate problems in another, how work in one field is changing the way questions are asked in another field, and so on.

Some instructors use special formats to guide this kind of writing, asking students to write dialogues, conduct debates, or use other structures that make the dialogic nature of the task more obvious.

- Write a short history of the Crimean War told from the perspective of an economist. In economic terms, which nation really "won" the war?
- Visit any departmental office in the Business School and write an ethnography of the people working and studying there. What are their goals and values? What distinguishes their "culture" from that of other departments on campus?
- Dr. Randy Bomer in the School of Education has students find topics where democracy and education, the main strands of his Signature Course, combine. Dr. Bomer's students lead an in-class discussion and write an issue paper on their topic. The full assignment thus gives them experience questioning, researching, synthesizing, and responding.

Average Length: 5-10 pages. Synthesizing two or more disciplinary concepts will usually require extra space.

Providing Feedback and Guidance

The demands of this kind of assignment make it likely that students will produce rather meandering rough drafts, which will benefit from substantial editing for thought and clarity. Schedule at least one full week after you have commented on drafts for students to revise. This type of assignment is also a good candidate for peer review as a whole class or in online forums.

Grading

In addition to clarity of writing, grading criteria for this kind of assignment should address the extent to which students demonstrate their understanding of concepts in both disciplines, the accuracy of their conclusions, and their ability to find creative, non-obvious questions or answers.

You can also adapt one of the rubrics available on the Grading Rubrics page, such as this scaled analytical rubric.

The University of Texs at Austin- Sigature Courses- Teaching Synthesis:
https://ugs.utexas.edu/sig/essentials/writing/models/4

Big Questions by Core and Breadth

Gen Ed Core

- American Institutions
  - What role do other disciplines play in understanding U.S. history and today's world?
- Composition
  - What is the value of research, writing, and argumentation for individuals and communities?
- Quantitative Literacy
  - How does algebra provide a model of our way of making sense of the world? How does knowledge of mathematics help you make decisions?
- Information Literacy
  - How can I distinguish science from pseudoscience and fact from fiction, and why is the distinction important?

Gen Ed Breadth

- Social Science
  - Anthropology: What can the study of language teach us about humankind?
  - Child and Family Studies: How can human development theories be used to improve my understanding of myself and increase my compassion toward others?
  - Criminal Justice: What can I learn about criminal justice that I didn't already know from my favorite crime show or movie?
  - Economics: How are scarce resources allocated in an economy?
  - Geography: What makes a city/country a "happy place?"
  - Health Promotion: How do I live a healthy life?
  - History: Where does power come from in global history?
  - Honors: How is technology reshaping humanity?
  - Psychology: How can I sort out psychology myth or conventional wisdom from reality (e.g., scientifically-supported findings) regarding human relationships?
  - Sociology: How do we know what is a social problem?
  - Social Work: What is the role of personal awareness when working with diverse individuals, groups, communities and cultures?
  - Women and Gender Studies: How do feminist ideas help us to understand the experiences and perspectives of others?
- Humanities and Creative Arts
  - Art: What impact does art have on the cultures around the world?
  - Interior Design: In a public environment (schools, hospitals, restaurants, hotels, businesses, etc.), does design matter?
  - Philosophy: What is the “good life”?
  - Communication: Who am I with Others?
  - English: How can the works of Shakespeare be relevant to a 21st century American audience?
  - Music: How has the music of other cultures influenced American culture and society?
  - Theatre: What makes musical theatre popular?
- Physical and Life Sciences
  - Botany: How do plants contribute to the quality of human life?
  - Geography: How can I contribute to an environmentally sustainable local/global community?
  - Geosciences: How do Earth processes define the hazards present in different places?
  - Honors: Is intelligence an evolutionary advantage?
  - Microbiology: How do microbes contribute to the quality of life?
  - Nutrition: How do personal diet and activity choices impact self and society?

- Physics: How does the universe really work? How do observation and analysis work together in science?
- Zoology: What is the importance of the diversity of animal life to human society?

Weber State University- General Education- Big Questions by Core and Breadth:
https://www.weber.edu/GenEd/BQ_by_Core_Breadth.html

Sample of Signature Assignment

Signature Assignments

Samples by topic:

- Ethics of loyalty to family versus government, stemming from *Antigone* (GBK 101, Achim Kopp)
- Policy paper on sex and gender separation in the Olympics (INT 101, Katie Northcutt)
- Media content analysis on gender (INT 101, Bill Jenkins)
- Ethical issues of humanity, as presented in Shelley's *Frankenstein* (INT 101, Jonathan Glance)
- Ethics of eating animals for food (INT 101, Andy Digh)
- Analysis and responses to problems in American education system (INT 101, Bridget Trogden)
- Emerging technology recommendation report (TCO 141, common assignment)
- Ethical responses to encountering "the other" (INT 101, Deneen Senasi)
- Seeking utopia through Koinonia Farm (INT 101, Janell Johnson)
- Issues of medical ethics (INT 101, Marc Jolley and INT 101, Lindsey Sams - Part 1, Part 2)
- Research project around mental health, environmental protection, and child welfare from *The Catcher in the Rye* (INT 101, Diane Smith)
- Climate change (INT 101, Craig Coleman)
- Value of and support for the arts (INT 101, Tony Kemp)
- Race relations, racial disparities, and racial injustice (INT 101, Matt Harper and INT 101, Cynthia Robertson)
- Proposed legislation to solve the struggles seen in *The Odyssey* (GBK 101, Derek Glasgow)
- Connections to modern political struggles (GBK 101, Barry Stephenson and GBK 101, Sarah Gardner & Charlie Thomas)

In general, high-impact assignments

- explicitly ask the students to address the three Expose student learning outcomes and connected the three outcomes with the assignment.
- pull back the curtain and let students know that this assignment connects directly with Research that Reaches Out initiatives.

Faculty should feel free to adopt, adapt, or contact your colleagues about any of the assignments found above.

What is a signature assignment?

A signature assignment is one assignment developed intentionally to highlight and encourage student knowledge and competencies. The use of signature assignments has emerged in the past few years:

- as a mechanism for demonstration of skill on behalf of the student
- for the creation of intellectually engaging assignments by the faculty and for sharing those assignments that lead to impactful learning
- for facilitating meaningful consistency of common general education standards within institutions

How do signature assignments connect to Research that Reaches Out?

The signature assignments for the Expose level of Research that Reaches Out are implemented in the foundational general education core courses taken by all first-year students. These core courses are:

- INT 101: Understanding Self and Others
- GBK 101: Understanding Self and Others: Among Gods & Heroes
- TCO 141: Introduction to Professional Communication

The Expose-level signature assignment directs students to address the following in an assignment (one single assignment or a set of scaffolded or connected assignments):

1. Critically analyze multiple perspectives or theories about a relevant issue/problem faced by a local, national, or global community.
2. Propose solutions to a local, national, or global issue/problem using academic knowledge and scholarship.
3. Articulate ethical reasoning in considering a local, national, or global issue/problem.

Mercer University- Quality Enhancement Plan- Signature Assignment:

https://qep.mercer.edu/resources/sigassn.cfm

Sample of Signature Assignments

Programs

Introduction to Criminal Justice
Signature Assignment

Big Question: "What did I learn about criminal justice that I didn't already know from my favorite crime show or movie?"

Signature Assignment: Argument Paper

Instructions:

1. Overview: Provide an overview of your topic (i.e., explain your topic as if you are teaching it to a family member or friend).

2. Pros/Cons: present arguments for/against OR pros/cons about your topic.

3. Application: Make a minimum of two class connections to your topic in which you (1) define the term/concept from class and (2) explicitly state how it relates to your topic of choice.

4. Take a stance: Given the research that you have done, which side of the issue do you better align with and why?

5. Reflection: What misconceptions (if any) did you have before starting this process? Did you learn anything new/unique/interesting that you didn't already know about your topic?

POTENTIAL TOPICS

- The CJ Process
- Informal Aspects of the CJ System
- Courtroom Workgroup
- Perspectives on CJ
- Crime Patterns
- The Causes of Crime
- The Causes of Victimization
- History of Police
- Organization of Police Agencies
- Police Organizations
- Police Role/Functions
- Search, Seizure, and Warrants
- Interrogations
- Organization of the Court System in US
- Judicial Qualifications
- Adversarial System
- Public Defenders
- Court Process
- Types and Uses of Bail
- Plea Bargaining
- Jury Selection
- Appeals
- History/Goals of Punishment
- Mandatory Sentences
- Concurrent vs. Consecutive Sentencing
- Three Strikes Laws
- Community Sanctions
- Capital Punishment
- Prison Life

Please cite as: Keavney, E. C. (2014). A Scaffolded Baccalaureate Nursing Capstone Course in an Online Program. American Public University System.

NURS498 Week 7 assignment

Topic:

Project submission

Overview:

After all of the preparation of the last 6 weeks, the final project is submitted this week.

Assignment:

APA Formatted Research Paper/Project - Submit via Assignments. The project is due on by midnight Sunday of Week 7.

MANDATORY PROJECT COMPONENTS

The following are requisites for this project:

1. Title Page
2. Abstract
3. Introduction/thesis or problem statement
    a. Background
    b. Literature Review
    c. Definition of Terms
4. Methodology/research strategy
5. Body – 15 page minimum –not including the title page, abstract and references (can be longer if pertinent and concise)
6. Results
7. Conclusion
    a. Summary (of what you did and found)
    b. Discussion (explanation of findings)
8. Recommendations
9. References – a minimum of ten credible sources. Remember, each reference must be cited as an "in-text citation" (within the body of the paper/project).

Please cite as: Keavney, E. C. (2014). A Scaffolded Baccalaureate Nursing Capstone Course in an Online Program. American Public University System.

Poster Presentation Rubric

	Poor	Acceptable	Average	Excellent	Score
Organization of the material (25%) Overall organization of the poster	Haphazard presentation which appears to be little more than a collection of images and words in almost random order **0-17 points**	Some thought given to overall image. Difficult to follow the story. **18-20 points**	Overall impression is good. Some imaginative aspects; sequence is logical **21-22 points**	Innovative and stylish. Organization allows the viewer to easily navigate the presentation. **23-25 points**	
Image content (25%) Appropriateness of selected images to the question or topic	Images are poorly selected and add very little to the question's answer or overall message of the poster. **0-17 points**	Images are appropriate and partly answer the question. Partially contribute to the overall message of the poster. **18-20 points**	Images used are of good quality and appropriately answer the question. Images contribute to the overall message of the poster. **21-22 points**	All images are imaginatively chosen and convey the message in an informative manner. **23-25 points**	
Image quality (25%) Imaginative use of images to enhance poster	Little effort shown in attention to detail. Most of the images are of poor quality **0-17 points**	Images are of an adequate standard. Images may not be related to the poster content. **18-20 points**	Good quality images that contribute somewhat to the understanding of the content. Any variance does not attract from the overall impression. **21-22 points**	Images contribute to the overall effect and add to the understanding of the content. Images are appropriate to the overall poster content. Good use of color. **23-25 points**	
Writing (25%) Overall quality of written content of poster.	Generally poor choice of written words which tend to distract rather than inform. Too many words and/or inappropriate font/style. Many grammatical or punctuation errors. **0-17points**	Appropriate use of words adds to understanding. Statements may be too long for a poster format. Several grammatical or punctuation errors. **18-20 points**	Mostly good choice of statements. Relevant and concise. Few grammatical or punctuation errors. **21-22 points**	Excellent use of written word. Short statements which add to the quality. Correct use of quotes and appropriate use of style. No grammatical or punctuation errors. **23-25 points**	
Total					

Capstone Paper Rubric

	Beginning	Developing	Accomplished	Exemplary	
Research quality (20%) Quality of supporting research	Fewer than 10 sources Reliability of resources is questionable Some sources are not cited in text Information is not logical or relevant to the thesis Minimal research **0-13 points**	Fewer than 10 sources Reliability of sources is questionable Most sources cited in text Some information is not logical or relevant to the thesis Information provided supports some elements of the thesis Superficial research **14-15points**	10 sources Sources are mostly reliable All sources cited in text Most information is logical and relevant to the thesis Information provided supports most elements of the thesis. Research is relatively in-depth **16-17 points**	10 or more sources All sources are reliable All sources cited in text All information is logical and relevant to the thesis Information supports all elements of the thesis Research is in-depth **18-20 points**	
Content of the paper (20%) Thesis Organization Clarity	Thesis unclear or non-existent Or, support for thesis insufficient Organization, transitions, introduction, and/or conclusion non-existent **0-13 points**	Thesis is too broad or narrow for length of paper and/or a poor topic for research Support for thesis barely sufficient Organization, transitions, introduction, and/or conclusion lacking clarity and/or appropriateness **14-15 points**	Thesis somewhat broad or narrow for length of paper and/or a questionable topic for research Support for thesis is sufficient , but lacking in depth or complexity Organization., transitions, introduction and conclusion slightly lacking in clarity and/or appropriateness **16-17 points**	Thesis is interesting, or appropriate breadth for length of paper and an appropriate topic for research Support for thesis complex, complete, and in-depth Clear and appropriate organization, with effective transitions, introduction and conclusion **18-20 points**	
Nursing relevance (20%) Content is relevant to professional nursing practice	Topic has minimal relevance to nursing Components of patient safety, nursing ethics and nursing theory are minimal or not present **0-13 points**	Topic has somewhat limited relevance to nursing Components of patient safety, nursing ethics, and nursing theory are not well described **14-15 points**	Topic is relevant to nursing Components of patient safety, nursing ethics, and nursing theory are described in some detail **16-17 points**	Topic is relevant to nursing Components of patient safety, nursing ethics and nursing theory are clearly and completely described **18-20 points**	
Project plan development (20%) Plan for patient safety project is defined and related to the body of the work	Plan is poorly described, with minimal detail Plan is minimally related to the theme of the paper Plan is not supported by evidence-based research **0-13 points**	Plan is incompletely described, with insufficient detail Plan is only partially related to the theme of the paper Plan is only partially supported by evidence-based research **14-15 points**	Plan is well described Plan is mostly related to the theme of the paper Plan is mostly supported by evidence-based research **16-17 points**	Plan is clearly and completely described Plan is related to the theme of the paper Plan is supported by evidence-based research **18-20 points**	
Research/APA format (10%) Follows correct APA guidelines	Inconsistent in correct use of APA format Several formatting errors Assignment does not	Inconsistent in correct use of APA format, with some formatting errors Assignment may not meet all requirements,	Consistent correct use of APA format, with a few errors Follows assignment instructions, including	Consistent correct use of APA format. Formatting is free of errors Follows assignment	

	meet all requirements, including length of assignment **0-6 points**	including length of assignment **7 points**	length of assignment **8 points**	instructions, including length of assignment **9-10 points**	
Grammar/punctuation/ spelling (10%) Overall quality of written content	Numerous grammatical, punctuation and spelling errors. Poor use of language **0-6 points**	A few grammatical, punctuation and spelling errors. Language lacks clarity and may be confusing to the reader. **7 points**	Consistent correct use of rules of grammar, punctuation and spelling, with a few minor errors **8 points**	Consistent correct use of the rules of grammar, punctuation and spelling. Language is clear and precise. **9-10 points**	
Total					

Extended Outline Rubric

	Beginning	Developing	Accomplished	Exemplary	Score
Introduction (20%) The introductory paragraph(s) describes the focus of the research and the final paper.	The introductory paragraph(s) do not describe the focus of the research and the final paper. The connection between the description in the introduction and the outline is not clear. Work is not supported by preliminary research **0-13 points**	The introductory paragraph(s) only partially describe the focus of the research and the final paper. The connection to the outline and the final product may not be clear. Work is partially supported by preliminary research **14-15 points**	The introductory paragraph(s) adequately describe the focus of the research and the final paper. Work is supported by preliminary research **16-17 points**	The introductory paragraph(s) clearly describes the focus of the research and the final paper. Work is supported by preliminary research **18-20 points**	
Outline (25%) The layout of the outline provides insight into the components of the research and the final report	The extended outline does not define or explain the content of the final report. The outline does not support the construction of the paper. **0-17 points**	The extended outline only partially defines and explains the content of the final report. The outline does not completely support the construction of the paper. **18-20 points**	The extended outline adequately defines and explains the content of the final report. The outline supports the construction of the paper. **21-22 points**	The extended outline clearly defines and explains the content of the final report. The outline clearly supports the construction of the paper. **23-25 points**	
Conclusion (20%) The concluding paragraph(s) explains the expected result of the research and the proposed project	The concluding paragraph(s) do not explain the expected result of the research and/or the proposed project. **0-13 points**	The concluding paragraph(s) only partially explain the expected result of the research and/or the proposed project. **14-15 points**	The concluding paragraph(s) adequately explain the expected result of the research and the proposed project. **16-17 points**	The concluding paragraph(s) clearly explain the expected result of the research and the proposed project. **18-20 points**	
APA format (20%) Follow guidelines given in class and in the APA 6th edition, available in the library	Student is inconsistent in the correct use of APA format. Several formatting errors. Assignment does not meet all requirements, including length of assignment. **0-13 points**	Student is inconsistent in the correct use of APA format, with a few formatting errors. Assignment may not meet all requirements, including length of assignment. **14-15 points**	Student is consistent in the correct use of APA format, with few formatting errors. Student follows assignment instructions, including length of assignment. **16-17 points**	Student is consistent in the correct use of APA format. Formatting is free of errors. Student follows assignment instructions, including length of assignment. **18-20 points**	
Grammar, punctuation & spelling (15%) Correctly uses APA format in writing and citations.	Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. **0-10 points**	Paper contains few grammatical, punctuation, and spelling errors. Language lacks clarity or includes some use of jargon or conversational tone. **11 points**	Student demonstrates consistent correct use of the rules of grammar usage, punctuation and spelling, with a few minor errors. **12-13 points**	Student demonstrates consistent correct use of the rules of grammar usage, punctuation, and spelling. Language is clear and precise. Sentences display consistently strong, varied structure. **14-15 points**	
Total					

Please cite as: Bakhtiari, S. (2014). The Pathophysiology of High Blood Pressure. West Coast University.

Hypertension

PR, the 54 year old office manager in a law firm, found out his older brother Mike just got admitted in the hospital due to stroke. PR lost his father 2 years ago after an extensive myocardial infarction. Being concerned about his own health, PR makes an office visit with his physician. After physical examination and preliminary lab work the following information was collected:

Vital signs:

- HR: 83 beats/min
- RR: 16 breath/min
- T: 98.7 °F
- BP: 165/100 mmHg
- Ht: 5'9"
- Wt: 215 lbs.

Lab finding:

• Na: 146 mEq/L	N: 135 - 145 mEq/L
• K: 4.1 mEq/L	N: 3.5 - 5 mEq/L
• BUN: 10 mg/dl	N: 5 - 20 mg/dl
• Creatinin: 0.8 mg/dl	N: 0.6 - 1.2 mg/dl
• FBS: 135 mg/dl	N: 70 – 100 mg/dl
• Total cholesterol: 295 mg/dl	N: 140-199
• LDL cholesterol: 140 mg/dl	N: <130
• HDL cholesterol: 30 mg/dl	N: 35-70
• Triglyceride: 150 mg/dl	N: 35-160

- Urinanalysis: WNL (Within Normal Limit)

1. What stage of HTN does PR have?

2. The physician recommended having his blood pressure measured again. What pathophysiologic value do you see for this recommendation? Support your answer with at least two reasons.

3. If PR's hypertension is confirmed to be primary HTN, how do you rule out the following secondary hypertensions?
    a. Chronic Renal failure
    b. Glomerulonephritis
    c. Primary hyperaldostronism

4. What modifiable risk factors do you recognize in this patient for developing cardiovascular disease? What suggestions do you have to control these risk factors?

5. Provide a list of five recommended and five prohibited food products for this patient. Explain your rationale for each item.

6. PR is asking you about the outcomes of uncontrolled HTN. Elaborate your answer on the effect of HTN on the following organs:
    a. Blood vessels
    b. Heart
    c. Brain
    d. Kidney
    e. Eye

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RUBRIC FOR PATHOPHYSIOLOGY (Hypertension: Written Assignment)

Criteria	Exceeding Expectations (4)	Meeting Expectations (3)	Approaching Expectations (2)	Not Meeting Expectations (1)	Score
Content / Information Discussion Question 1 CLO i, vi	Provides thorough explanations for the stages of hypertension and its classifications based on the JNC 7. Information is scientifically sound, necessary and sufficient.	Provides sufficient explanations for the stages of hypertension and its classifications based on the JNC 7. Information is scientifically sound, necessary and sufficient.	Provides insufficient explanations for the stages of hypertension and its classifications based on the JNC 7. Information is scientifically sound, necessary and sufficient.	Does not or incorrectly answer with insufficient explanations. Information is not scientifically sound, necessary or sufficient.	
Content / Information Discussion Question 2 CLO ii	Provides through explanations for the pathophysiologic value of rechecking the blood pressure. The two reasons are thoroughly supported. Information is scientifically sound, necessary and sufficient.	Provides sufficient explanations for the pathophysiologic value of rechecking the blood pressure, or the two reasons are sufficiently supported. Information is scientifically sound, necessary and sufficient.	Provides insufficient explanations for the pathophysiologic value of rechecking the blood pressure, or the two reasons are insufficiently supported. Information is scientifically sound, necessary and sufficient.	Does not or incorrectly answers with insufficient explanations for those answers. Information is not scientifically sound, necessary or sufficient.	
Content / Information Discussion Question 3 CLO ii, iii, v	Provides thorough explanations on how to rule out chronic renal failure, glomerulonephritis and primary hyperaldosteronism on this patient. Information is scientifically sound, necessary and sufficient.	Provides sufficient explanations on how to rule out chronic renal failure, glomerulonephritis and primary hyperaldosteronism on this patient. Information is scientifically sound, necessary and sufficient.	Provides insufficient explanations on how to rule out chronic renal failure, glomerulonephritis and primary hyperaldosteronism on this patient. Does not address one of the three conditions.	Does not or incorrectly answer with insufficient explanations. Information is not scientifically sound, necessary or sufficient.	
Content / Information Discussion Question 4 CLO ii, iv, vi	Identifies at least five modifiable risk factors on this patient. The suggestions are thoroughly explained. Information is scientifically sound, necessary and sufficient.	Identifies 3-4 modifiable risk factors on this patient. The suggestions are thoroughly explained. Information is scientifically sound, necessary and sufficient.	Identifies less than three modifiable risk factors on this patient. The suggestions are thoroughly explained. Information is scientifically sound, necessary and sufficient.	Does not or incorrectly identify the modifiable risk factors. The suggestions are not scientifically sound, necessary or sufficient.	
Content / Information Discussion Question 5 CLO ii, iv	Provide a list of five recommended and five prohibited food products. information is scientifically sound, necessary and sufficient	Provide a list of 3-4 recommended and 3-4 prohibited food products. information is scientifically sound, necessary and sufficient	Provide less than 2 recommended or 2 prohibited food products. Information is not entirely scientifically sound, necessary and sufficient.	Does not or incorrect answers with insufficient explanations. Information is not scientifically sound, necessary or sufficient.	

RUBRIC FOR PATHOPHYSIOLOGY (Hypertension: Written Assignment)

Content / Information Discussion Question 6 CLO ii, iii, vi	Provides through explanation of the outcomes of uncontrolled HTN on all the requested five organs. Information is scientifically sound, necessary and sufficient.	Provides through explanation of the outcomes of uncontrolled HTN on 3-4 of the requested five organs, or provides sufficient explanation of the outcomes of uncontrolled HTN on all the requested five organs. Information is scientifically sound, necessary and sufficient.	Provides through explanation of the outcomes of uncontrolled HTN on less than two of the requested five organs, or the Information is scientifically insufficient.	Does not or incorrect answers with insufficient explanations. Information is not scientifically sound, necessary or sufficient.	
Quality of Writing Clarity of sentences and paragraphs. Grammar, organization and coherence of ideas	Answers are well written throughout. Information is well organized and clearly communicated. It is free of spelling and grammatical errors.	Answers are well written throughout and the information is reasonably organized and communicated. It is mostly free of spelling and grammatical errors.	Answers are somewhat organized and lacks some clarity. Contains some spelling and grammatical errors.	Answers are not well written and the information is poorly organized and lacks clarity. It contains many spelling and grammatical errors.	
Format/Layout Follows requirements of APA format	Follows all the requirements of APA format	Missing 3-5 criteria of the APA format.	Missing 6-10 criteria of the APA format.	Missing more than 10 criteria of the APA format.	
References Effective use and quality of references At east one non-internet source	All references are appropriate. There is a minimum of 5 scholarly resources with at least 1 non-internet source. All references are correctly cited and listed.	References used are mostly appropriate. There are 3-4 scholarly resources with at least 1 non-internet source. All references are correctly cited and listed.	There are less than 3 scholarly resources, or is missing a non-internet source. All references are mostly correctly cited and listed.	There are less than2 references cited and missing a non-internet source.	
TOTAL SCORES					

Please cite as: *Townsend, L. (2016). My future classroom project. Longwood University.*

Townsend
My Future Classroom Project
Assignment (as listed in the syllabus)

By the end of this course, you will be able to recognize and consider various factors involved in teaching and planning for your future classroom. Our readings, discussions, activities, and assignments will be building the foundation for your development of this final project that can be the beginnings of a professional portfolio. Over the course of your teacher preparation, it would be expected for your future classroom plans to change and evolve further as you continue to learn and expand your experience. Think of this project as being part of your professional portfolio that will be discussed and viewed during an interview with a school principal. Project sections to be included:

1) Educational autobiography describing educational experiences in school, your community, extra-curricular activities, and employment experiences. Identify the most powerful learning experiences for each of these areas. Explain how these experiences influenced your decision to become a teacher.
2) Plans for interactions, building relations with parents, teachers and local community.
3) Personal teaching philosophy.
4) Plans for classroom environment and classroom management. Aligned to philosophy and based on best practices drawn from research and critical observations of past experience.
5) Lesson Plan demonstrating research-based, aligned instruction, use of technology, and assessment. Incorporate how you would plan to meet the needsof all learners.

The My Future Classroom Project Rubric provides specific expectations for each of the project sections, which can serve as a guide. Instructor feedback that is provided for prior assignments related to this final project will also be beneficial. Keep in mind that your future employer would expect to see professional writing (grammar/mechanics/APA). (70 points)

Rubric or criteria

See attached My Future Classroom Project Rubric_Revision120716

Please cite as: Townsend, L. My future classroom project. Longwood University, 2016.

My Future Classroom Project Rubric

	4 – Exemplary	3 – Proficient	2 – Developing	1 - Beginning
Educational Autobiography	Townsend, L. My future classroom project. Longwood University, 2016			
Educational Experiences	Explicit descriptions of educational experiences in school, community, extra-curricular activities, and employment experiences with strong, associated explanation for how these experiences influenced decision to become a teacher.	Describes educational experiences in school, community, extra-curricular activities, and employment experiences with connected explanation for how these experiences influenced decision to become a teacher.	Describes some educational experiences with connected explanation for how these experiences influenced decision to become a teacher.	Experiences are presented without discussion.
Career Influence	All evidence is discussed in a compelling way. When the instructor completes the reading, there is a clear understanding of why the student has chosen his/her career path.	Most evidence is discussed in relationship to the influence on chosen career path. The most relevant experiences are discussed.	Some discussion of evidence in relation to influence on chosen career path is cursory or brief.	Discussion is limited to simply repeating or rewording the introduction. Discussion of the relationship to career path choice is missing.
Interaction Plan				
Parents	Explicit plans for interaction with parents. Information to provide parents is clearly addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	General plans for interaction with parents. Information to provide parents is addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	Vague plans for interaction with parents. Information to provide parents is mentioned briefly. Demonstrates little appreciation of the importance of various forces that shape schools.	Vague plans for interaction with parents. No mention of information to provide parents. Does not demonstrate appreciation of the importance of various

				forces that shape schools.
Teachers	Explicit plans for interaction with other teachers. Participation in teacher collaboration is clearly addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	General plans for interaction with other teachers. Participation in teacher collaboration is addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	Vague plans for interaction with other teachers. Teacher collaboration is mentioned briefly. Demonstrates little appreciation of the importance of various forces that shape schools.	Vague plans for interaction with other teachers. No mention of teacher collaboration. Does not demonstrate appreciation of the importance of various forces that shape schools.
Community	Explicit plans for building knowledge of and relations with local businesses and policy makers. Participation in the community is clearly addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	General plans for building knowledge of and relations with local businesses and policy makers. Participation in the community is addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	Vague plans for building knowledge of and relations with local businesses and policy makers. Participation in the community is mentioned briefly. Demonstrates little appreciation of the importance of various forces that shape schools.	Vague plans for building knowledge of and relations with other local businesses and policy makers. No mention of participation in the community. Does not demonstrate appreciation of the importance of various forces that shape schools.
Future Classroom				
Philosophy	Philosophy demonstrates a profound understanding and appreciation of the teaching profession. Clearly expressed and aligned to beliefs on teaching and learning.	Philosophy demonstrates an understanding and appreciation of the teaching profession. Clearly expressed and primarily aligns to beliefs on teaching and learning. Misstatements are minor.	Philosophy shows some understanding and appreciation of the teaching profession. Discussion is somewhat disconnected to beliefs on teaching and learning.	Philosophy does not reveal a full understanding and appreciation of the teaching profession. Significant disconnect with beliefs on teaching and learning.

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Classroom Environment Plan	Complete plan with explicit strategies for creation of a positive classroom environment, addressing dimensions of classroom climate, physical classroom, classroom organization.	Describes complete plan for creation of a positive classroom environment, addressing dimensions of classroom climate, physical classroom, and classroom organization.	Describes some aspects of the classroom environment plan. Not all dimensions are fully addressed.	Incomplete plan for creation of a positive classroom environment. Some dimensions are not addressed at all.
Environment Best Practices	Strategies for creating a positive classroom environment are backed up by relevant and multiple pieces of evidence, including critical observations of past experience and citing from sources.	Strategies for creating a positive classroom environment are backed up by relevant evidence from cited sources or critical observations of past experience. Points are supported by single pieces of evidence.	Some strategies for creating a positive classroom environment are backed up by relevant evidence from cited sources or critical observations of past experience.	Little or no back up of strategies or evidence is misused to support strategies.
Classroom Management Plan	Definitive plan with explicit descriptions for classroom management strategies. Includes preventive planning and responses to student behavior.	Describes complete plan for classroom management. Includes preventive planning and responses to student behavior.	Describes classroom management plan. Either preventive planning or responses to student behavior is not addressed.	Incomplete plan for classroom management. Does not address preventive planning and responses to student behavior.
Management Best Practices	Strategies for classroom management are backed up by relevant and multiple pieces of evidence, including critical observations of past experience and citing from sources.	Strategies for classroom management are backed up by relevant evidence from cited sources or critical observations of past experience. Points are supported by single pieces of evidence.	Some strategies for classroom management are backed up by relevant evidence from cited sources or critical observations of past experience.	Little or no back up of classroom management strategies or evidence is misused to support strategies.
Lesson Plan				

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Lesson objectives	Objectives are specifically stated in terms of measurable, behavioral and/or observable characteristics to be achieved by students. Objectives are grounded in state standards while also appropriately incorporating relevant skills and deeper levels of conceptual understanding.	Objectives are stated in terms of behavioral and/or observable characteristics to be achieved, but are not written in specific, measurable terms. Objectives are connected to state standards but lack incorporation of skills-based objectives or attention to deeper levels of conceptual understanding.	Objectives are stated but are not stated in terms of specific, measurable, behavioral and/or observable characteristics to be achieved by students. Objectives are connected to state standards but lack incorporation of skills-based objectives or attention to deeper levels of conceptual understanding.	Only state standard objectives stated verbatim.
Alignment	A clear relationship is evident between objectives, instructional activities, use of technology and assessment of student learning. Demonstrates strong understanding of lesson alignment.	The relationship between learning objective, instructional activities, use of technology and assessment of student learning is primarily clear for all lesson elements. Demonstrates understanding of lesson alignment.	Relationship between learning objectives, instructional activities, use of technology and assessment is not clear for one of these lesson elements. Demonstrates some understanding of lesson alignment.	Relationship between objectives, instructional activities, use of technology and assessment is unclear. Demonstrates little understanding of lesson alignment.
Research-based instructional practices	Identifies research-based instructional practices to be implemented. Lesson clearly and effectively demonstrates use of these best practices to support student learning.	Identifies research-based instructional practices to be implemented. Lesson generally effective in demonstrating use of these best practices to support student learning.	Identifies research-based instructional practices to be implemented. Lesson demonstrates some use of these best practices to support student learning.	Identifies a research-based instructional practice to be implemented. Lesson does not demonstrate use of best practices to support student learning.
Assessment	Assessment of students' knowledge and skills through meaningful student products and/or	Assessments are appropriate and authentic to assess students' knowledge and skills.	Assessments are reasonable, but not particularly authentic or engaging.	Assessment products are not adequate or appropriate to assess

	performances which call on students to use what they know in authentic and engaging ways.			students' knowledge and skills.
Learners' needs	Lesson demonstrates an intentional effort to engage and challenge students of various ability levels. Explicit approaches for differentiation are identified.	Lesson demonstrates an effort to engage and challenge learners of various ability levels. Approaches for some differentiation are identified.	Lesson demonstrates an effort to "raise the ceiling" to challenge learners, but approaches for differentiation are lacking or underdeveloped.	Lesson shows little attention to engaging students of various ability levels beyond declarative state standards knowledge. Approaches for differentiation are not described.
Use of technology	Clearly demonstrates best practices in planning for effective, appropriate, and engaging use of technology to support student learning objectives. Students primarily using the technology.	Demonstrates some best practices in planning for effective, appropriate, and engaging use of technology to support student learning objectives and incorporates students' use of the technology.	Demonstrates minimal best practices in planning for use of technology to support student learning objectives with teacher primarily using the technology.	Demonstrates planning for teacher use of technology only and it is unclear as to how the technology supports student learning objectives or uses best practices.
Mechanics	5 points	4 points	3 points	1-2 points
Grammar/Mechanics	Uses consistently correct grammar, spelling, and punctuation.	Uses fundamentally correct grammar, spelling, and punctuation. May contain a few minor errors or omissions.	Uses incorrect grammar, spelling, or punctuation that often distracts the reader.	Uses incorrect grammar, spelling, and punctuation that interfere with the reading.
APA style paper	Uses consistently correct APA style.	Uses fundamentally correct APA style. Contains a few minor errors.	APA style is used with some errors.	Little use of APA style.

INT 101.009
Dr Jolley
Understanding Self and Other in Classical Greece
Paper 3 Prompt
Signature Research Assignment
5 pages, double-spaced, one inch margins. 2000 words

Background:
Issues in Medical ethics are issues that face every person. But is there a standard of ethical behavior for physicians? Do patients have the right to expect certain ethical standards? How do we understand the issue of abortion as stated in the original Hippocratic oath compared to its absence in the modern version? What about assisted suicide? Is the patient to be understood an "Other" (or a "Self") or should they be understood only as an objective patient?

Prompt: In this paper, using Hippocratic Writings, especially the Hippocratic Oath, compose a paper that addresses the role of the physician in either (1) Abortion or
(2) Assisted Suicide or (3) the Patient as Other.

Your paper MUST:
--use evidence from the Hippocratic Writings assigned in class.
--use other perspectives or theories on the issue found in research
--your paper should be addressed to a broad American public audience
--your paper must propose at least one solution

And, your paper must follow these guidelines:

1. Critically **analyze** multiple perspectives or theories about a relevant issue/problem faced by a local, national, or global community;
2. Propose **solutions** to a local, national, or global issue/problem using academic knowledge or scholarship; and
3. **Articulate ethical reasoning** in proposing ways one might serve to address or alleviate a local, national, or global issue/problem.

Your paper must be 5-6 pages, 12 point font, Times New Roman, double-spaced. Use Chicago Style.

Draft Workshop	Oct 28
Final paper	Nov 2

Writing Assignment Checklist

A few key elements make any writing assignment more likely to elicit good work.

Make Assignments in Writing

Any formal writing assignment should be accompanied by an assignment sheet. Verbal directions may make sense to you but are often hard for students to understand and remember. Creating the assignment sheet also gives you a chance to think through your goals for the assignment, and how you will grade it.

Make expectations and standards clear.

On your assignment sheet, include a description of the criteria you will use to evaluate the final paper. Give your students a sample of the kind of writing you want from them, and discuss it. Several samples, varying in quality, help students distinguish between excellent, poor, and mediocre levels of performance.

Be explicit about the intellectual work required.

Take the time to unpack your own understanding of the tasks you describe in your assignments, and think about where (or if) your students will have done that kind of work previously. When we ask students to "discuss," "analyze," "review," or "research," we expect them to demonstrate very specific kinds of thinking. But interpretations of these words vary from field to field, from instructor to instructor: what counts as "discussion" in one class may be "just summary" to another instructor.

Tell students about their audience.

Students often have trouble gauging the appropriate tone for different kinds of academic writing. They have no concrete understanding of the audience they are writing for, and assume the instructor, who will grade their papers, is the only reader they need to worry about. Unlike a typical audience, however, the instructor usually knows more about the topic than the student. Who would actually be informed by the student's writing? Who has a stake in the issue?

View sample and model assignments from previous Signature Courses.

The University of Texas at Austin- Signature Courses- Writing Assignment Checklist:
https://ugs.utexas.edu/sig/essentials/writing/assignment-checklist