

Sample A

EXAMPLES: Less Transparent

1. Select a professional in your prospective academic discipline and/or career field that is considered an expert in an area in which you are interested.
2. Secure an interview with the professional for a date and time that is convenient for both of you.
3. Prepare 8-10 questions to ask the professional about their knowledge of a particular academic discipline/career field.
4. Conduct a 20 - 30 minute, face-to-face interview to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission.
5. Prepare a typed transcript of the questions and answers using the audio/video recording.
6. Write a 400 - 500 word reflection paper in which you address the following items:
 1. Who you selected and why?
 2. What you learned from them that is most interesting?
 3. What this assignment helped you learn about your major/career decision?
 4. What questions you still have?
7. Submit the typed transcript and reflection paper to your instructor.

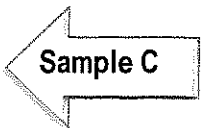
Math 181
Sample B

- For the given function $y(x) = x^{5/3} - 3x^{2/3}$
- Find and simplify the first derivative
 - Identify any critical points
 - Find and simplify the 2nd derivative
 - Identify any inflection points
 - Indicate where the function is increasing/decreasing, concave up/down (i.e. Make a sign diagram)
 - Make a rough sketch of the shape of the graph, and label the critical points and inflection points (x value only)

EXAMPLES: More Transparent

University of Nevada, Las Vegas

COLA100E, Interview Assignment
Used by permission of Katharine Johnson



Sample C

Due dates:

- Sept 30 - Draft interview questions
- October 15 - Transcript of interviews
- November 17 - Report

Purpose: The purpose of this assignment is to help you make an informed decision about the major/career you are considering.

Skills:

- This assignment will help you practice the following skills that are essential to your success in school and professional life:
- Accessing and collecting information from appropriate primary and secondary sources
 - Synthesizing information to develop informed views
 - Composing a well-organized, clear, concise report to expand your knowledge on a subject in your major.

Knowledge:

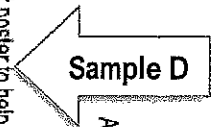
- This assignment will also help you to become familiar with the following important content knowledge in this discipline:
- Issues facing professionals in a field
 - Scholarly research formats for documenting sources and creating reference pages (i.e., bibliographies).

Task:

- To complete this assignment you should:
1. Select two professionals in your prospective academic discipline and/or career field who are considered experts in an area in which you are interested.
 2. Secure an interview with the professionals for a date and time that is convenient for both of you.
 3. Prepare 8-10 questions to ask the professionals about their expertise in a particular academic discipline/career field. The questions must be based on a review of the field using 5 credible sources as defined by the librarian in our research module. Sources should be cited using APA formatting.
 4. Conduct a 20-30-minute, face-to-face interview with each professional to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission.
 5. Prepare a typed transcript of the interviews.
 6. Compare and contrast the information provided by both professionals in an 8-page (1.5 spaced, 12 point Times New Roman font, 1 inch margins) report that documents the advantages and disadvantages of a career in the selected field.

Criteria for success: Please see the attached rubric.

Science 101
Exercise 3: Scientific Evidence



Sample D

Alison Sloat

Purpose: The purpose of this assignment is to analyze a past poster to help you research, design, and create your own effective poster with sufficient scientific evidence that supports your conclusion.

Skills/Knowledge: As a result of completing this assignment, you will be able to identify and judge the success of the important parts of a scientific poster:

- the sources of scientific information,
- the interpretation of the results, and
- the scientific merit of the conclusion.

Task: Read through your example scientific poster and answer the following questions. You will be graded based on how completely you address the following:

1. Identify the ethical question that is being asked.
2. List the evidence the authors provide in support of and in opposition of their question.
3. Examine the pieces of evidence listed in #2 above. Identify whether they are from popular (Pop), scientific peer-reviewed (SPR), or non-scientific peer-reviewed (NSPR) sources, and note each statement above as (Pop), (SPR), or (NSPR). Do you think there is enough scientific evidence from peer-reviewed articles? Why or why not?
4. Describe how the pieces of evidence are presented (e.g., numbers, graphs, tables, figures).
5. Explain how the pieces of evidence are analyzed in the Discussion section.
6. Identify the ethical conclusion.
7. After analyzing the content of the poster, do the pieces of evidence support their conclusion? Explain why or why not.
8. After assessing the scientific merit of their evidence, are you convinced of their ethical conclusion? Explain why or why not.
9. List the questions you still have after reading this poster. What could they have done better?

Criteria for success:

Your responses should be as complete as possible. After completing this assignment, you will have increased your understanding of how to identify the essential parts of a scientific poster and how to evaluate its use of evidence.

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6. Explicate purpose, task(s), and criteria for students' work in advance

Transparent Assignment Template

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This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.¹

Assignment Name

Due date:

Purpose: Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- 1.
- 2.

Task: Define what activities the student should do/perform. "Question cues" from this chart might be helpful: <http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf>. List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided.

Criteria for Success:

Provide multiple examples of what the desired characteristics look like in real-world practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. With students, collaboratively analyze these examples of work before the students begin working. Discuss how excellent work differs from adequate work. For this discussion, it is often useful to provide or compile with students a checklist of characteristics of successful work. This enables students to begin with an equitable understanding of how to evaluate the quality of the examples and of their own efforts while they are working, and to judge the success of their completed work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed graded work allows them to focus on changes to their learning strategies that might improve their future work.

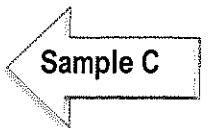
The author developed an earlier version of this template at the University of Illinois, Urbana-Champaign.

¹ Winkelmes, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99,2 (Spring 2013); Winkelmes et al. "A Teaching Intervention that Increases Underserved College Students' Success." *Peer Review* 18,1/2 (Winter/Spring 2016).

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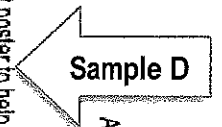
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Science 101

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Alison Sloat

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