

Information and Digital Literacy (IDL) Sample Prompts

[Click here for the IDL rubric!](#)

IDL Dimensions			
Authority and Value of Information	Digital Literacy	Information Structures	Research as Inquiry

Example 1

This was an individual essay assignment.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected		
		Authority and Value of Information	Information Structures	Research as Inquiry
ENGL 1120 Composition II	Yes; Evidence Acquisition, Reasoning & Conclusion	Authority and Value of Information	Information Structures	Research as Inquiry

Assignment Description:

Essay 3: Contextual Analysis of Documentary Film

For this assignment, you will analyze a documentary film for its use of rhetorical devices. Remember, like all analysis, this won't be simply a summary of the film; rather, you'll identify the documentary's rhetorical objective and the audience, and then analyze the strategies the "author" uses to accomplish that goal.

You will be reviewing the following documentary film:

Planet of the Humans. Directed by Jeff Gibbs, Rumble Media, 2020.

Following the guidelines provided, move beyond the purpose of "they want to educate." Education is often just the most tangible aspect of a documentary's intents. Think about **how** the film wants to facilitate change.

Expectations:

The final draft must be formatted to MLA style and **include MLA style in-text citations and an MLA Works Cited page**. This essay requires a minimum of three outside sources, in addition to the primary text for **a total of four sources**.

An Annotated Bibliography will be required as you research and prepare your source material for this essay.

- The final draft should be a minimum of **three pages long, double spaced (not including the works cited page)**

- Additionally, a rough draft will be due for peer review. Your work in progress ***must be at least two pages long and be submitted on-time in order to receive feedback.***
- Include a **title** that reflects the essay's topic and main idea.
- Essays should feature an engaging and informative introduction, clearly stated and supported claim (thesis), and well-structured support paragraphs. The conclusion should echo but not repeat key elements of the intro, thesis and support points.
- Essays must be mechanically and grammatically sound. Please reference the film you're analyzing with your Works Cited page citation.
- *Please review the rubric below for more specifics.*

Point Value:

Rough Draft & Peer Review: 60 points

Final Draft: 175 points

Grading Rubric

Grade Range	A	B	C	D/F
Introduction & Thesis 35 points	• Thesis is narrow and complex with a specific focus; also arguable and responds to assignment clearly • Clearly states the purpose or point of the essay • Intro succinctly summarizes the text and briefly provides context.	• Thesis suffers from being either too broad, non-arguable, nonsupportable, but attempts complexity • Intro is somewhat unclear, doesn't give much context • Intro doesn't accurately reflect author's purpose	• Thesis isn't complex or specific or supportable • Thesis is a cliché or a question. Intro doesn't reflect purpose or assignment prompt	• Thesis is not clear or is not understandable. • The intro is unclear; intro doesn't give context or reflect the essay prompt.
Content 50 points	• Essay shows originality or independent thought • Essay is focused; there is little rambling or repetition • No filler • Essay focuses on assignment • Essay accurately points out the rhetorical purpose of the text with ample support	• Essay shifts or relies too much on ideas borrowed from other authors and peers • Essay has some repetition or goes offtopic • Needless summary at times • Essay oversimplifies or generalizes the rhetorical analysis, doesn't always use strong support	• Purpose is unclear, doesn't follow the assignment prompt • Essay repeats the same ideas or goes off-topic • Essay doesn't properly or accurately analyze the rhetorical purpose of the text	• Essay reflects a poor understanding of the chosen text • Essay doesn't analyze the rhetorical purpose of the text

Form and Organization 45 points	• Claims (i.e. Topic sentences identify paragraphs' purposes, reflect their content & contribute to overall unity of essay • Paragraphs reflect different, yet connected ideas • Paragraphs are driven by a single claim or reason, supported by evidence and analysis (PIE or TEAR) • Title reflects topic and thesis and engages the reader • Intro, body, conclusion and title all relate well.	• Some paragraphs lack topic sentences/main claims • Unclear how ideas in some paragraphs connect to others • Some paragraphs contain multiple ideas/claims vying for attention • Title reflects the topic and generally hints at the thesis. • Intro, body, conclusion and title are related, but connections could be clearer.	• Topic sentences/claims are nearly non-existent • Entire paragraphs seems unnecessary, and do very little to support the central thesis • It's unclear where one idea ends and another begins • Title is vague • Relationships between intro, body, conclusion and title are not clear or well connected, but it is obvious that the author made an attempt.	• The paper is not organized; there is no pattern of topic sentences. • The essay is mostly filler with no specific purpose. • Title is absent or ineffective

Revision 15 points	• Moving from the rough draft to the final draft, students should revise their writing by reconsidering and significantly reworking their ideas, conclusions, and writing decisions.	• Student revises work, but the bulk of revision is spent on surface features. More restructuring, and re-working is needed.	• The paper has been edited slightly and proofread, but more global revision (i.e. restructuring, rethinking) is needed.	• The paper is not revised.
Grammar & Punctuation 15 points	• The essay is free from grammatical or mechanical errors • Sentences are clear, active (Subject – Verb – Object), and to the point	• Essay has one or two sentences that are hard to understand • Essay has awkward sentence syntax in certain places & misspelled words	• Essay has a few sentences that are hard to understand. • There are a few misspellings and grammatical errors.	• Essay is littered with misspelled words and awkward sentences • Many sentences are unclear and difficult to understand
MLA Formatting and Citation 15 points	• Essay is formatted accurately using MLA style • MLA in-text citations are correctly formatted and appropriately used. • Works Cited page is accurately formatted and includes, at minimum, a citation for the ad.	• Essay is formatted in MLA style • In-text citations are close if not perfect • Works Cited page close, if not perfect.	• MLA formatting has a few mistakes. • In-text citation contains a few mistakes. • Works cited page contains mistakes.	• Formatting does not follow MLA conventions. • In-text citation does not clearly follow an academic style. • Works Cited page is not formatted accurately.

Example 2

This was a group outline created to guide a full class in seminar discussion. Student presentations were 30 minutes.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected	
		Authority and Value of Information	Research as Inquiry
UHON 1120 Legacy Seminar	Yes; Evidence Acquisition	Authority and Value of Information	Research as Inquiry

Assignment Description:

Project 5: Modern Day Recreation and Exploration

150 points Presented in class on December 6th and 8th. Be prepared to lead a discussion on either day. Be prepared to fully participate in the seminar when you are not leading the discussion (as part of the overall class participation grade).

This is a collaborative project and each member of the group receives the same grade. Groups are tasked with dividing up workload in a way they deem equitable. However, group members are expected to fully participate in both preparation and presentation and not doing so may reduce an individual grade substantially. Please contact Dr. Lovata as soon as possible if group members are not fully participating.

Tuesday, November 29th and Thursday, December 1st are designated collaborative work days. It is expected that you will use the regularly scheduled class time to meet as a group and work on your projects together.

Each group must, on December 8th, submit a physical packet (on paper, not via email attachment) that includes: a list of each group member; the title and prompt of presentation; a brief (no more than 2 page total) outline of the main points of the discussion with page numbers for quotes used; a list of all references used (papers, books, websites, etc...); and a copy of the first page (generally the one including the abstract) of each of the 4 peer-reviewed research articles used. You need not turn in copies of presentation materials such as slides or handouts.

Each group will lead a no less than 30/no more than 40 minute discussion of one of the topics below. You are encouraged to use visual aids (such as handouts, the chalk or whiteboard, PowerPoint or Prezi slides, etc...) and convey information through both speaking and showing. The presentation should engage the entire class in seminar discussion and not simply be a lecture. You are encouraged to be creative and use your expertise in leading this seminar discussion. If you are using PowerPoint or other computer-based tools, one group member must come to class 5 to 10 minutes early to load your presentation onto the classroom computer (bring a thumbdrive, download from online storage, etc...). You are to directly reference the Krakauer text and the film *Touching the Void* as well as find outside sources that you will directly use in your presentation. You may find it useful to reference readings by John Muir, Robert Dunn or Isabella Bird and your own field trip or other experiences. Outside sources may include websites and online references. However, you are also to include at least 4 peer-reviewed

research articles about some portion of your topic. Those articles need not cover the entire topic. They may relate to only specific points in your presentation. But they must be relevant.

Topics (not necessarily in the order they will be presented in) are:

1. Lead a discussion into the dangers of climbing mountains like Suila Grande or Everest and help the class form a consensus about how and/or whether they can be safely climbed.
2. Lead the class in analyzing images of big mountains like Mount Everest and their impact on people's perceptions of recreation and exploration. Images include: the photographs included in the book; the book's cover design; the woodcut prints by artist Randy Rackliff; other famous, iconic or mass-media images of Everest; images from the film *Touching the Void*; pictures of other mountains; images of the wilderness; and pictures of other climbers in comparison. Discuss what their style, composition and subject matter can indicate about Everest, the people who attempt to climb it, and the opinions of it in the public at large.
3. Discuss the impact of commercialization on mountain climbing and specifically on Everest: how has it changed over time; what are the roles of tourists; what are the roles of the guides/professionals; how does it compare to other mountains in other times; including, but not necessarily limited to, those that we've previously studied?
4. Jon Krakauer notes that mountain climbing was, "...once a romantic, solitary sport...". Have the class discuss the seemingly paradoxical group versus solitary nature of climbing big mountains like Everest and Suila Grande. How do actual climbers participate as a group and act individually? What role has individuality vs. group dynamics played in climbs by Krakauer as well as others at Everest and other mountains.

Example 3

This was an individual assignment where students created digital portfolio.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected	
UHON 1120 Legacy Seminar	No	Digital Literacy	Research as Inquiry

Assignment Description:

Legacy of Monsters and Marvels Through the Ages Instructor:
Leslie Donovan

FINAL PORTFOLIO

(20 points max. = 20% final grade)

As a capstone to our course, you will compile a digital Final Portfolio documenting your development as a UNM Honors College student throughout our course. For your Final Portfolio, you will review your assignments, write cogent reflections about your work on them, revise one of them, and compose a new paper that synthesizes your ideas about monsters and marvels at the end of our course. Construct your portfolio as a website using Adobe Portfolio or Adobe Express (free through UNM's Adobe Creative

Campus app) or Google sites. More info about using these platforms is available on our Canvas site. If you wish to use a different platform, consult with me first. Submit your portfolio through its URL on Canvas (make sure your platform will allow me to view it).

As long as I can find the various portions of it easily to evaluate your work, you are welcome to construct and design your portfolio in any way you wish. Since it represents your achievements in our class, make it reflect who you are and what you have accomplished in this class. Use any visual or graphic elements you wish, although your portfolio only needs to be generally visually appealing but not built from advanced graphic design principles. Its goal is to help you acquire important habits of reviewing your own body of work and reflecting on it, as well as to provide you with basic digital information skills in website creation and management.

To earn a high score, your Final Portfolio must include all the following elements:

- **In-class Activities:** Select 5 of your in-class activities (freewrites, group exercises, debates, etc.). Upload your work for each activity to your portfolio. Write a short reflection for each activity. Include the date and title of each activity.
- **Discussion Contributions:** Select 5 of your Discussion Contributions (in-class or outside class). Copy each of them into your portfolio. Write a short reflection for each post/response. Include the date and title of each post/response.
- **Group Video Project:** Watch your group's video and re-read your comments and score on it. Write 1 reflection about your work for it.
- **Analytic Papers:** Re-read both of your Analytic Papers on Canvas, along with my comments and the associated rubrics. Write 1 reflection about each paper.
- **Creative Project:** Review both parts of your project, along with my comments and its associated rubric. Write 1 reflection about it.
- **Revision:** Revise one of your Analytic Papers or both parts of your Creative Project. Upload your revised assignment to your portfolio. To each a high score, your revised assignment must go beyond simply correcting mechanical errors to substantially improve on your original work.
- **Student Learning Outcomes Analysis:** Complete and include the form provided on our Canvas site to explain how your work on requirements during the semester helped/did not help you achieve each of the Student Learning Outcomes for our course.
- **Synthesis Paper:** Write and upload to your portfolio a new interdisciplinary synthesis paper (roughly 5 pages/1250 words, excluding works cited). In this paper, synthesize your thoughts at the end of our course on one or more of these questions: What is the legacy of monsters and marvels? Why are we still so fascinated with monsters and marvels in the 21st century? What do monsters and marvels mean in the world today (locally, regionally, globally) or in your own life? Although its thesis may be somewhat more general than in your Analytic Papers, it must be driven by a thesis that guides the development of your ideas through examples or evidence from sources that are cited properly in MLA 9 style. While you need not include all our class readings in this paper, discuss as many as possible (books, art, performances, etc.). In addition, throughout your paper, integrate discussion of how ideas or works from different disciplines added to/did not add to your interdisciplinary education.

The reflections for each portion of your portfolio must consist of a few sentences in which you discuss how the activities or assignments contributed to your own learning about our course subject, the

strengths and weaknesses of your work on the activities, how they represent your progress as a college student, or your more general growth as a human being. Generally, for the reflections, 1 sentence shows minimal thought and effort, 2 sentences show average thought and effort, 3 or more sentences show significant thought and effort). Sentences must be complete and free of mechanical errors.

Significant, serious thought and effort will earn higher scores.

Example 4

This was an individual essay assignment.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected	
		Information Structures	Research as Inquiry
ENGL 1110	Yes; Problem Setting, Reasoning & Conclusion		

Assignment Description:

English 1110 Essay #1 (200 points)

Directions: Using the source materials listed below, compose an essay of at least 3 pages in length (plus a separate Works Cited page).

Topic Options

(Please note: these 3 topics are intentionally flexible, allowing you significant opportunity to craft an essay that interests you!)

1. Compose a personal narrative in which you relate your experience(s) to that of the source materials we have read and viewed.
2. Compose an essay exploring the potential for reciprocal healing (human and horse) using equine therapy practices.
3. Compose an essay that proposes solutions to drug addiction and / or PTSD using animal therapy.

Use the following list as your source material for your essay. While you may use all of the following materials, you must incorporate at least one article and one documentary from the list into your essay. Your source material must be correctly cited within your essay according to MLA guidelines, and also be listed in alphabetical order using MLA format on a separate Works Cited page following your essay.

Articles:

The day the war on drugs came to Chimayo

AND/OR

"I wish one day there wouldn't be no drugs here"

AND/OR

Drugged Out, Dragged Out, City Slammed: LA Times Covers Fentanyl's Grip On Española

Documentaries:

The Wild Horse Redemption. Directed by John Zaritsky, Point Grey Pictures, 2007.

AND/OR

Mustang Savivors. Directed by David Glossberg, Glossberg Films, 2020.

Example 5

This was an individual essay assignment.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected	
		Digital Literacy	Research as Inquiry
ENGL 1110Y	Yes; Evidence Acquisition, Evidence Evaluation		

Assignment Description:

English 110/112/113

Annotated Bibliography Assignment

Goal: To write an evaluative annotated bibliography and reflect on that experience

Learning Objective: To write summary; To write evaluation; to write critique; to use proper MLA citation; to use appropriate structure for a self-reflection; to use library resources.

Directions

The Assignment: Create an annotated bibliography that lists the research sources you would use to explore a **good subject matter question** that you develop and reflect on.

A **good subject-matter question** is problematic, is significant, and is interesting to the writer. A good question leads us to what to write about. (E.g. not “what is water” but “why is the water dirty and who is responsible?”). By problematic, I mean that your readers should be initially motivated by the question and find it puzzling because either they don’t know the answer to the question or are considering answers different from your own. A **strong thesis** has tension and surprise. It is the backbone of the paper and gives the reader the main idea.

The Process: For this project, you will create a **good subject matter question** as assigned by the instructor. After you have this question approved by the instructor, you may begin your research. For this assignment, you must create an annotated bibliography using:

- 1 Book Resource
- 2 Peer-Reviewed journal articles
- 1 Website

Your bibliography should include a brief (roughly 100 word) summary of each resource and a brief evaluation (roughly 200 words) of the work discussing its strength or weakness and its usefulness or value to your subject matter. Use appropriate MLA citations for each entry. Keep track of your process and experience because you will also include a reflection of the process you went through.

The Final Product

Your final product should look something like this:

I. Preface (350-500 words)

- **Introduction to the Topic:** Introduce your readers to your topic with statement of problematic question you chose, why you chose it, and why it is problematic.
- **Reflecting on your Research Process:** How did you approach your research? How did you conduct your searches? What strategies or techniques did you use from the Credo modules? How did you decide which resource materials to keep? (e.g., why did you choose these specific resources over others that you found?)
- **Reflecting on your writing experience:** Reflect on your experience as a researcher and writer for this project and throughout the course, including:
 - How did the subject matter of my writing cause me to “wallow in complexity”?
 - How did I look at this subject before I began? Did I change my mind or come to see something differently as a result of writing this work? E.g. What did I learn?
 - What was the biggest problem I faced in writing this piece and how successful was I in solving that problem?
 - What did I learn about myself as a writer and researcher by writing this paper?

II. Annotated Bibliography

- Citation (MLA)
- Summary
- Evaluation

Example 6

This was an individual essay assignment.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected	
		Authority and Value of Information	Research as Inquiry
HNRS 2112	Yes; Problem Setting, Evidence Acquisition, Reasoning & Conclusion		

Assignment Description:

Nineteenth-Century Gothic Literature (HNRS 2112) Final Project (200 points)

You have four options for your final project; please note that word counts do not include headings or works cited lists.

Option One: Analytic argumentative research paper.

For this option, you will be expected to create a paper of at least 2000 words in which you address some issue relevant to gothic literature. **Please note** that this paper should be argumentative—that is, that it should assert and support a thesis by analyzing a primary text or texts¹ (a novel, a short story, a film, a work of art, etc.) and engaging the ideas of **at least five secondary scholarly sources, each of at least seven pages**, in analyzing that primary source. Be careful to select your thesis wisely; don't, for example, argue that *Dracula* is a gothic tale—that is not an arguable position. Instead, focus on a theme, metaphor, type of character, or some other such element to create an original, interesting thesis you can support by careful analysis of primary texts and thoughtful, substantive engagement of ideas from at least **five scholarly secondary texts**.

Option Two: Original short story and analytic essay.

For this option, you may create an original gothic tale (1000-word minimum) or poem (length to be negotiated) and an accompanying analytic essay (1500-word minimum). Your essay must analyze your original text by **1)** focusing on a particular element of your story, such as its use of the abject or of setting; **2)** proposing a thesis analyzing that element (be sure your thesis is arguable and that it can be demonstrated through analysis of your text); and **3)** making substantive use of at least **five secondary scholarly sources, each of at least seven pages**. While these sources will not specifically address *your* creative project, they will allow you to enrich your analysis by addressing topics or ideas relevant to your thesis; for example, you might find a discussion of gender shifting in *Dracula* that helps you to analyze that process in your own project.

Option Three: Original short film and analytic essay.

For this option, you may create an original short gothic film (live action between 3 and 7 minutes; animated between 1 and 4 minutes) and an accompanying analytic essay (1500-word minimum). Your essay must analyze your film by **1)** focusing on a particular element, such as its use of the uncanny or of setting; **2)** proposing a thesis analyzing that element (be sure your thesis is arguable and that it can be demonstrated through analysis of your film as a text); and **3)** making substantive use of at least **five secondary scholarly sources, each of at least seven pages**. While these sources will not specifically address *your* creative project, they will allow you to enrich your analysis by addressing topics or ideas relevant to your thesis; for example, you might find a discussion of gender shifting in *Dracula* that helps you to analyze that process in your own project. Be sure to submit your film in a format that is easily accessed.

¹ You need not restrict yourself to texts assigned for the class. Gothic SP 2023

Option Four: Original work of art and analytic essay.

For this option, you may create an original work of art in a medium of your choice (again, be sure that it is easily accessed) and an accompanying analytic essay (1500-word minimum). Your art project may take a variety of forms, including painting, a fashion line for a character, a musical project, or potentially, anything else that would allow you to work with and analyze relevant elements of the gothic. The accompanying essay must analyze your work of art by **1)** focusing on a particular element, such as its use of the uncanny or of setting; **2)** proposing a thesis analyzing that element (be sure your thesis is arguable and that it can be demonstrated by analyzing your creation as a text); and **3)** making substantive use of at least **five secondary scholarly sources, each of at least seven pages**. While these sources will not specifically address *your* creative project, they will allow you to enrich your analysis by addressing topics or ideas relevant to your thesis; for example, you might find a discussion of gender shifting in *Dracula* that helps you to analyze that process in your own short story.

A few other caveats:

- Remember that I will need extended access to your project in order to comment on and evaluate it, so if an electronic submission will not make important details clear, be ready to hand over your painting, etc., to me for a week or so. (In the case of electronic projects, be sure they are submitted in a format which I can access easily.)
- No matter which format you choose, your project must be substantive and show genuine engagement with key ideas from the course and from your research. If you opt for one of the non-traditional approaches, a few sketchy drawings or a hastily constructed story will not be an acceptable submission.
- On the other hand, I am not looking for the next great writer or artist. The “best” painting or story won’t necessarily earn a high score; execution matters, but only because careless (note: not *inexpert* but *careless*) execution is another indicator of a lack of thought.
- Works cited lists, footnotes, endnotes, and headings are not included in the word count.

Example 7

This was an individual essay assignment.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected	
GEOG 2115	No	Digital Literacy	Information Structures

Assignment Description:

M2 project: Albuquerque City Nature Challenge

The project for Module 2 is a project to use information design to help promote an upcoming citizen science competition! We will be working the Albuquerque City Nature Challenge, led by Laurel Ladwig, to help visualize 2 (large!) datasets that they have: one on the number of observations made by the

Geography and Environmental Studies and Biology Departments' ABQ CNC teams, and another of the global City Nature Challenge results, aggregated by city. **See the Canvas project page for links about the competition and links to download the datasets.**

Your job is to use this data to motivate the people to participate this year, and possibly stir up some friendly competition between these departments or cities.

You will individually turn in an infographic for use as an Instagram post (square, potential multiple panels) OR a flyer (8.5x11 paper size). You will continue to work with digital tools for information design such as Excel and PowerPoint. **Similar to previous project, the project will be completed individually** but you will work in pairs/groups during class for feedback. The final project will be a report that follows a similar format to your last project but with new prompts.

Presentation details:

Your presentation for this will be a **60 second pitch**, supported by your final data visualization, to fellow UNM students to tell them about the ABQ CNC and encourage them to participate. You will give this presentation to the whole class!

Alternatively, you can create a 30 second video (which is meant to be shared via social media – think Instagram story or TikTok video) that accomplishes the same task. Regardless, we will view this in class together on March 2.

What to turn in by March 2, 10:59am by Canvas*

You must turn in:

- 1) your final visualization as a PNG (for Instagram) or as a PDF for the flyer, 2) your EDITABLE files (.xlsx, .pptx) that are used in your final infographic and 3) your report that explains how it was made by the start of class. 4) OPTIONAL: 30 second video for social media (by March 1, 11:59pm)

The project (Items 1-3) is due by the start of class on **March 2 via Canvas**, and presentations will be during class on March 2.

***If you are turning in a video version of your presentation**, then you must submit the video as well by **March 1, 11:59pm** so that I can download the videos for viewing in class.

Later this semester, during the actual competition, you'll also have an extra credit opportunity to put this pitch to action by tabling for this event and/or your social media video that could be shared by the ABQ CNC!

Grading details

Grading Breakdown	Points
Section 1	5
Section 1, Figure 1	5
Section 1, Figure 2	5
Section 2	5

Section 3 (a-e) (text) Explanation of applied design principles covered in readings. Properly cites the principle and readings from class. (See template for specific design categories needed). How did the final graphic get to where it is now? What decisions went into the process, starting from the “default” excel settings and ending with the general-audience-ready infographic?	20
Section 3, Figure 3: Data viz as the default Excel graph	5
Section 3, Figure 4: Data viz with all clutter removed	5
Section 3, Figure 5: Draft of complete infographic	5
Section 3, Figure 6: Final infographic (NOTE: you may have additional figures between Figures 5 and the “final” figure, so it’s ok to have Figures 7, 8, 9 (as needed). I want to see the full evolution of your design changes, so, more is better! There should be significant change from start to finish (from Figure 3 to 6+).	10
Section 4	5
Section 5	5
Section 6 (Full references AND in-text citations in APA style)	5
Intentionality and attention to detail Report is thoughtful, descriptive, reflective, and complete. Did you use all the specified headers and organize the report as specified? Is there significant change from the initial figure through the final product? Are changes made from one figure to the next explained in the text? Did you turn in all your files on Canvas as needed (PDF report, editable Excel/PowerPoint files, video file if applicable). Your final report should be free of spelling or grammatical errors.	10
Final presentation in-class on Thursday 5/2 1-minute presentation and Q&A OR 30 second video for social media (uploaded by end of 5/1) with Q&A	10
Total	100
Extra credit opportunities later in the semester Volunteer at the ABQ CNC kickoff event (at UNM, at least 45 minutes of volunteer time). Time and location TBD, but sometime during the competition April 28-May 1, 2023	+10
Participate in the CNC April 28 - May 1, 2023	+5

Please use the following report format, including these specific headers to break up the text of your report!

Module 2 Project: Citizen Science with ABQ City Nature Challenge
Your Name
Spring 2023

High resolution image of your final product
(This should take up the rest of the first page)



Include caption for image here (for social media posts only)

1. The big idea

In 1-2 paragraphs, explain: What is the big idea you are trying to convey in this information graphic? How will it be used by ABQ CNC? Why is this important? Cite the readings and ABQ CNC websites as needed. You should refer to Figures 1 and 2 in this section.

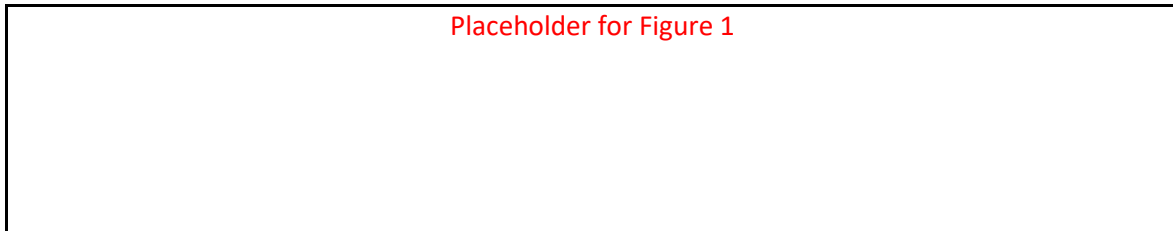


Figure 1: storyboard of your graphic

Placeholder for Figure 2



Figure 2: a preliminary sketch of your data visualization from Week 1 in class

2. Dataset

1-2 paragraphs to explain the dataset. What data has been provided? Did you use all possible data provided? If not, why? What kind of variables are in the dataset? How was this data collected? By whom was it collected? Are there any issues with the dataset?

3. Design decisions

a. Design medium and context

1-2 paragraph overview of your design medium and the context of your graphic and how that shaped the final outcome (for example: what considerations do you have to take into account for a flyer vs a social media post?).

b. Decluttering

1-2 paragraph to answer: How did you make sure your graphic did not feel cluttered? What steps did you take? What did you decide to take out, and what did you decide to leave in? You should talk about

both the data visualization itself, as well as the overall information graphic. You should refer to Figures 3 and 4 in this section.

Placeholder for Figure 3



Figure 3: an image that shows what your graphic looked like BEFORE decluttering your data visualization.

Placeholder for Figure 4



Figure 4: an AFTER screenshot after decluttering your data visualization

c. Visual order

2-3 paragraphs on how you created visual order through contrast, repetition, alignment, and proximity. You should also reference strategies from the text, such as preattentive attributes. You should refer to changes made between Figures 4, 5, 6 in this section.

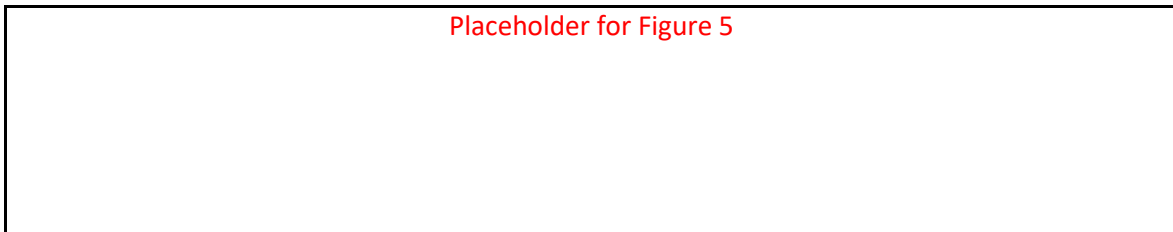


Figure 5: an initial version of your whole infographic

Placeholder for Figure 6



Figure 6: The final version. If you had many iterations of the whole infographic, please include them so that I can see the evolution of your design! (Meaning your “final” graphic may be Figure 7, 8, 9...) Include a caption for each photo to describe what stage each image is capturing, and what changes have happened from the last figure to the next.

d. Color

1-2 paragraphs to answer: How did you use color in your graphic? How did you choose those colors? What considerations did you have in choosing a color scheme? You should refer to changes made between Figures 4, 5, 6 in this section. Be sure to reference any readings in this section.

e. Text and font

2-3 paragraphs on your use of text. What did you decide to write out in words?

Where did this text go in your graphic? How did you decide on fonts? Font sizes? How did you utilize the caption component of a social media post? Can your visual still ‘stand’ without the caption? You should

refer to changes made between Figures 4, 5, 6 in this section. Be sure to reference any readings in this section.

4. Reflection

Include 2-3 paragraphs of reflection on this project. What did you learn about data visualization?

What did you learn about citizen science, the City Nature Challenge, or yourself in this project? What would you have wanted to do differently? What did you think about the process?

5. Advice to a future student

Write a short letter (1-2 paragraphs) to a future student with advice for how they can succeed in this project. I will share this with students next year!

6. References

Include any citations from above. Remember that the report should be in APA style.

7. Appendices (optional)

Turn in any missing worksheets from this module as an appendix to your project for half-credit on worksheets. **You must scan any worksheets you want to turn in for late credit and include them as a single PDF with your report.**

Example 8

This was an individual essay and digital portfolio.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected	
		Authority and Value of Information	Digital Literacy
UHON 205: Seminar in Humanities in Society & Culture HNRS 2167 Humanities in Society and Culture	Yes; Problem Setting, Reasoning & Conclusion		

Assignment Description:

Final Portfolio (20 points max. = 20% final grade)

As a capstone to our course, you will compile a digital Final Portfolio documenting your development throughout our course. For it, you will review your assignments, write reflections about your work, and compose a new paper reflecting on Tolkien's works in your life. Construct your portfolio as a website (Adobe Portfolio, Adobe Express, Google Sites, Wix, etc). If you wish to use a different platform, consult with me first. To submit it, email me the link to your portfolio; do not submit it on Canvas.

To earn a high score, your Final Portfolio must include the following elements.

- **In-class Activities:** Select 5 of your in-class activities (freewrites, group exercises, debates, etc.) to include in your portfolio. Write a short reflection for each activity. Include the date and title of each activity.
- **Online Discussion:** Select 5 of your Canvas Discussion prompts/responses to include in your portfolio.. Write a short reflection for each post/response. Include the date and title of each post/response.
- **Art Report:** Review your report, along with its comments and score. Write 1 reflection about it.
- **Peer Report/Response:** Review your peer report/response, along with its comments and score. Write a reflection each for your work on the report and the response (2 reflections).
- **Research Project:** Review your research project (analytic paper or creative project), along with its comments and score. Write 1 reflection about it.
- **Student Learning Outcomes Analysis:** Complete and include the SLO Analysis Form on Canvas to explain how your work during the semester helped/did not help you achieve our Student Learning Outcomes.
- **Reflective Analysis:** Write and upload to your portfolio a new paper that reflects on and applies Tolkien's works to your own life or the lives of people in general. Roughly, your paper must be about 750 words/3 pages long (no maximum length), excluding the Works Cited list. See Policies for other requirements. In this paper, reflect carefully on what you will take away with you from Tolkien's works at the end of our course. You may focus on personal reflections related to how Tolkien's works are relevant to your own life, or you may prefer to focus on how Tolkien's works may speak to 21st-century readers more generally. While I hope your takeaways from our class will lead to positive reflections, it is perfectly valid if you wish instead to reflect on Tolkien's work as not at all relevant to your own life or the lives of 21st-century readers. Alternately, the takeaways you choose to reflect on and analyze may be only vaguely related to Tolkien's works and may instead focus on your own growth as a college student or human being in terms of skillsbuilding, emotional maturity, social consciousness, etc. Regardless of the content of your paper, make sure it is driven by a clear, specific thesis that guides the development of your ideas and that it cites all sources properly in MLA 9 style.

Portfolio reflections must consist of a few sentences that discuss how assignments contributed to your learning about our course subject, speak to your strengths and weaknesses, represent your progress as a college student, or what they mean to your larger growth as a modern human being. Generally, 1 sentence shows minimal thought and effort, 2 sentences show average thought and effort, 3 or more sentences show significant thought and effort). Sentences must be complete and free of mechanical errors. Significant, serious thought and effort on reflections will earn higher scores.

As long as I can find the various portions of it easily to evaluate your work, you are welcome to construct and design your portfolio in any way you wish. Since it represents your achievements in our class, make it reflect who you are and what you have accomplished in this class. Use any visual or graphic elements you wish, but your portfolio only needs to be generally visually appealing and not advanced in graphic design principles. Its goal is to help you acquire important habits of reviewing your own body of work and reflecting on it, as well as to provide you with basic digital information skills in website creation and management.

Example 9

This was an individual assignment where students created a webpage.

Gen Ed Area of Study + Course Name	Critical Thinking	Dimension(s) Selected	
		Digital Literacy	Information Structures
ENGL 2120: Intermediate Composition	No		

Assignment Description:

Submit the link to your multimodal Portfolio site upon which is housed all the projects you did this semester--with the exception of--if you wrote something from the first half of the semester that you find is 'too personal' you are not obligated to post it--along with your final Reflection, Home Page, expanded and revised SLOs.

Portfolio Assignment-Final

The portfolio is your final electronic document: the website to which I and your fellow students can click through. You have chosen a format and portfolio design that is appropriate for the purpose that you intend your portfolio to have and to be able to explain why it was the right choice for your portfolio.

This portfolio gives you an opportunity to demonstrate what you learn over this semester about writing, rhetoric, and multimodal communication, as well as some broader core skills and knowledge. In this class, the Portfolio is a professional document that you can use in the professional world in order to introduce your Story Garden to stakeholders. Unlike an examination, in which the teacher asks you a few questions to answer, the final Portfolio encourages you to write about a wide range of skills and knowledge that you develop in the course. The remainder of this space will help you understand what we're asking you to do.

The Tasks

The assignment asks you to perform six major tasks over the course of the semester:

Written Reflections and Revisions—Arguments for having met all of the Student Learning Outcomes

1. Using areas of the “University of New Mexico Outcomes for First-Year Composition” (listed below) as a guide, while you have already written on the required SLOs for this course, you will **revise and/or update your writing for your Student Learning Outcome (SLO)**. This writing will basically be arguments for learning each SLO; in other words, you can start with the following assertion and establish your argument from there: “Here’s what I have learned this semester for this particular SLO.” In these revisions, if I, or a peer, commented on something regarding the length or quality of a particular SLO, this is the time to revise for improvement (and then you can talk about what you did in your revisions in the SLOs or Reflections!)
2. For each skill or piece of knowledge that you include in your argument for having learned the SLOs, you will have **provided evidence that you learned what you claim to have learned**. The “evidence” that you provide will come from the writing and other activities that you did this

semester; use examples from those texts and activities to show what you learned. In other words, it's not enough just to tell your instructor you learned the outcome; you must SHOW how you learned the outcome using evidence of your learning--both textual as well as multimodal are helpful! At this point in the semester, each SLO should be about 500 words long. See the Helpful Hints section below for more guidance on what to use as evidence.

3. **Revise your Project Reflections and add/update your Home page based on your work this semester.** You'll be writing reflections throughout the semester. For the portfolio, you'll need to revise your reflections based on instructor, peer, and tutor feedback. The extent of the revisions necessary will depend upon how close a reflection was to being "portfolio ready" when you turned it in for instructor evaluation. Your reflections should be the best possible version you're able to achieve and **should talk us through your process specifically**, not just your product.
4. As part of your final, you will also **write specifically about SLO E**, from the perspective of the whole semester.
5. **NOTE: Your Portfolio must include EACH of the projects that we have done throughout the semester and each section of those projects, with the exception of the 'too personal to post' caveat mentioned in the first part of this assignment.**
6. **You will also craft a final multimodal Homepage for your portfolio—which, in addition to telling us something about you and your interests, will also include your final Reflection.** On this page, you should tell your potential Story Garden stakeholders a little about yourself and what you learned over the semester. You should tell us about who you have discovered you are—your skills and strengths—challenges you have overcome and how the experience of doing this work was for you. You can share your academic interests, a little biographical information about yourself, what you hope to learn more about going forward and what piqued your interest this semester. For the "Reflection" piece of this, you should use this space to reflect on or write a letter to me, about your learning—what you remember learning this semester—both the material we covered in class, but also what you learned on your own, or even about yourself--and how the lessons learned through your time in this class will be beneficial to your future endeavors. The page should also be multimodal and give us a sense of who you are.
7. **Make sure that your whole portfolio is a true representation of multimodality and is a place you would be proud to send an academic advisor or future employer or grantor.** In other words, use the digital space of the portfolio to its fullest capacity. Add pictures, videos, links to other pages, graphs, charts, and so on to various outcome pages (and your homepage when appropriate). In other words, the portfolio should represent what you learned about multimodal composition audience and rhetorical situations this semester.

Helpful Hints

1. You will have some time to discuss your emerging portfolio with peers in class. You can use that time effectively if you are prepared to share your work with classmates and if you seek the feedback that you need most from peers. Look at what peers are doing in their portfolios to get ideas for your own portfolio.
2. As stated above, for every project in this class we're asking you to write Reflections or SLOs, addressing how the project helped you learn the outcomes of the course. You can use any written material you produced during the process of creating the project as "evidence," including excerpts from peer review comments, instructor feedback, your final draft of the project, etc.

3. Consider the following items as sources of evidence for your portfolio: excerpts from final versions of writing projects, drafts of projects, invention work, freewriting in class, notes from peer-review sessions, and external material that you have found on the Web in other media.

These are the Student Learning Outcomes for English 2120—the ones you will revise or write about/refer to, and find evidence for having achieved, in your “SLO” Reflections

NOTE: SLO E) "Reflections" is your MAIN SLO to write and work on for the final. It 'refers back to' all of the learning outcomes and work you've done in the course. The rest just need to be revised to encapsulate 'the course' learning and evidence from the whole course.

Here is SLO E: In reflecting on major writing assignments, students will be able to explain course outcomes and how they have achieved them.

A) Analyzing Rhetorical Situations

Students will analyze the subject, purpose, audience, and constraints that influence and determine what kind of document (genre) they will write. They will consider diverse audiences and cultures and show respect in their use of language.

B) Finding and Evaluating Information

Students will develop research strategies for their rhetorical situation, and then gather information from primary and secondary sources; they will evaluate the sources for quality, validity, and appropriateness for the rhetorical situation.

C) Composing Documents

Students will develop strategies for generating content, organizing it into a logical structure, and otherwise shaping it to address the needs of their audience within particular disciplines.

D) Presenting Documents

Students will edit and revise their writing to provide clear meaning and coherent structure; they will use effective document and paragraph structure, documentation and genre conventions, and document design to create a rhetorically complete presentation. They will consider and practice using multimodal presentations: i.e. photo essays, Jing, and podcasts

Portfolio Review Checklist!

(I hope this helps!)

The site should be multimodal with visuals or sound that complement your work. (Many of you already did this in your projects)

It should be easy to read and its 'look' should be fairly consistent.

It should look feel like a website, not a piece of paper (though you don't have to go overboard on your essay/narratives section—just include what you already did visually for those, don't do more unless you started with nothing.)

What, specifically, should your Story Garden website contain for the Final Portfolio submission?

Work from the first half of the semester—you do not have to post something that feels too personal or that you are really not proud of.

Technically, there were 5 narratives or essays and one Reflection, and 4 SLOs—we wrote on A, B, C, D

Your Story Garden Proposal (and your project SLOs—we added on to A, C & D) which contains:

- An abstract (about 500 words)
- One or more maps of the space you are proposing using and how Needs Assessment and Goals (about 500-850 words)
- Detailed Project Description (1250-200 words)
- Project Implementation: Describes who will do what for whom and how and includes your 6 Story Garden activities.
- Your Funding Appeal (and your project SLOs—we added on to B, C & D)
- The Funding Appeal application or instructions you were 'writing to' Budget,
- Justification for why you chose the funder you chose
- Reflection for the entire Story Garden/Funding project

SLO E was written on from the point of view of all of Eng 2120 (generally) and the objectives of our specific 2120 class

A Home page (about 650 words TOTAL) which contains: the Introduction and Bio to you and your Site and Story Garden, a picture of you, some visuals that tell us something about your site and its focus and the following sections:

First Part: Consider this a sort of "Cover Letter" to your proposal and creative work—as if you were showcasing yourself as the "Project Manager" or were providing a "Bio" through which you'd like people to read your Portfolio.

Template (but do what you want!)

I'm _____. I grew up/lived _____ in _____ (type of community/family/school community). I worked or volunteered or was involved in _____ (kinds of jobs/activities/interests). This formed in me _____ (what you learned or know or value or have skills or want to change) as a result of this place/type/experiences). As a _____ student at UNM Albuquerque, I created

this proposal/creative work with _____ (desire to make/meet need, etc.) in mind. I bring _____ (skills, qualities, passions) to this project and hope it will _____ in the world.

and

Second Part: The "Final Reflection" piece of this (we're still on the Home Page): use this space to reflect on or write a letter to me about: your learning—could be what you remember learning this semester or 'takeaways' from this course, it could be the material we covered in class, it could be what you learned on your own, it could be about yourself and your process--and it should say something about how the lessons learned through your time in this class will be beneficial to your future endeavors.

Third part: The last part of your Homepage will:

- Tell me what you revised in your projects or site (and why!) so I know what to look for.
- Tell me what you would have done differently based on the other student sites you saw.
- Tell us how we should navigate your site/proposal, based on how you want us to understand you/your work/your site.

So, once again, there are three major Reflections—one on the first half of the semester, one on doing the proposal and funding appeal and the one that is PART OF the homepage I just outlined. There are five SLOs total: A, B, C, D, E—but you wrote about them throughout the semester (except for E) and they refer to your process in the various parts of our class and are specific, using evidence from your own work or the way you worked.

What does your portfolio need to do to:

- Meet the word counts:
 - More than 500 combined words PER EACH SLO SECTIONS A, B, C, D
 - 300 words or more for SLO E
- In your SLO writing, you have used evidence from your own work (textual or visual) to show that your claims are true
- 300 words or more for each Project Reflection
- 650 words for the Home page (includes the 'final reflection')
- Be specific, creative and interesting
- Be clear and without word and spelling errors.

Portfolio Rubric: All three major writing projects must be included in the final portfolio.

Qualities	Highly Effective (4.0-3.6)	Effective (3.59-2.8)	Satisfactory (2.79-2.4)	Needs Further Attention (2.4- 1)	Fails to Meet Criteria (0)
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Organization of Content Portfolio must include all three major writing projects in final draft (10%)	Writer has thoughtfully considered and carefully crafted the content within the portfolio platform for ease of navigation, including selection of background, images, font, and text with headers.	Writer makes an attempt to consider and craft the content in an effective way, including a background, images, font, and text with headers.	Writer needs to do much more to craft the content and utilize background, font, and text with headers.	Writer has made minimal attempt to consider the content, including background, images, font, or the layout and management of the text.	Writer makes no attempt to consider the layout or management of content. Lacks the use of background, images, font, or headers.
Clear Sense of Purpose (5%)	Writer's purpose—to demonstrate learning—is clear throughout the entire project, giving context to the audience as to why the portfolio was produced.	Writer's purpose is clear throughout most of the project, giving context to the audience as to why the portfolio was produced.	Writer needs to further clarify the purpose of the project and give more context to the audience as to why the portfolio was produced.	The purpose of the project is not clear and needs restructuring for further clarity; more context is needed as to why the portfolio was produced.	Writer makes no attempt to demonstrate a purpose for developing the portfolio or give context to the audience as to why the portfolio was produced.
Clearly Stated Claims with Critical Reflection and Evidence in Reflections (15%)	Writer has clearly stated what he or she has learned through critically reflecting about the skills and knowledge developed in first-year composition.	The claims need to be more clear and direct with additional detailed. The writer needs to reflect more critically on the skills and knowledge developed.	The claim needs to be much clearer and more detailed. The writer needs to do much more critical reflection.	The claim is not identifiable. The writer has done little critical reflection.	Writer has made no attempt to make a claim or reflect on what was learned.
Multimodality (20%)	Each project features well-designed, rhetorically effective multimodal components that are appropriate for the author's purpose and intended audience. The portfolio itself is	Most of the projects and/or portfolio feature well-designed, rhetorically effective multimodal components that are appropriate for the author's purpose and	The projects and/or portfolio feature multimodal elements that are not rhetorically effective or are minimally effective for the audience being addressed.	The projects and/or portfolio feature multimodal components, but these elements are not rhetorically effective.	Writer has not attempted to include multimodal elements as a part of the projects and/or portfolio.

	a true representation of multimodality with links, videos, pictures, etc.	intended audience.			
Addresses Outcomes in SLOs (20%)	Writer has comprehensively addressed the outcomes and demonstrated an understanding of all content within each of the learning outcome areas and has used specific and clear evidence from their process to show how.	Writer has attended to most of the outcomes and has demonstrated understanding of most issues addressed within all of the outcome areas and has used specific evidence from their process to show how.	Writer needs to do more to attend to the outcome areas and demonstrate understanding of learning in detail to adhere to the outcome areas and in showing evidence from their process to show how.	Writer has not attended to the majority of the outcome areas or demonstrated understanding of learning or used evidence from their own process to show how	Writer has not attempted to address the outcomes or demonstrate understanding of each of the outcome areas.
Revisions of Major Writing Assignments/ Homepage Includes Revisions and Reflections of Learning (20%)	Writer has extensively revised major writing assignments (if necessary) and chosen the appropriate medium according to the determined audience and purpose for communication.	Writer has sufficiently revised major writing assignments and chosen the appropriate medium according to the determined audience and purpose for communication.	Writer needs to do more to extensively revise major writing assignments and choose the appropriate medium according to the determined audience and purpose for communication.	Writer has made little attempt to revise major writing assignments and choose the appropriate medium according to the determined audience and purpose for communication.	Writer has made no attempt to revise major writing assignments.
Revisions of Major Writing Assignments/ Homepage Includes Revisions and Reflections of Learning (20%)	Writer has extensively revised major writing assignments (if necessary) and chosen the appropriate medium according to the determined audience and purpose for communication.	Writer has sufficiently revised major writing assignments and chosen the appropriate medium according to the determined audience and purpose for communication.	Writer needs to do more to extensively revise major writing assignments and choose the appropriate medium according to the determined audience and purpose for communication.	Writer has made little attempt to revise major writing assignments and choose the appropriate medium according to the determined audience and purpose for communication.	Writer has made no attempt to revise major writing assignments.
Conventions: such as font	Writer has attended to all	Writer has attended to	Writer needs to attend to more	Writer has made little to no	Writer does not attempt to

size, color, consistency, readability, title, heading and paragraph differentiation (10%)	the necessary conventions of documentation, surface features, and genre.	most of the necessary conventions of documentation, surface features, and genre.	of the necessary conventions of documentation, surface features, and genre.	attempt to attend to the necessary conventions of documentation, surface features, and genre.	attend to necessary conventions of documentation, surface features, and genre.
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