

Communication (CM)

Signature Assignment and Reflection Guide

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- This is a guide. Faculty should attempt to have their signature assignments and student reflections address as many of the learning outcomes identified here as make sense within the context of each course. The General Education Committee will be using these overall expectations when examining courses up for 5-year review, and a course that addresses few of these outcomes may raise concerns among committee members. From an assessment point of view, the General Education program and its students benefit when General Educated designated courses address the program's outcomes.
- This guide is derived from the faculty-developed map for signature assignments and reflection. The rubrics in this document will be used to assess random samples of graduating student ePortfolios. Therefore, the General Education Committee encourages faculty to use these rubrics when they grade student work and make students aware of the standards by which signature assignments will be judged.
- Within the boundaries of this guide, faculty develop their own mix of assignments and reflection prompts that best fits their course. Note that a key decision for faculty to make is whether having students document one or two or even three signature assignments in their ePortfolio is the best way to meet the assessment expectations for this designation.
- When designing courses and aligning learning outcomes with classroom activities and assignments, remember to balance two key features: Your course should be an engaging and memorable experience for students and it should contribute to assessment of the General Education program by focusing our attention to the pages of student ePortfolios most likely to have evidence for specific learning outcomes.

Effective Communication

Signature assignments **must** ask students to

- Critically read and analyze primary and secondary sources, and
- Adapt communication for context, purpose, and audience.

Rubric for Reading and Analyzing Sources

	4	3	2	1
<i>Students critically read and analyze primary and secondary sources.</i>	Work reflects understanding and use of primary and/or secondary sources, with no misinterpretation or omission of information.	Work reflects understanding and use of primary and/or secondary sources, with occasional misinterpretation or omission of information.	Work reflects understanding and use of primary and/or secondary sources, with considerable misinterpretation or omission of information.	Work does not reflect understanding and use of primary and/or secondary sources.

Communication Adaptation Rubric

	4	3	2	1
<i>Students adapt communication for context, purpose, and audience.</i>	Work is superbly adapted for a particular context, purpose, or audience	Work is clearly tailored to speak to a particular context, purpose, or audience, although omissions, errors, or choices on the part of the student undercut the adaptation in some respect.	Work attempts to address itself to a particular context, purpose, or audience, but does not do so effectively.	Work appears not to be addressing a particular context, purpose, or audience.

Critical Thinking

Signature assignments **must** ask students to demonstrate **one** of the following:

- Select and use information to investigate a point of view or conclusion
- Take imaginative positions

Evidence Rubric (from the AAC&U Critical Thinking VALUE Rubric)

	4	3	2	1
<i>Students select and use information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.

Position Taking Rubric (from the AAC&U Critical Thinking VALUE Rubric)

	4	3	2	1
<i>Students take imaginative positions</i>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

Information Literacy

Signature assignments **must** ask students to use sources that are appropriate/credible/authoritative for the project.

If possible, signature assignments **should** also ask students to:

- Create work with a clear purpose.
- Contribute original thoughts/ideas (inference, connections, plans, recommendations, etc.).

Information Literacy Rubric for CM Courses (Developed from the ACRL Framework for Information Literacy for Higher Education)

	4	3	2	1
<i>Student will use sources that are appropriate/credible/authoritative for the project</i>	Work includes a variety of sources identifiable as appropriate/credible/ authoritative.	Work includes mostly appropriate/credible/ authoritative sources.	Work includes minimally appropriate/credible / authoritative sources.	Work does not include sources.
<i>Student will state the intended audience/purpose of their research</i>	Audience/purpose is identified in an academic/ professional manner.	Audience/purpose is clearly identified.	Audience/purpose is minimally identified.	No audience/purpose.
<i>Student will contribute original thoughts/ideas (inference, connections, plans, recommendations, etc.)</i>	Original thoughts/ideas expand upon conclusions of existing evidence.	Paper balances sources/research with students own thoughts/ideas.	Thoughts/ideas rely heavily on external sources.	Original thoughts/ideas are not evident.

Reflection

The reflection in student ePortfolios **must** ask students to establish links between coursework and its broader applicability outside of school.

If possible, reflection in student ePortfolios **should** also ask students to reflect on themselves as learners and how they are improving over time.

Reflection Rubric for Broader Applicability

	4	3	2	1
<i>Students make links between coursework and its broader applicability outside of school.</i>	Reflection makes engaging, detailed, and/or sophisticated links between coursework and its broader applicability outside of school.	Reflection makes connections between coursework and its broader applicability outside of school.	Reflection attempts to make links the world outside of school, but they are not compelling, lack detail, and/or are unsophisticated.	Reflection is simplistic and/or contains no detail.

Reflection Rubric for Students as Learners

	4	3	2	1
<i>Students reflect on themselves as learners and their improvement over time.</i>	Reflection makes engaging, detailed, and/or sophisticated observations about the student's learning and/or intellectual growth over time.	Reflection makes strong observations about the student's learning and/or intellectual growth over time.	Reflection attempts to make observations about the student's learning and/or intellectual growth over time.	Reflection does not shed light on the student as a learner or their intellectual growth over time.

Creative Expression

Signature assignments in CM courses do not need to address creative expression.

Civic Literacy

Signature assignments in CM courses do not need to address civic literacy.

Computer Literacy

Signature assignments in CM courses do not need to address computer literacy.

Quantitative Literacy

Signature assignments in CM courses do not need to address quantitative literacy.

Work w/Others Professionally/Constructively

Signature assignments in AI courses do not need to address working with others professionally and constructively. This learning outcome will not be addressed in the annual ePortfolio assessment of the General Education program. Instead, we will be working individually with faculty who have collaborative group assignments in their courses to embed grading rubrics for those assignments that indicate students can:

- Contribute to team meetings/activities
- Contribute to group projects outside of team meetings
- Foster constructive team climate