Humanities (HU)
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.

Salt Lake Community College

Effective Communication

Signature assignments **must** ask students to
- Critically read and analyze primary and secondary sources, and
- Successfully execute genre conventions in their work.

If appropriate, signature assignments **should** also ask students to:
- Develop appropriate, relevant, and compelling content in their work.

Reading and Analyzing Sources Rubric

	4	3	2	1
Students critically read and analyze primary and secondary sources.	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.

Genre Conventions Rubric* (from the AAC&U's VALUE Rubric for Written Communication)

	4	3	2	1
Students follow the expectations for writing in particular forms and/or academic fields.	Demonstrates detailed attention to and successful execution of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization

*The General Education Committee recommends that faculty be specific with students regarding the genre(s) expected in the assignment and work with the WAC Director on a specific grading rubric for genre conventions matching their assignments.

Content Development Rubric

	4	3	2	1
Students develop appropriate, relevant, and compelling content in their work.	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 **must** 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
Students select and use information to investigate a point of view or conclusion	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
Students take imaginative positions	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.

Creative Expression

Signature assignments **must** ask students to

- Employ fundamental discipline-specific principles, terminology, skills, technology, and/or methods through the study of literary, performing, and/or visual arts.
- Use appropriate methods and tools to analyze, interpret, and/or critique creative processes, works, and/or presentations.

Employing Discipline-Specific Methods*

	4	3	2	1
Students employ fundamental discipline-specific principles, terminology, skills, technology, and/or methods through the study of literary, performing, and/or visual arts.	Work clearly shows that the student has mastered discipline-specific principles, terminology, skills, technology and/or methods.	Work shows that the student effectively uses discipline-specific principles, terminology, skills, technology and/or methods.	Work shows that the student uses discipline-specific principles, terminology, skills, technology and/or methods.	Work shows that the student has attempted to use discipline-specific principles, terminology, skills, technology and/or methods.

*This rubric is not judging the quality of the student's analysis, critique, or interpretation of source material. It focuses only on the student's mastery of discipline-specific principles, terminology, skills, technology and/or methods.

Using Appropriate Methods*

	4	3	2	1
Students use appropriate methods and tools to analyze, interpret, and/or critique creative processes, works, and/or presentations.	Work shows that the student has chosen all of the appropriate methods and tools expected of the assignment.	Work shows that the student has usually chosen the appropriate methods and tools, although they may have omitted a method or tool they should have used to complete the assignment.	Work shows that the student has attempted to use appropriate methods and tools, although they have clearly omitted essential methods or tools they should have used to complete the assignment.	Work shows that the student has omitted most of the methods and tools expected of the assignment.

*This rubric is not judging the quality of the student's analysis, critique, or interpretation of source material. It focuses only on the student's choice of methods and tools.

Information Literacy

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

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

	4	3	2	1
Student will use sources that are appropriate/ credible/auth oritative for the project	Work includes a variety of sources identifiable as appropriate/credibl e/ authoritative.	Work includes mostly appropriate/credible/ authoritative sources.	Work includes minimally appropriate/credible/ authoritative sources.	Work does not include sources.

Reflection

The reflection in student ePortfolios **must address at least one of the following**:
- Disciplinary and/or content connections between one course and other courses or other academic knowledge.
- Links between coursework and its broader applicability outside of school.
- Connections between coursework and their personal lives.
- Themselves as learners and how they are improving over time.
- Processes they went through to create their signature assignment.

An ideal way to meet this requirement is to provide students multiple reflection prompts—each of which address one of the bulleted items above—from which students can choose.

Reflection Rubric for Cross-disciplinary/Content Connections

	4	3	2	1
Students make disciplinary and/or content connections between one course and other courses or other academic knowledge.	Reflection makes engaging, detailed, and/or sophisticated connections between two or more General Education courses, the assignments therein, or between a General Education course and another body of academic knowledge.	Reflection makes connections between two or more General Education courses, the assignments therein, or between a General Education course and another body of academic knowledge.	Reflection attempts to make connections to other courses or assignments, but they are not compelling, lack detail, and/or are unsophisticated.	Reflection is simplistic and/or contains no detail.

Reflection Rubric for Broader Applicability

	4	3	2	1
Students make links between coursework and its broader applicability outside of school.	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 Personal Life Connection

	4	3	2	1
Students make connections between coursework and their personal lives	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.

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.

Reflection Rubric for Processes to Create Signature Assignment

	4	3	2	1
Students reflect on process(es) they went through to create their signature assignment.	Reflection makes engaging, detailed, and/or sophisticated observations about the process(es) the student used to create their signature assignment.	Reflection makes strong observations about the process(es) the student used to create their signature assignment.	Reflection attempts to make observations about the process(es) the student used to create their signature assignment.	Reflection does not shed light on the process(es) the student used to create their signature assignment.

Computer Literacy

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

Quantitative Literacy

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

Civic Literacy

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

Work w/Others Professionally/Constructively

Signature assignments in HU 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