

# **ASSIGNMENT TEMPLATE**

This is a very broad template that you can use to create an assignment sheet for your students.

## **Summarize the Assignment**

In this section of the assignment sheet, briefly describe the assignment, your expectations, and the purpose.

## **Rationalize the Assignment**

In this section, provide a rationalization for including the assignment in your curriculum. This allows students to see how completing it helps them fulfill course expectations and connects to other course concepts.

## **List Digital Literacy Learning Outcomes**

In this section, provide clear learning outcomes that students will fulfill after completing the assignment. See the Digital Design Studio website for a list of potential outcomes and resources related to digital literacy.

## **Describe the Process/Duration of the Assignment**

In this section, list or explain how long the assignment should take, due dates, and submission information.

## **Provide Evaluation Criteria**

If possible, provide students with a rubric demonstrating how you will assess them. Or, if a rubric is not available, provide students with some information regarding the criteria you will use to assess them.

## **SAMPLE ASSIGNMENT TEMPLATE (ENG 102: College Writing II)**

### **Project 1 Addressing Your Discourse Community: A Multimodal Assignment**

#### **Assignment Summary**

Project 1 gives you the opportunity to compose a persuasive multimodal text, extend your digital literacy skills, embrace diversity through the act of sharing your work digitally, and explore what it means to be rhetorically sensitive. You will produce a multimodal, digital text that addresses a *specific* audience. In this case, that specific audience is a member of one of your discourse communities. In order to create an effective text you should integrate various language(s) from and cultural references to your discourse community, integrate rhetorically appropriate texts, images, sounds, spaces, and movements, form a cohesive and logical message, and share your work in an appropriate online space.

#### **Assignment Rationalization**

Learning how to address your discourse community is important because it helps you understand the need to recognize your audience and their expectations. Audience expectations guide the type of text you produce, the language and tone you use, the documentation style you follow, the types of sources you rely on and integrate, and many more components. Learning to appropriately choose language, tone, documentation, style, and medium for any given discourse community will serve you in your other Writing Across the Curriculum (WAC) courses, too.

#### **Digital Literacy Learning Outcomes**

After completing this project, students will be able to:

- Evaluate information critically and use it to accomplish a specific purpose
- Recognize differences and similarities between modes of communication (Ball, Sheppard, & Arola, 2018)
- Examine the rights, responsibilities, and ethical implications of the use and creation of information;
- Participate effectively and critically in a networked world;
- Consume, curate, and create a digital multimodal text

#### **Project Process and Submission Guidelines**

This project will be completed over the course of approximately three and a half weeks. We will begin by brainstorming and creating a Discourse Community Map, which will help you develop your rhetorical situation. We will then move into drafting your argument and designing a multimodal text using digital tools. Once the draft is complete, you will complete peer reviews in order to test its effectiveness and usability. Finally, you will share your text in an appropriate online, digital space targeting your intended audience.

To complete the project, you will turn in in the following materials:

- Your process work (outlines, road map, and reflective activities)
- The final text submitted for evaluation on Blackboard due on **Friday, Feb. 21**
- A Reflection posted to Blackboard by 11:59 pm on **Sunday, Feb. 23**

### The Multimodal Final Product Scoring Rubric

0 = *Does not meet criteria*

1 = *Includes few criteria at a below average level, does not meet expectations*

2 = *Includes few criteria at a low level; begins to meet some expectations*

3 = *Includes some criteria at an average level; meets some expectations*

4 = *Includes most criteria at a high level; meets most expectations*

5 = *Includes all criteria at a high levels; exceed expectations*

Domain	5	4	3	2	1	0
<b>Artifact Criteria</b> <ul style="list-style-type: none"> <li>• The final product reflects multimodality, meaning it uses an appropriate combination of visual, aural, textual, spatial, and gestural modes.</li> <li>• The final products reflects a clear argumentative message that uses various rhetorical strategies to support the argument.</li> <li>• The final products uses multimodal elements that compliment, rather than detract from, their argument.</li> </ul>						
<b>Context Criteria</b> <ul style="list-style-type: none"> <li>• The creator has a clear purpose.</li> <li>• The creator used the affordances of their digital tool and navigated the limitations.</li> <li>• The creator clearly targeted their audience by their choice of genre (e.g. website, podcast, etc.)</li> </ul>						

<b>Substance Criteria</b> <ul style="list-style-type: none"> <li>• The quality of the final product is well done.</li> <li>• The message of the final product is clearly related to the audience, purpose, and genre.</li> <li>• The language used in the final product is clearly targeting their discourse community (e.g. use of appropriate “lingo”, dialect, images, symbols, etc. )</li> <li>• Citations reflect the genre (e.g. credits at the end of a video, hyperlinks in a website, etc.)</li> </ul>						
<b>Sharing with a Real Audience Criteria</b> <ul style="list-style-type: none"> <li>• The creator’s choice of medium distribution of the text clearly represents understanding of their audience.</li> </ul>						
<b>Total Score</b>						