Composition (EN)
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

As appropriate, signature assignments **must** ask students to adapt communication for context, purpose, and audience.

Communication Adaptation Rubric

	4	3	2	1
Students adapt communication for context, purpose, and audience.	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.

Information Literacy

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

As appropriate, signature assignments **should** ask students to cite sources and use a consistent format.

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

	4	3	2	1
Student use sources that are appropriate/credible/authoritative for the project	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.
Student cite sources and use a consistent format	Citations are perfect and format is professionally done.	Citations are mostly done correctly, or format has few minor mistakes.	Citations are incorrectly done, or format has major errors.	No citations provided.

Reflection

As appropriate, the reflection in student ePortfolios **must** ask students to reflect on themselves as learners and how they are improving over time.

Reflection Rubric for Students as Learners

	4	3	2	1
Students reflect on themselves as learners and their improvement over time.	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.

Computer Literacy
Signature assignments in EN courses do not need to address computer literacy.

Quantitative Literacy
Signature assignments in EN courses do not need to address quantitative literacy.

Civic Literacy
Signature assignments in EN courses do not need to address civic literacy.

Creative Expression
Signature assignments in EN courses do not need to address creative expression.

Critical Thinking
Signature assignments in EN courses do not need to address critical thinking.

Work w/Others Professionally/Constructively
Signature assignments in EN 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