EXAMPLES: Time-saving Best Practices

These examples illustrate the ways that some instructors have applied practices that are grounded in research on effective teaching and learning practices in order to:

- appeal equitably to a variety of student learners' strengths
- build students' critical thinking skills in a logical sequence
- encourage students to use the instructor's criteria to practice assessing the quality of their own work and others' work
- empower students to understand how they are doing and when they may need extra help
- enhance students' ability to evaluate their progress and make adjustments to improve it.

CONTENTS:

Summary of Research with Implications for Assignments
(numbers in parentheses correspond to sections of this handout listed above)

Research on Learning	Implications for Assignments
Elbow, Jaschik/Davidson	Low stakes for greater creativity / risk
Richard Light	Coaching model, peer instruction (5)
Gregorc, Kolb	Varied format, equitable access, peer ins.
Treisman, (Steele)	Encourage /require peer study groups (5)
Ambrose, Bergstahl	Flexible format (1)
Bloom. Felder	Sequence skill development (2)
Colomb, Bass,	Feedback on Content vs. Format, try again Provide examples with criteria applied (4)
Perry	Target feedback to phase; Don't overwhelm
Doyle, Felder, Winkelmes	Specify content goals, skills goals, criteria to enable self-monitoring (3)
Winkelmes Yeager, Walton	Explicate assignments' purpose, rationale Engage students in applying your criteria (6) to develop ability / belonging

1. Flexible formats appeal equitably to various learners' strengths

Three ways for students to prepare ideas for a paper

Music in Andrew Lloyd Webber's
The Phantom of the Opera

Argument: Andrew Lloyd Webber's orchestration relies on conventional Western styles of musical phrasing and instrumentation. It exploits the natural tendencies of music to correspond with the ebb and flow of emotions, and allows the music to reflect the mood and/or tone of a scene, thereby making the musical accessible to a large general audience.

1) Introduction
   a) The popularity of phantom and its music.
   b) Possible reasons: story, spectacle, characters.
   c) Success mainly comes from orchestration.

2) Criticisms of Andrew Lloyd Webber's music
   a) What reviewers criticize.
   b) Why they are wrong.

3) Why the music does deserve praise.
   a) Tactics of Western music that Lloyd Webber uses.
   b) Exploits the natural tendencies of musical phrasing
   c) Orchestrates the numbers with instruments commonly associated with different moods.
   d) Relies on recurring themes, bringing back melodies associated inaudience's memories with certain character roles and types.
   e) In scenes with romantic implications, couples orchestration with rhythm of the lyrics to amplify sensuous overtones and transmitamatory expectations.

[outline continues]

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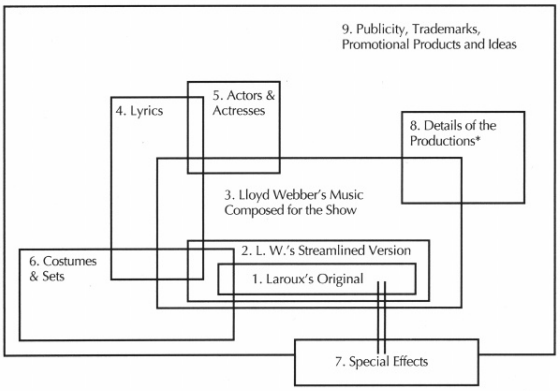
Figure 1. Mind Map of Lloyd Webber's Production

This map shows how I visualize that Lloyd Webber's *Phantom* production came into existence. Before I could come up with an outline for my argument, I had to pin down all the ideas that I wanted to use in a compact form. Most of my ideas were still fuzzy, and refused to come into focus until I constructed this visual aid to guide the development of my ideas.

The different elements that make up the production are numbered in chronological order, but there is no reason why some of the elements were not created concurrently or in conjunction with another element.



* Cues, making sure they have all costumes and props, etc.

Source: Miley Nakamura, Mind Map of Lloyd Webber's Production. Reprinted by permission of Miley Nakamura. All rights reserved.

Guide for Preparing Your Paper

What is your topic? What position will you take on that topic? You may provide a tentative thesis.

What are the major primary and secondary sources essential to this topic? List full citations.
What main pieces of evidence will support your idea(s) about the topic?

What are possible counterarguments to your idea(s)? What evidence might support these?
What are some possible ways to refute counterarguments? What evidence can be used?

What problems or questions do you envision?

2. Build students' critical thinking skills in a logical sequence

Bloom's Taxonomy of Educational Objectives

Competence	Skills	Assignment Cues
Knowledge	• observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument •based on reasoned argument • verify value of evidence • recognize subjectivity	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

2. Build students' critical thinking skills in a logical sequence

Assignments for a sample business course

This chart indicates how each required assignment for the course helps you practice the disciplinary skills needed for passing the course.

ASSIGNMENT	DUE DATE	Use of Information technology*^	Communication abilities: oral and/or written*^	Teamwork; Understanding group and individual dynamics in organizations^*	Understanding of domestic and global economic environments *	Multicultural and diversity understanding*	Analytic skills*#	Applying learned concepts to practical situations#	Understanding of professional responsibility, including ethical reasoning regarding self, organizations, society*#	Research: locating, evaluating and selecting useful information and resources#	Reflective, [self-evaluative] thinking skills*#
1.	8/31NOON		+								
2.	9/1		+								
3.	9/11	+	+	+							
4.	9/11	+			+						
5.	9/25				+						
6.	10/9						+		+		
7.	10/23						+		+		
8.	11/6					+			+		+
9.	11/13							+	+	+	
10.	12/4							+	+	+	+
11.	12/10							+	+	+	+

* from American Association of Colleges and Schools of Business "Assurance of Learning Standards," in *Eligibility Procedures and Accreditation Standards…*
# from Benjamin Bloom, *Taxonomy of Educational Objectives*
^ from Hart Research Associates, *It Takes More than a Major: Employer Priorities for College Learning and Student Success, April 2013.*

2. Build students' critical thinking skills in a logical sequence

Problem Solving,[1] which also deals with critical thinking. Also, consider using a grading rubric to evaluate the students' products and help them develop the targeted skill.[2]

* * *

Creative and critical thinking: Idea generation and prioritization.

(Creative) *List possible*

- *ways to verify a [calculated value, derived formula]*
- *ways to determine a physical property or process variable [as a function of one or more specified variables, with no instrument calibrations, using a stuffed bear]*
- *uses for [a specified object, a waste product]*
- *ways to improve a [process, product, experiment, procedure, computer code]*
- *real-world applications of a [theory, formula, algorithm]*
- *safety or environmental concerns in [an experiment, a process, a plant]*
- *flaws in a proposed [design, procedure]*
- *benefits of doing something differently from how it is normally done*

You could stop right there, or you could go on to

(Critical) *Select the top three items on your list in decreasing order of their probable importance, and justify your selection.*

Creative and critical thinking: Explaining unexpected results (perhaps the most important task scientists and engineers face, both in industry and in research). *(b) In Part (a) of this problem, you calculated that the cantilever support should fail when the applied load reaches $5.5x10^4$ N. Suppose a test is run and the support fails at a load of only $2.1x10^4$ N.* (Creative) *List at least 10 possible reasons, including three or more that involve assumptions made in the calculation.* (Critical) *List the top three reasons on your list in decreasing order of their likelihood, and justify your selection.*

Creative and critical thinking: Problem formulation. *"[Make up, make up and solve] a problem involving material covered in the past two weeks of [this course, this course and any other course you are currently taking]. If your problem requires only simple formula substitution and contains no errors, you will get a minimum passing grade. To get more credit, your problem should require high-level analysis or critical or creative thinking to solve."* Formulating the problem requires creative thinking, and determining whether or not it meets your criteria calls for critical thinking. Before you give the first such assignment, show in class several examples of poorly constructed and low-level problems and examples of well-constructed problems that meet your criteria.

Critical thinking: Selecting from among alternatives. *Following are [two strategies for solving a given problem, two computer codes for executing a stated task, four alternative process or product designs, four possible explanations of given observations or experimental data]. Select the best one and justify your choice.*

Critical thinking: Analyzing. Assign a complex open-ended problem, with the first task being to determine whether enough information is available to get a solution, and if it isn't, to figure out what more is needed and how to find it. Another analysis problem involves an ethical dilemma. *The following scenario describes the case of [an employee who learns about an illegal activity that involved his supervisor; a graduate student who discovers that her research advisor altered experimental data]. List and discuss possible courses of action and make and justify a recommendation.*

Critical thinking: Critiquing. *Read and critique the attached [article from a popular scientific journal, op-ed column in yesterday's paper, transcript of a televised speech or interview]. Your critique should include an evaluation of the accuracy and persuasiveness of the opinions expressed and should identify stated and hidden assumptions, misleading statements, and inaccurate and unproven claims.*

Critical thinking: Grading. *A student who took this course last year submitted the attached [project report, design, essay]. Give it a grade and summarize your reasoning.*

* * *

Whichever of those exercises you use, there's a good chance many students have never been asked to do anything like it before. Don't ask them to do it without first giving them a clear idea of what you are looking for. A good way to do that is to first show several good and bad examples of student products in class, state how you would grade each one, and explain what makes them good or bad. Then give several more examples, and for each one, (a) have the students rate it individually; (b) have them compare their ratings in pairs and reach consensus on the appropriate rating; and (c) share your rating with them and discuss your reasoning. After several such exercises they will all know what you want them to do, and most should do reasonably well on their first attempts and much better thereafter. By the end of your course they may not all be brilliant creative or critical thinkers, but they will have taken a major step in that direction. ❐

1 Fogler, H.S., and LeBlanc, S.E., with Rizzo, B.R. (2014). *Strategies for Creative Problem Solving*, 3rd edn. Upper Saddle River, NJ: Pearson Education.

2 Felder, R.M., and Brent, R. (2010). Hard assessment of soft skills. *Chem. Engr. Education*, **44**(1), 63–64. *<www.ncsu.edu/felder-public/Columns/SoftSkills.pdf>*. A good starting point for developing a grading rubric or checklist is *<http://course1.winona.edu/shatfield/air/rubrics.htm>*.

Felder, R.M., and Brent, R. "Want Your STudents To Think Creatively and Critically? How About Teaching them?" Chemical Engineering Education, 48, 2 (Spring 2014): 113-114.

3. Criteria for success (provide to students in advance)

CHEM 223 - Analytical Chemistry Lab

Kasia Kudzilo, University of Illinois

This document is an attempt to clarify the lab report organizational summary found in the online CHEM 223 Lab Manual.

I. Title of Experiment

II. Introduction
This section should concisely state the purpose of the experiment and the general means of accomplishing that purpose i.e., the method or instrumentation used. This includes stating your unknown (ex. Unknown A) and what you were tryingto find out about it.

III. Procedure
This section should only reference the procedure in the online manual and any deviations from it. The procedure is not meant to be repeated. A deviation example would be if there were different solution concentrations used than what was given in the manual or any necessary added steps. Other important
information includes drying time, temperature, cooling time, reagent amounts and not just what was given in the manual but what you actually did). For example, if the manual said to weigh out 1.0 g NaCl, write what you actually got on the balance – 1.2 g, 0.9 g etc.

IV. Results
This section should contain data obtained in the experiment in the form of correctly formatted tables and/or graphs as well as text describing the trends, observations and answering the often italicized questions posed within the procedure. There are spreadsheets (found online) of the necessary tables for each lab that should be filled out and added as a page(s) in the report. For the graphs, label axes, give units and name below the actual graph (Figure 1, 2, 3… and with an informative title). The graphs may be embedded in the report or stapled to the back. If embedded they should be large enough to read easily (half a page).

V. Discussion/Conclusion
This section should show thinking about the meaning of the results. The questions at the end of the experiment are good thought-provokers and guides for this. These questions should be answered within this section as smooth prose, not as numbered questions and answers.

VI. Questions
This section should answer all the questions found at the end of the experiment including ones that were left out of the discussion because they did not easily flow in the text as well as ones already in the discussion. However, for the ones already in the discussion all that is needed is to copy and paste your previous explanation with a preface stating this (Ex. "As already noted on P. 5, ... ").

VII. Calculations/Error Analysis
This section should include one detailed sample of each type of calculation in the appropriate units. For any other trials, only the results of the calculations need to be given. Always report the mean, standard deviation and confidence intervals for a set of trials. Include "IN YOUR LAB REPORT" items from each experiment.

3. Criteria for success, continued (provide to students in advance)

First-class writing workshop
Writing Centre, London Metropolitan University

Core assessment criteria for essays

1. Addressing the question	The relevance of the content of the essay to the question or title set • **Good essays** select relevant material (knowledge, concepts, interpretation, theoretical models, others' perspectives). • **Better essays** make it clear throughout how the material is relevant to the question.
2. Using evidence	The use of externally sourced material, such as research findings, facts, quotations, or other forms of information • **Good essays** include information from outside sources that backs up the points made in the essay. • **Better essays** explicitly highlight or interpret the evidence to support a more general claim or idea or point being made in the essay.
3. Developing argument	The construction of a coherent and convincing set of reasons for holding a particular point of view; the following of an analytical path leading from a starting point to a concluding point • **Good essays** contain expressions of positions on the issues raised by the essay. • **Better essays** develop arguments throughout the essay, with each element building on the last.
4. Critical evaluation/analysis	Determining the value, significance, strengths and/or weaknesses of something (e.g., research findings, theory, methodological approach, policy, another's argument or interpretation) • **Good essays** contain evaluative assertions or descriptive points about the strengths and weaknesses of elements referred to in the essay. • **Better essays** contain systematic, reasoned explanations for the evaluative points being made.
5. Structuring	The formal arrangement of the essay content into paragraphs. • **Good essays** have clearly recognisable introductory and concluding paragraphs, and paragraphs in the main body of the essay each has a clear, single concept or point as its main focus. • **Better essays** have a paragraph structure that supports the development of ideas within the essay, so that the structure of the essay is linked to the developing argument.
6. Use of language	The use of words, grammar, and punctuation to formulate an utterance appropriate to the purpose and context • **Good essays** are free from errors in spelling, punctuation and grammar, and would be acceptable pieces of writing in the wider world. • **Better essays** adopt academic styles and conventions, and approximate to the appropriate academic 'register'.

3. Criteria for success, continued (provide to students in advance)

Sample Design Criteria for Software Products & Programs
http://www.sciencebuddies.org/science-fair-projects/project_engineering.shtml

Products & Programs

- Functionality or feature set
- Capacity (how many and how big are the things it can work with)
- Type of user interface (command line, standard Windows or Mac look & feel, totally unique)
- Customizability
- Speed, responsiveness (be specific: speed of what)
- Ability to communicate with other programs (data import / export)
- Type of error handling (none -- *not recommended!*, error number, messages with help)
- Programming language written in
- Portability (ability to move to another operating system)
- Ability to modify to work in other spoken languages (this is often called localization)

The Computer Environment for Software Products & Programs

- Operating system
- CPU speed
- Memory size
- Display size and number of colors supported
- Single user or network environment
- Peripherals required (scanners, printers, disk drives)
- Other software required (language interpreters, browsers, etc.)

4. Critiqued student work (provide to students in advance)

Carol Augspurger

School of Integrative Biology, University of Illinois

Use "invented triangle" to organize introduction. First, give big picture/context.

INTRODUCTION (4-5 paragraphs)

Topic sentence of paragraph; all sentences in paragraph relate to this topic.

Both extrinsic and intrinsic factors affect the relative population size of species of small mammals in local habitats.

Background information.

Extrinsic factors may include the amount of food availability (Bell 1989), presence of competing species (Holt et al. 1995), and the presence of predators (Batzli and Lin 2001). Intrinsic factors may relate to their diet and food preferences (Heskie 2004), competitive ability (Holt et al. 1995), and body shape (Hoffmeister 1989) that affects their speed and agility in escaping predators. Differences in these factors are expected to result in varying population sizes of species of small mammals among local habitats. Understanding the factors that affect a species' population size is important because it allows us to predict how changes in the environment will affect its population dynamics and the community structure.

Key references included.

No direct quotations – only paraphrases with sources. Proper literature format used.

Importance of study highlighted (Why should reader care?)

Prior studies/observations (data) relevant to specific study.

Augspurger et al. (2007) found that the relative population sizes of small mammals differed in successional old fields of contrasting age. Specifically, their four years of live trapping showed that voles have a large population in a field abandoned one year ago, while shrews have a larger population size in a field

5. Self, peer and group evaluations (provide to students in advance)

Derek Bok Center for Teaching and Learning, Harvard University ONLINE DOCUMENT

Course: Name:

SELF-ASSESSMENT SHEET

Please answer the following questions and attach this sheet to your paper or draft.

1. In one sentence, what is the main point you are trying to convey?

2. If you had additional time to work on this paper, would you want to change it? Explain.

3. What do you like most about your paper?

4. What do you like least?

5. Please use the space below to ask one question that you would like me to address in my comments.

By Julia Dubnoff. Distributed by the Derek Bok Center for Teaching and Learning, Harvard University.

5. Self, peer and group evaluations (provide to students in advance)

Derek Bok Center for Teaching and Learning, Harvard University ONLINE DOCUMENT

PEER RESPONSE SHEET

Writer: _____ Reader: _____

RECORD YOUR RESPONSES TO THE FOLLOWING QUESTIONS EITHER IN THE SPACES BELOW OR ON SEPARATE SHEET(S) OF PAPER.

Read the paper through once, rather quickly, without pausing to write comments. Then put the paper aside and answer the following questions without looking back. (If you can't answer the question, write "I don't know.")

1. What single feature of the paper stands out to you as a reader?

2. What do you think is the writer's main point?

3. Was there anything in the paper that seemed confusing to you? (If so, explain briefly).

Now reread the paper, making any comments in the margins you feel would be helpful. Try to com-ment on development and organization of ideas: Do you understand the points the writer is trying to make? Do ideas seem well-connected? **Remember, you are not being asked to evaluate the paper; you are being asked to respond to it with an eye toward helping the writer improve it.**

4. Underline the thesis statement. Is it clearly stated? If not, what seems confusing?

5. Is there any place where the writer needs to support an idea with more concrete detail or explanation? If so, where?

6. How well does the writer make transitions between his/her main ideas? Identify places that need better transitions.

7. List at least two ways in which the essay could be improved.

8. List at least two things you like about the paper.

9. What would you like to know more about? What questions do you still have?

10. Ask of the essay "so what?" after you finish reading. Write a sentence or two paraphrasing the point of the paper, answering the question, "in what way(s) is this interesting, surprising, intriguing, etc.?" If the paper lacks a "so what," point that out and discuss the possibilities.

5. Self, peer and group evaluations (provide to students in advance)

Peer and Self Evaluation
Karen Flynn, University of Illinois

Names: _____ Group: _____

By filling out this peer evaluation, you certify that it was completed without assistance from anyone else on the team. Please assess your teammates thoroughly, honestly and accurately. Peer evaluations are a major and important yardstick to helping make judgements about individual effort.

1. **Rate each teammate on the criteria indicated, using the following scale:**
   4=excellent, 3=above average, 2=average, 1=below average, 0=poor

GROUP MEMBERS' NAMES

CRITERIA						
Quality of work submitted: completeness, accuracy, depth of thinking						
Effort expended to meet group's goals.						
Quality of work produced						
Cooperation: willingness to do whatever necessary to "get the job done."						
Dependability: consistently met deadlines; attended all meetings.						
Participation: degree of participation in group meetings.						
Leadership in organizing and motivating team members.						

2. On the back of this sheet, please give each group member an overall grade for their individual effort/work on this project. Briefly discuss, in a few sentences for each group member, why they deserve that grade, in your opinion, for their part in this project. Include any specific details (missed classes, failure to complete their part of the project on time, etc.) that might directly apply.

3. Give yourself an evaluation and grade.

Thank you for your time and effort in helping me evaluate individual performances on the group project.

6. Explicate assignments' purpose, task, criteria in advance

TRANSPARENT ASSIGNMENT TEMPLATE

This template can be used as a guide for developing and explaining in-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]

Due date:

Purpose: *Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning.*

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:

Bloom's Taxonomy of Educational Objectives (summarized in this Univ of Victoria chart) can 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*

UULOs (University Undergraduate Learning Outcomes):

- *Intellectual Breadth and Lifelong Learning*
- *Inquiry and Critical Thinking*
- *Communication*
- *Global/Multicultural Knowledge and Awareness*
- *Citizenship and Ethics*

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

-
-

Task: *Define what activities the student should do/perfom. "Question cues" from Bloom's Taxonomy of Educational Objectives (summarized in this Univ of Victoria chart) might be helpful. List any steps or guidelines, or a recommended sequence for the students' efforts.*

Criteria for Success:

Define the characteristics of the finished product. Provide specific examples of what these characteristics look like in practice. With students, collaboratively analyze an example of good work before the students begin working. Offer a critiqued example of excellent work with specific indicators of what makes the work successful. Explain how excellent work differs from adequate work. It is often useful to provide a checklist of characteristics of successful work to help the student know if s/he is doing high quality work while s/he is working on the assignment. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. Students can also use your 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 empowers them to focus on changes to their learning strategies that might improve their future work.

[1] Winkelmes, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99, 2 Association of American Colleges and Universities (Spring 2013).

6. Explicate assignments' purpose, task, criteria in advance

Major/Career Interview Assignment **COLA 100E – 1009 – Spring 2014**
Due Date: Friday, February 21 **Points: 100**

Purpose: The purpose of this assignment is to gain a greater understanding of a prospective academic discipline and/or career field in which you are interested.

> **Skills:** As a result of completing this assignment, you will identify information necessary to make an informed decision regarding your academic and/or career path, employ basic qualitative research methods to collect and critically evaluate information from a principal source, and practice written and spoken communication as a tool for exploring possible academic and/or career options.
>
> **Knowledge:** This assignment will give you knowledge of the process of informational interviewing, a tool for exploring various careers that can be used throughout your lifetime.

Task: In order to complete this assignment, you will execute the following:

- Select a professional in a field of interest and secure an interview at a time and date that is convenient for the both of you in a location that is conducive to a personal interview.
- Prepare 5-10 questions in advance addressing the professional's background, career path, and current issues in the field or discipline.
- Conduct a 20-30 minute, face-to-face interview to gather knowledge that will help you make an informed decision about the major and/or career you are considering.
    - If the person you would like to interview does not live locally, you may conduct the interview by phone or video. You may not conduct the interview by email. You may want to audio/video record the interview with the interviewee's permission to assist you with the transcription process.
- Prepare a typed transcript of a minimum of 5 of the questions and answers.
- Write a 2-3 page reflection essay addressing the following items:
    - Who you selected and why?
    - What you learned from them that is most interesting?
    - What this assignment helped you learn about your major/career decision?
    - What questions you still have?

Criteria for Success: A successful assignment will have the following characteristics:

- A participant who is well qualified and relevant to your area of interest.
- Interview questions that are focused and purposeful.
- A concise, articulate reflection essay that covers all the key and relevant points.
- A thorough, typed transcript that includes at least 5 of the questions and answers.
- A critical evaluation of the information collected and how it relates to your choice of major and/or career.
- A well-formatted essay that meets the page requirement, includes an introduction, a body and a conclusion, is typed, double-spaced, 12 point font, MLA style, including in-text citations and a reference/works cited page.
- Submit the transcript and reflection essay via WebCampus by midnight on the due date.
- Late assignments will not be accepted.