**SAIL COURSE & SIGNATURE ASSIGNMENT WORKSHEET**

Thank you for completing the information below to help us conceptualize each course across the many semesters of this SAILing adventure!

To assess interdisciplinary learning across the SAIL course, the Signature Assignment should be designed to provide a thoughtful, clear demonstration that the students’ experience in SAIL helped them gain abilities in these targeted areas. We want to ensure this assignment is a direct assessment of their skills (i.e., will allow students to demonstrate these abilities to an outside reader) compared to an indirect assessment of their skills (i.e., asking students their perceptions of these skills). To help us conceptualize this experience, please briefly describe the course, indicate how it will showcase interdisciplinary learning, and describe the project the students will submit as their Signature Assignment.

**Full name of the course and section number**:

* *Example - PSY 464\_001: Advanced Social and Personality Psychology*

**Semester/year being taught**:

* *Example - SP24 or FA24*

**Approximate enrollment**:

**Instructor(s) name(s)**:

* *If taught with more than one instructor, please describe how each instructor will be involved with the course.*

**Modality (in-person, online, hybrid?)**:

**Specific academic disciplines being integrated in the course**:

**SLOs targeted in this course**:

* *Courses can target one of more of the following: Critical Thinking, Diversity, and/or Global Citizenship*

**Brief description of the course (i.e., provide an overview of the course experience, especially related to interdisciplinary learning experiences)**:

**Format of the Signature Assignment**:

* *How will this assignment be submitted/collected that allows a group of SAIL Faculty Fellows and folks like yourself to score this assignment after the course has ended? This assignment must be something that can be sent to the SAIL team to be scored in a summer scoring session.*

**Prompt/directions provided to students for the Signature Assignment**:

To assist with conceptualizing this Signature Assignment, we use a process known as [backward design](https://bokcenter.harvard.edu/backward-design) (i.e., planning our assessments by working backward from the end goals). The following worksheet asks you to indicate which SAIL elements are included in your assignment. This information is valuable for us to understand your course and assignment and for our SAIL Fellows when they score these assignments months down the road. We want to see how you specifically plan to use disciplinary ground, perspective taking, and integration to improve learning related to critical thinking, diversity, and/or global citizenship. We hope that working through these questions leads to smoother SAILing across the experience. Please contact the [Center for Teaching Excellence](https://uncw.edu/myuncw/academics/cte/) and [enroll in their Canvas course](https://uncw.instructure.com/enroll/EYAEAB) if you want additional help with designing strong assignments.

Well-designed assignments may or may not include all the components listed below; some components may not be relevant for every assignment. In addition, a well-designed assignment (particularly one designed for advanced students) might deliberately *not* make a component explicit if the intention is to assess whether students can use or apply that component unprompted.

Check the appropriate box for each learning component to indicate if it is not relevant to the assignment, is expected prior knowledge, or is clearly included in the assignment instructions. Please see the SAIL Navigational Guide for more details about these terms and the rubrics used to score each of these components in the Signature Assignment.

**INTERDISCIPLINARY LEARNING – USED BY ALL SAIL COURSES**

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| --- | --- | --- | --- |
| **Interdisciplinary Learning Components** | **Not relevant** | **No explicit instructions provided (students are expected to already know to include this)** | **Explicit instructions provided** |
| **Disciplinary Grounding** | | | |
| Articulate a problem/research question to be explored through the lens of multiple disciplines |  |  |  |
| State the disciplines that will be included in the inquiry/problem-solving process |  |  |  |
| Explain the relevance of each discipline to the inquiry/problem-solving process |  |  |  |
| Demonstrate knowledge of the methods/procedures/tools of each discipline |  |  |  |
| Please complete the following question. This response won’t be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.   * How will this course and assignment allow students to both develop and showcase skills related to disciplinary grounding? | | | |
| Please complete the following questions to help future scorers understand what ideas and terms they should be looking for in this assignment:   * What are the disciplines to be incorporated? * Why is each discipline relevant? * What are the disciplines' methods/procedures/tools that you expect students to know? | | | |
| **Perspective Taking** | | | |
| Incorporate one’s own viewpoints |  |  |  |
| Examine one’s own assumptions and biases |  |  |  |
| Please complete the following question. This response won’t be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.   * How will this course and assignment allow students to both develop and showcase skills related perspective taking? | | | |
| **Integration** | | | |
| Present and explain insights from multiple disciplines |  |  |  |
| Examine the strengths and weaknesses of the disciplinary insights |  |  |  |
| Compare disciplinary insights for differences and similarities |  |  |  |
| Make explicit connections across disciplinary insights |  |  |  |
| Articulate a new understanding that would not have been possible within a single discipline. |  |  |  |
| Please complete the following question. This response won’t be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.   * How will this course and assignment allow students to both develop and showcase skills related to integration? | | | |
| To assist future scorers who will be reviewing these student assignments, please complete the following questions:   * How many insights should be provided from each discipline to thoroughly examine the issue? * Are there any important similarities/differences or strengths/weaknesses that would be key for a student to discuss when integrating the disciplines? | | | |

**TARGETED STUDENT LEARNING OUTCOMES –**

**PLEASE ONLY COMPLETE FOR THE SPECIFIC OUTCOME(S) TARGETED IN YOUR COURSE**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITICAL THINKING Learning Components** | **Not relevant** | **No explicit instructions provided (students are expected to already know to include this)** | **Explicit instructions provided** |
| Influence of Context and Assumptions | | | |
| Demonstrate awareness of one’s own assumptions |  |  |  |
| Demonstrate awareness of others’ assumptions |  |  |  |
| Identify contexts when presenting a position |  |  |  |
| Student’s Position | | | |
| Present a perspective, thesis, or hypothesis |  |  |  |
| Please complete the following question. This response won’t be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.   * How will this course and assignment allow students to both develop and showcase skills related to critical thinking? | | | |
| **DIVERSITY Learning Components** | **Not relevant** | **No explicit instructions provided (students are expected to already know to include this)** | **Explicit instructions provided** |
| Knowledge of Diverse Perspectives and Their Roots | | | |
| Identify a social group’s (or groups’) perspectives |  |  |  |
| Discuss the societal or cultural influences on the perspectives of a social group (or groups) |  |  |  |
| Evaluating Claims and Theories About Diversity | | | |
| Make a claim about the interplay between diversity, identity, and experience |  |  |  |
| Please complete the following question. This response won’t be shared with scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.   * How will this course and assignment allow students to develop and showcase diversity-related skills? | | | |
| **GLOBAL CITIZENSHIP Learning Components** | **Not relevant** | **No explicit instructions provided (students are expected to already know to include this)** | **Explicit instructions provided** |
| Knowledge of Connections Within Systems | | | |
| Describe components of global systems |  |  |  |
| Make connections between global systems |  |  |  |
| Use of Diverse Cultural Frames of Reference and Alternative Perspectives | | | |
| Uses one’s own perspective/frame of reference when discussing global issues |  |  |  |
| Uses other perspectives/frames of reference when discussing global systems |  |  |  |
| Please complete the following question. This response won’t be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.   * How will this course and assignment allow students to both develop and showcase skills related to global citizenship? | | | |