

A Texas Perspective on the Freshman Seminar Course

Submitted by the LEAP Texas Fellows

Introduction

The proposal that follows is submitted as a collaborative project the LEAP Texas Fellows who are participating in the AAC&U Faculty Collaboratives Project. The fellows are:

- Dr. Doyle Carter, Professor of Kinesiology and Director of the Center for Community Engagement/QEP, Angelo State University
- Dr. Maureen (Mo) Cuevas, Associate Professor of Social Work, Director, Worden School of Social Services and BSW Director, Our Lady of the Lake University
- Dr. Jennifer Edwards, Associate Professor of Communication Studies and Assistant Vice President for Student Success and Multicultural Initiatives, Tarleton State University
- Dr. Lana Jackson, Professor and First-Year Experience Department Chair and Title V Director, Amarillo College
- Dr. Terenzio (Terry) Di Paolo, Dean of Distance Education and Student Success, Dallas County Community College District, LeCroy Center

The assignments included in this proposal are from various iterations of freshmen seminar courses taught by the Texas LEAP Fellows. The institutions represented by these assignments vary by type (two- and four-year, public and private), have diverse missions, and diverse goals for the freshman seminar course. Additionally, these courses differ in term length, credit/contact hours, and content. However, these assignments have several common features. All assignments address multiple DQP Proficiencies and have several proficiencies in common, such as Intellectual Skills, Communication Fluency, and Applied and Collaborative Learning. All assignments constitute a major project or a component of a major project. All assignments utilize active and engaging learning strategies that allow students to work in teams and/or interact with professionals. All assignments are graded and constitute a major portion of each student's grade.

Assignment 1

Create a Career Project which includes the following 3 elements: 1) an annotated bibliography over a career of choice (5 sources); 2) a 2-3 page career paper detailing findings from an interview with a working professional in the same career; and 3) a Powerpoint presentation comparing/contrasting findings from the career research and the interview.

The Career Project is introduced in Week 7 of a 16-week course. Deadlines for the 3-parts of the assignment are strategically placed throughout the remainder of the semester to allow for appropriate guidance and completion. Generally, the annotated bib is due Week 11, the interview paper is due Week 13, and the presentation is due Week 15. Due dates will vary depending upon semester and anticipated calendar obligations.

In addition, grades are weighted. Historically, the interview paper has counted more heavily than the research or presentation aspect of this assignment as the efforts to secure and complete an interview with a professional has been perceived as both more challenging and rewarding. The weighting of the grade should be an institutional decision.

Annotated Bibliography

Students engage in a career interests survey as identified by the institution. For this institution's purpose, all students complete the MyPlan assessment. At minimum, students complete the personality and interests assessments. They are encouraged to complete all four assessments: personality, interests, values and skills. A composite score, generated by MyPlan, directs each student toward multiple careers which match their individual results. Students are encouraged to research one of the "career matches" or research a career of choice.

Representatives from the Career Services Center conduct a class session in each FYS section, discussing MyPlan interpretations/career choices and identifying career services available both online and in-person. Librarians conduct a research session with each FYS class in a lab setting, providing hands-on practice on how to conduct research using the library databases as well as reputable career research sites, including O*Net, Occupational Outlook Handbook (OOH), and Careers Start Here. During both presentations, a minimum of 5 legitimate research sources are highlighted for use on the Annotated Bibliography.

Through the online curriculum, students are provided links to Purdue Owl online MLA service, <https://owl.english.purdue.edu/owl/resource/747/01/>, and with a sample Annotated Bibliography covering a career field. Completed Annotated Bibliographies are uploaded to the online course through a Annotated Bibliography assignment box for grading with the following rubric:

Annotated Bibliography Rubric Detail				
	Levels of Achievement			
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Bibliography (Up to 5 points)	5 Points 5 Sources	4 Points 4 Sources	3 Points 3 Sources	2 Points 1-2 Sources
Bibliography (Up to 14 points)	14 Points At least two sources from a library database and others from reliable sources.	11 Points Sources are reliable. One source is from a library database.	8 Points One library database resource is cited. Reliability of other sources is suspect.	3 Points One source is from a website. Reliability of the rest of the sources is debatable.
Bibliography (Up to 14 points)	14 Points Results indicate identification of resources using appropriate search terms.	11 Points Appropriate terms are clear for a majority of sources.	8 Points The use of search terms is evident for three sources.	3 Points Key search terms are present for one sources.
Bibliography (Up to 17 points)	17 Points In-depth, focused summary (annotation) provided for each source	12 Points Acceptable, focused summary (annotation) provided for each source	7 Points Minimal summary (annotation) is provided for each source.	3 Points Minimal summary (annotation) of one source is provided
Bibliography (Up to 15 points)	15 Points Key concepts and data presented for each source.	11 Points Majority of annotations have key concepts and data presented.	8 Points Key concepts and data are provided for three annotations.	3 Points Few or no key concepts or data are provided for annotations.
Bibliography Format (Up to 10 points)	10 Points Correct MLA format for bibliography paper: 0-3 errors	7 Points Minor errors in MLA format of bibliography paper: 4-6 errors	4 Points Major errors in MLA format of bibliography paper: 7-10 errors	0 Points Bibliography paper does not follow MLA format
Bibliography Citations (Up to 15 points)	15 Points 0-3 grammatical and punctuation errors in the paper.	12 Points 4-7 grammatical and punctuation errors in the paper.	8 Points 8-10 grammatical and punctuation errors in the paper.	4 Points More than 10 grammatical and punctuation errors in the paper.
Bibliography (Up to 10 points)	10 Points Correct MLA citation provided for every source.	8 Points Correct MLA citation provided for 4 sources.	6 Points Correct MLA citation provided for 3 sources.	4 Points Correct MLA citation provided for 1-2 sources.

Submission by Deadline	0 Points Submitted prior to deadline.	0 Points Submitted by deadline.	-10 Points Submitted 1-5 days after deadline	-20 Points Submission 6 or more days after deadline.
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Interview a Professional

Upon gathering initial background information regarding a job of interest through research sources, students are charged with contacting and interviewing a professional in the field. Specific instructions are provided in the online curriculum:

Purpose	<i>To gain insight into the expectations and responsibilities of a working professional and to make contacts in the business world.</i>
The Rules	<p>1 You must identify a business professional whom you would like to interview .about his/her daily schedule and ongoing projects. You do not necessarily have to know the individual on a personal level. You may know a profession or an industry (banking, local restaurant, etc.) of which you would like to learn more about. If you can't think of one, contact your instructor and she will assist you in identifying a job shadow contact. This professional must be working within the career field in which you have conducted research for the first part of the project.</p> <p>2 You must contact your instructor before you contact the business/person to .confirm that this interview is "doable." <i>E-mail her through this course!</i></p> <p>3 After approval from your instructor, you will contact the business/person to set .a date for the interview. In-person interview are best. Request an appointment at the place of business in order to witness the person working in his/her professional territory. Telephone interviews limit your knowledge as you cannot read body language, ask questions about artifacts in office, and make important connections with just a "voice."</p> <p>4 Complete the interview in a professional, timely manner.</p> <p>5 Use your time at the office wisely: observe your surroundings and all .interactions; ask pertinent questions; interview the "mentor" about challenges, successes, educational needs, training requirements; and seek advice for your own successful future. (See potential questions in this Week's Lesson folder.)</p> <p>6 Send a handwritten "thank you" note to your professional mentor.</p>
Setting Up the Interview	<ol style="list-style-type: none"> 1. Introduce yourself and explain that you are desire to receive professional insight regarding your career of interest. 2. Explain that you will spend approximately 30-45 minutes on-the-job interviewing the professional, and that you will willingly carry equipment, file papers, etc. for this opportunity. 3. Upon agreement to complete an interview, provide the individual with your cell phone number and e-mail address in case he/she needs to contact you to confirm or cancel. 4. If he/she declines to assist with the interview, remain positive, thank him/her for their time and let your instructor know so you can start again at Step 1. 5. Send a reminder to the individual (telephone, e-mail, text) a few days prior to the interview to remind him/her that you'll be in the office on the appointed date.

Your Responsibilities	<ol style="list-style-type: none"> 1. Set up the interview. 2. Arrive at the job site on time, if not early. 3. Present yourself professionally. 4. Dress appropriately. No jeans with holes. No flip flops. No exposed body parts. 5. Do not text during the interview. Turn your cell phone to mute; and don't answer it. Give the professional your undivided attention. 6. Watch your language; avoid slang or profanity that anyone over 40 would find offensive.
What You Should Learn	<p>This is your opportunity to impress a working professional. Take this opportunity to network in the professional environment, leaving a positive impression with potential future leads for internships and jobs.</p> <p>In addition, upon completion of the interview, you should have a better idea of what it takes to work in your chosen career field. And, with that knowledge, you will be able to better direct your studies as you progress through your degree plan.</p>

Questions for use when Interviewing a Professional: (also available through online course as a 1-page downloadable document)

Introduction

- What is your occupation and job title?
- Why did you choose this career?
- How long have you worked in this field?
- How did you get your job with this company?

Qualifications

- What type of education and/or training is required for this job?
- What kind of technology skills do you need to successfully do your job?
- Is a license or state test required to qualify for this job?
- What kind of experience was required for this job?
- What personality traits are important for this job?

Duties

- How many hours do you work in a typical week?
- Are certain times of the month or year busier than other times?
- What kinds of things are you required to do as part of your job?
- Are you required to supervise other employees as part of your job?
- Do you take work home?
- Do you have flexibility in your work schedule?

Salary and Benefits

- What are the salary ranges for different levels in this field?
- What types of fringe benefits are offered to you for your job?
- How are “raises” earned?
- What is the opportunity for advancement in this area?

Personal Satisfaction

- What do you like best about your job?
- What do you like least about your job?
- What kind of personal satisfaction do you get from your job?

Very Important Questions....

- What changes do you see in this area within the next 5-10 years?
- What advice would give a student interested in this career field?

Students must give the professional resource a copy of the “Professional Verification Form” for completion following the interview. The 1-page form should be completed by the professional and faxed or e-mailed directly to the course instructor.

Students will write a 2-3 page narrative covering information gathered from the interview with the professional. The narrative should follow MLA format. Again students are directed to the MLA online resource, Purdue Owl. Final papers are uploaded to the online course through an Interview Paper assignment box for grading with the following rubric:

Interview Paper Rubric Detail				
	Levels of Achievement			
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Format (Up to 20 points)	20 Points 2-3 pgs, double-spaced, details experience	15 Points 2 pgs, double-spaced	10 Points 1.5 pgs, double-spaced	5 Points 1 pg, double-spaced
Content (Up to 10 points)	10 Points Professional contact, location of interview identified	8 Points Professional contact identified	6 Points Location of interview identified	4 Points Profession identified
Content (Up to 20 points)	20 Points More than 3 specific job details, described	15 Points 2-3 specific job details described	10 Points 1 specific job detail described	0 Points No content
Content (Up to 20 points)	20 Points Identified “what was learned”: surprises, challenges, confirmations	15 Points What you found enjoyable OR didn't like	10 Points Personal opinion of workplace, not necessarily related to specific job	5 Points No content
Content (Up to 10 points)	10 Points Discusses professional advice received	8 Points Mentions professional advice received	0 Points No advice received	0 Points No content
Format (Up to 10 points)	10 Points	8 Points	6 Points	2 Points

10 points)	Follows correct MLA formatting and style; fewer than 3 errors	Follows correct MLA formatting and style; 4-5 errors	Incomplete MLA formatting and style	Very weak formatting
Verification (Up to 10 points)	10 Points Professional Verification Form submitted to instructor before deadline	8 Points Professional Verification Form submitted to instructor by deadline	6 Points Professional Verification Form submitted after deadline	0 Points No form submitted
Submission by Deadline	0 Points Submission prior to deadline.	0 Points Submission by deadline.	-10 Points Submission 1-5 days after deadline.	-20 Points Submission 6 or more days after deadline.

Presentation

Student creates a Powerpoint presentation of 8-10 slides detailing the researched career. Content should compare and contrast information gained from the research process as well as the interview process.

The presentation should be saved as a PDF file and attached to a Blackboard discussion board submission so other students may review multiple careers, particularly careers of similar interests. The discussion forum submission should include a 3-5 paragraph summary of the career presentation. (All classes should be encouraged to engage in discussions through the discussion forum to which the presentations are attached. You may, however, elect to have traditional classes present their Powerpoints in class for discussion. If so, you will need to adjust the rubric. Be aware, uploading PDFs of Powerpoints to the Blackboard assignment box streamlines the presentation process, allowing students to seamlessly move from presentation to presentation without dealing with flash drives and software issues.)

The following rubric is attached to the discussion board forum for grading the presentation:

Presentation Rubric Detail				
	Levels of Achievement			
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Knowledge	20 Points Reflects knowledge gained through bibliography research AND content of paper, including MyPlan	16 Points Reflects most of content of paper.	12 Points Reflects some content of the paper.	9 Points Almost no content from paper used.

	results, postsecondary education requirements, on-the-job training requirements, detailed job duties, salary potential, opportunity of advancement, complete job shadow experience - likes, dislikes, challenges, surprises, advice, etc.			
Organization	20 Points Information is clearly organized.	16 Points Information is semi-organized.	12 Points Information is loosely organized.	9 Points Information is present, but very difficult to understand due to poor organization.
Delivery	20 Points PowerPoint presentation (8-10 slides) is effective and visually appealing, including thematic appeal and repetitive visual elements.	16 Points PowerPoint presentation is somewhat effective and visually appealing.	12 Points PowerPoint presentation lacks unified visual appearance.	0 Points PowerPoint presentation not submitted
Delivery	20 Points Discussion board narrative (3-5 paragraphs) accurately introduces and summarizes elements in the attached PowerPoint PDF.	16 Points Discussion board narrative (2-3 paragraphs) introduces elements in the attached PowerPoint PDF.	12 Points Discussion board narrative (1 paragraph) mentions attached PowerPoint PDF.	9 Points No relative comments regarding PowerPoint attachment.
Delivery	10 Points PowerPoint presentation was saved and attached to the discussion narrative as a PDF.	3 Points PowerPoint presentation was saved and attached to the discussion narrative as a PowerPoint application	0 Points Presentation was not attached.	0 Points
Mechanics	10 Points Proper grammar and spelling used throughout PPT and discussion board narrative. (0-3 errors)	7 Points Proper grammar and spelling used throughout PPT and discussion board narrative with minimal errors. (4-5	4 Points Proper grammar and spelling used throughout PPT and discussion board narrative with major errors.	2 Points Very poor grammar and spelling throughout PPT and discussion board narrative.

		errors)	(6-10 errors)	(10+ errors)
Submission by Deadline	0 Points Submitted prior to deadline.	0 Points Submitted by deadline.	0 Points Submitted 1-5 days after deadline.	0 Points Submitted 6 or more days after deadline.

DQP Proficiencies addressed:

1. Intellectual Skills
 - a. Analytical Inquiry
 - b. Use of Information Resources
 - c. Communicative Fluency
2. Applied and Collaborative Learning
3. Broad and Integrative Knowledge (as it pertains to selected career)

Assignment 2

Explanatory Memo

- a. This assignment is intended to align with the following DQP Proficiencies:
- Intellectual Skills: 1) Use of information resources and 2) Communication fluency (assessed)
 - Applied and Collaborative Learning (not assessed)
- b. This assignment is used in a one-credit freshman seminar. The course meets face-to-face 50 minutes, two days per week, for eight weeks. The instructor makes extensive use of the Blackboard learning management system for this course. Students select research topics and are assigned (based on common interests) to groups during the 2nd week. The article summaries are due at the end of the 5th week. Student groups present their findings using PowerPoint to the class during the last two weeks of the course (weeks 7 and 8).
- c. The freshman seminar is a required core course at my institution. Courses are created through a peer review/approval process in which faculty members develop a course topic of interest. Students choose the course based on the topic; therefore students of all major may enroll. My course topic is hunting and outdoorsmanship. Each seminar must address the following core skills: critical thinking, written communication, and personal responsibility. All seminars are to include an assignment that requires students to produce a written summary of a book, article, play, film, etc.
- d. Information literacy (a component of critical thinking) and written communication skills are utilized by all students in all majors. These skills are critical to academic success and to success beyond the collegiate experience.
- e. This is the second year I have utilized this assignment. Prior to beginning the research, students complete an online information literacy tutorial (multiple modules) created by our professional library staff. Most students are able to retrieve an article, but the quality of the articles varies greatly. I use the template to help students better understand the assignment's expectations and therefore produce a better summary. Few students demonstrate highly skilled writing in this assignment. So, I'd like feedback that would help students analyze and select better articles, and help them improve their writing skills.
- f. This assignment could be useful to anyone teaching a freshman seminar course, especially one that meets two hours a week for eight weeks.

Assignment:

Preparation and Presentation of Research: Students work in groups of three (or four) to prepare and present a small research project on a topic of interest that is relevant to the course.

1. Prior to beginning the research, students complete an online information literacy tutorial (multiple modules) created by our professional library staff.
2. Once the group selects a topic, each group member is responsible for retrieving a relevant journal article and composing an

article summary using the *Article Summary Template* (Word Doc posted in Blackboard). Students open the file and compose their summaries, save it to their computer, and submit it to the professor via Blackboard for grading and feedback. 3. The group then creates a PowerPoint presentation of their findings and presents it to the class. Maximum presentation time is 10 minutes. The citation and a brief summary of each group member's article must be included in the PowerPoint presentation. Groups are encouraged to add pictures, videos, links to websites, etc. to enhance their presentation. Grades are assigned individually for the summaries and by group for the presentation.

Article Summary Template: (Word Document that students access via Blackboard)

Student name:

Date:

I. Article Citation (APA, MLA, etc.)

II. Summary of Article

A. Purpose, Research Question and/or Hypothesis

B. Method(s) of Inquiry

C. Results of the Study

D. Conclusions and/or Recommendations of the Study

III. Application to your development as an outdoorsman/woman

Rubric for Article Summary:

The rubric for this assignment was created in and retrieved from Blackboard and "borrowed" from relevant VALUE Rubrics. (see next page)

Name	Rubric for Article Summary			
Description	This rubric is used to assess a simple article summary in a freshman seminar course. Students must retrieve an article using the resources of the university library and compose a summary that conforms to a template provided by the instructor. This article summary is a component of a group research project and presentation.			
Rubric Detail				
	Levels of Achievement			
Criteria	Proficient	Competent	Incomplete/Major Flaws	Not Observed/Insufficient
Information Access Weight 50.00%	100 % Accesses information using effective, well-designed search strategies and most appropriate information sources.	75 % Accesses information using appropriate search strategies and acceptable information sources.	50 % Does not access information using appropriate search strategies or does not use acceptable information sources.	0 %
Written Communication Weight 50.00%	100 % Uses college-level language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	75 % Uses college-level language that communicates meaning to readers with clarity and fluency with minor flaws.	50 % Uses immature language that lacks clarity and fluency and/or includes major flaws.	0 %
View Associated Items				
			Print	Close Window

Assignment 3

DQP proficiencies the assignment is intended to assess:

Intellectual Skills: Use of Information resources

Locates, evaluates, incorporates, and properly cites multiple information resources in different media or in the project.

Generates information through independent or collaborative inquiry and uses that information in the project.

Intellectual Skills: Communicative Fluency

Negotiates with one or more collaborators to advance an argument that resolves a social or personal dilemma.

Intellectual Skills: Applied and Collaborative Learning

Prepares and presents a project linking knowledge and skills acquired in experiential activities with knowledge acquired in the classroom, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.

Completes a substantial project that evaluates a significant question in the field of student success, including a narrative of the effects of learning outside the classroom on the practical skills employed in executing the project.

The assignment is used in the 3 credit hour First Year Seminar as the final exam project.

The students in the course are a variety of majors, all first year. They often have difficulty remembering all the resources we've addressed, but can use this later as a resource even for themselves to see what on campus can help them be successful!

The assignment builds on the different lessons throughout the semester about specific resources and different behaviors that will help them be successful. This will help them with future work as it addresses some of the study skills and behaviors they need to use to master upcoming course content.

My experience with the assignment to date is that students love this! It is used as a final and sort of a reflective assignment in terms of what we've covered in the course and they like pulling it all together. They also like the idea that what they're work will help others since we really do send what they produce to incoming students, teachers and parents!

Group Presentation: Being Successful in College

Due Week Fifteen (100 points)

Purpose: The purpose of this assignment is two-fold. First, it will help you to integrate some of the information you have gained in this course and will help you to examine the different resources and skills needed for college readiness and success. Second, it will be available as a resource to the audiences mentioned below, and with your permission will be shared with them.

You will be assigned to a small group to work on this presentation. Your group will choose to address one of the following “audiences.”

The project is for your group to develop a **powerpoint presentation or video** that tells this audience what would have helped you to prepare for college at any institute of higher education.

Audience 1: Graduating high school students: Tell high school seniors “What you can do to be successful in college.”

Audience 2: Parents: Tell parents of incoming freshman “What you can do to help your student be successful in college.”

Audience 3: High School Teachers: Tell high school teachers “What you can do to help your students be prepared for college.”

Included in your presentation or video should be the different aspects of college we have discussed, the skills and behaviors we have practiced, a discussion of the social / emotional preparation that students should go through to increase their ability to succeed when at college and an overview of the many different resources available to students

Different pieces you might want to consider:

Class times: less time in classroom

Dorm life: events, space, showering...

Cafeteria: types of food, snacks to bring

Study skills: Critical thinking, reading skills, test taking skills, time management, specific techniques you’ve learned

Physical fitness: resources available, fitting it in, benefits of exercise, examples

Campus safety: resources, strategies, reporting problems

Campus involvement: student government, clubs, intramurals, sports attendance, cultural opportunities, departmental activities, resource fairs

Social / emotional preparation: Homesickness, ways to connect, expectations of roommates, balancing social / academic needs, resources, ways to support, meeting people, making friends

Faculty: meeting them, asking questions, office hours, not using “text language,” how to address them

<u>Value</u>	<u>Grading Criteria</u>	<u>Not Included</u>	<u>Minimal</u>	<u>Acceptable</u>	<u>Excellent</u>
5	Does the video or powerpoint have an appropriate introduction?		1 - Brief Introduction 0	3 - Intro explains purpose of the product	5 - Intro explains purpose and gives full context of information that follows
15	Does it fully address the question?		5 – Provides some (less than 5) examples of skills/behaviors needed 0	10 – Provides many examples (at least 5) of skills/behaviors needed	15 – Provides all components and goes beyond in explaining skills/behaviors for success
10	Does it show several different aspects of college?		3 – Provides images of few (less than 5) aspects 0	7 - Provides images of many (at least 5)	10 - Provides images of more (at least 8) aspects and explains well
10	Does it highlight academic preparation?		3 - Academic preparation is identified as needed 0	7 – Academic preparation is explained as central to success	10 – Academic preparation is highlighted and ideas for building this presented
10	Does it address social / emotional preparation?		3 – Social/emotional aspects of success mentioned 0	7 - Social/emotional aspects of success described	10 - Social/emotional aspects of success highlighted and ideas for developing this presented
10	Does it discuss the importance of being involved on campus?		3 – Being involved mentioned 0	7 – Examples of being involved discussed	10 – Benefits of being involved discussed and examples given
10	Does it discuss the use of campus resources?		3 – Few campus resources (less than 5) mentioned 0	7 – Several (at least 5) resources discussed	10 – Many (at least 8) resources discussed and benefits highlighted
5	Does it show that everyone in the		1 – All names on 0	3 – All participants	5 – All participants in images and slide

	group participated?		assignment	in images	or handout explaining contribution included
5	Does it capture the attention of the audience?	0	1 - presentation is generic or audience inappropriate material	3 - presentation provides audience appropriate material	5 – presentation is dynamic and provides audience appropriate material

Assignment 4

College of Liberal and Fine Arts - First-Year Seminar Course

a. This assignment is intended to align with the following DQP Proficiencies:

- Intellectual Skills
- Applied and Collaborative Learning
- Broad and Integrative Knowledge (as it pertains to the academic context - curricular and co-curricular)
- Global Knowledge (Applied and Collaborative Learning (not assessed))

b. **Background of the Assignment:** This group assignment serves as an introduction to research in the College of Liberal and Fine Arts - First Year Seminar Course (LFA 100) at Tarleton State University. Students divide into groups of four to five to form their research projects. The students are required to utilize their skills and their academic majors to solve a problem on campus. At the end of the assignment, the students presented the problem and solution in a presentation format to the Dean of the College of Liberal and Fine Arts (COLFA).

c. **Description of Course:** 16 week long course in the fall semester. 1 Hour Course (in the University's Core Curriculum)

d. **Preparation:** The students meet one time per week to work on the assignment (and virtually) and many of those sessions are in the university library computer lab. One of the sessions focuses on "how to navigate the library databases".

e. **Description of the Assignment:**

I. Background of the Problem (at least four sources from library databases). [Week 11]

II. Full Explanation of the Problem at Tarleton (at Least Two Paragraphs) - [Week 11]

III. How Can the Problem Be Solved Through COLFA? Explain how the problem could be solved through the COLFA group. Take me step-by-step. Make sure you apply each of your group members' majors to the proposed solution for the campus! (Longer Section - One Introductory Paragraph and Bullet Points for the steps) - [Week 12]

IV. Potential Benefits of the COLFA Solution (One Paragraph) - [Week 12]

V. Potential Negative Impacts of the COLFA Solution (One Paragraph) - [Week 13]

VI. Candid, Informal Responses from Each Group Member about the Project. What did you think? (Bullet Points) - [Week 14]

	Did Not Attempt	Far Below Professor's Expectations	Slightly Below Professor's Expectations	Met Professor's Expectations	Exceeded Professor's Expectations
Background of the Problem	Did Not Attempt this Section	Included 1 Library Resource	Included 2-3 Library Resources	Included 4-5 Library Resources	Included 6+ Library Resources
Full Explanation of the Problem at Tarleton	Did Not Attempt this Section	Campus problem is not fully explained.	Campus problem is fully explained with one of the following: past, present, and future. Included quotes from one of the following: students, faculty, and staff.	Campus problem is fully explained with two of the following: past, present, and future. Included quotes from two of the following: students, faculty, and staff.	Campus problem is fully explained (past, present, and future) with quotes from students, faculty, and staff.
COLFA Solution	Did Not Attempt this Section	Proposed solution needs major modifications to be implemented with support	Proposed solution needs minor modifications to be implemented with support	Proposed solution can be easily implemented with support	Proposed solution can be easily.
Potential Benefits of Implementation	Did Not Attempt this Section	Critical thinking is slightly exhibited. One positive impact is presented.	Critical thinking is exhibited in response. One benefit is presented.	Critical thinking is exhibited in response. 2-3 benefits are presented.	Critical thinking is exhibited in response. 4+ benefits are presented.
Negative Impacts of Implementation	Did Not Attempt this Section	Critical thinking is slightly exhibited. One negative impact is presented.	Critical thinking is exhibited in response. One negative impact is presented.	Critical thinking is exhibited in response. 2-3 negative impacts are presented.	Critical thinking is exhibited in response. 4+ negative impacts are presented.
Informal Responses	Did Not Attempt this Section	Each group member contributed a one word reflection.	Each group member contributed a reflection phrase.	Each group member contributed a 1-2 sentence response.	Each group member contributed a paragraph response.