

# International and Global (IG)

## 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 **should** ask students to

- Critically read and analyze primary and secondary sources, and
- Develop appropriate, relevant, and compelling content in their work.

**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.

**Content Development Rubric**

	4	3	2	1
<i>Students develop appropriate, relevant, and compelling content in their work.</i>	Work correctly employs all or nearly all the major concepts, persons, or events needed to give a complete treatment of the topic.	Work correctly employs most of the major concepts, persons, or events needed to give a complete treatment of the topic, or employs them, but with some errors in their application to the topic.	Work omits some major concepts, persons or events needed to give a complete treatment of the topic, and/or makes significant errors in their application to the topic.	Work rarely or never uses major concepts, persons, or events, and/or makes significant errors in their application to the topic.

## Critical Thinking

Signature assignments **could** ask students to:

- Employ evidentiary sources with enough interpretation/evaluation to develop a comprehensive analysis, argument, or synthesis.
- Take imaginative positions (perspective, thesis/hypothesis), taking into account the complexities of an issue.

### **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 **should** ask students to:

- Use sources that are appropriate/credible/authoritative for the project.
- Draw syntheses based upon sources (conclusions, analysis, judgement, evaluation, etc.).

### **Information Literacy Rubric for IG 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 draw syntheses based upon sources (conclusions, analysis, judgement, evaluation, etc.)</i>	Synthesis is excellent and point toward new areas of research.	Synthesis is reasonable in relation to sources.	Synthesis is provided, but is not logical or related to sources.	Synthesis is not provided.

**Civic Literacy**

Signature assignments **should** ask students to do **both** of the following:

- Demonstrate understanding of the political, historical, economic or sociological aspects of social change and continuity in the global context.
- Think critically about—and weigh evidence surrounding—issues in the global or international context.

**Civic Literacy Rubric—Understanding**

	4	3	2	1
<i>Students demonstrate understanding of the political, historical, economic or sociological aspects of social change and continuity in the global context.</i>	Work conveys a sophisticated understanding of the political, historical, economic, or sociological aspects of social change and continuity in the global context.	Work conveys a generally good understanding of the political, historical, economic, or sociological aspects of social change and continuity in the global context.	Work attempts to convey the political, historical, economic, or sociological aspects of social change and continuity in the global context, but falls short due to inadequate content development, lack of evidence, simplistic treatment of the topic, or other reasons.	Work does not convey a basic understanding of the political, historical, economic, or sociological aspects of social change and continuity in the global context.

**Civic Literacy Rubric—Evidence**

	4	3	2	1
<i>Students think critically about—and weigh evidence surrounding—issues in the global or international context</i>	Work contains ample evidence pertaining to the issue, and the evidence is masterfully used to describe the issue or support a position.	Work contains sufficient evidence pertaining to the issue, and the evidence is well used to describe the issue or support a position.	Work has little evidence, or the evidence is not well suited to describe the issue or support a position.	Work does not contain evidence pertaining to the issue or supporting a position.

## Reflection

The reflection in student ePortfolios **should** ask students to make connections between coursework and their personal lives.

### **Reflection Rubric for Personal Life Connection**

	4	3	2	1
<i>Students make connections between coursework and their personal lives</i>	Reflection makes engaging, detailed, and/or sophisticated links between coursework and the student's life.	Reflection makes connections between coursework and the student's life.	Reflection attempts to make connections between coursework and the student's life, but they are not compelling, lack detail, and/or are unsophisticated.	Reflection is simplistic and/or contains no detail.

## Creative Expression

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

## Computer Literacy

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

## Quantitative Literacy

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

## Work w/Others Professionally/Constructively

Signature assignments in IG 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