

## Non-Traditional Assignments

### 1. Have a clear justification for doing a non-traditional assignment

- Why do you want to include a non-traditional assignment in your course? How does a non-traditional assignment align with your teaching philosophy or approach to teaching?

### 2. Identify specific learning objectives relevant to this assignment

- By the end of this assignment, what do you want your students to be able to *do*?
- What knowledge or skills will you be assessing through this assignment?
- Do you want students to *apply* course concepts? Do you want students to *communicate* course content to different audiences? Do you want students to *collaborate* with their peers?

***Your class:*** By completing this assignment, students will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3. Identify an appropriate assignment(s) that supports those learning objectives

- Compare an academic article to an article written for the public about the same topic and analyze the differences between them
- Write a Wikipedia entry (or edit an existing one) about a course concept, including links to course readings and other outside resources
- Visit the UCSB archives, select a relevant artifact or document, and present it to the class
- Map something using GoogleMaps or other software
  - ex. The location and movements of a particular character in a novel
  - ex. Migration patterns of different ethnic groups within the US
- Create a concept map of the different topics discussed in the class
- Identify a relevant conference related to course content and submit a proposal
- Instead of a traditional research paper, write using a “popular” style relevant to the class
  - ex. *Popular Science*, *Slate*
- Organize an undergraduate research conference during the school year and have students develop original research project proposals
- Compile a reading list of academic and news sources related to course content
- Create a poster presentation (potentially open to the public) and participate in peer critique
- Identify a case study relevant to class content and analyze it using course frameworks
- Develop an annotated literature review with a framing introduction and conclusion
- Create a curriculum or lesson plan for a specific audience
- Write a policy memo about an issue discussed in class
- Design (/and implement) a collaborative on-campus project
  - ex. A campus awareness campaign about the history of Chicana activism at UCSB
  - ex. A collaborative environmental impact study of an issue on campus
- Write an “Unknown” paper (everything that is *not* known about a topic) or submit a list of deep research questions about a course topic
- Create an infographic about an issue related to course content
- Build a physical or 3-D model of something
- Create an instructional aid about a class concept
  - ex. A handout or video walking fellow students through a challenging concept
- Visit a local museum or attend a performance and connect it to course themes
  - ex. Visit the Natural History Museum and analyze how the curators chose to portray Native Americans
  - ex. Visit MOXI and propose an exhibition to teach a course-relevant topic to children
- Volunteer at a local nonprofit or attend a community meeting or group and write about the experience related to course themes
- Attend a public hearing about a course-related issue or write a letter to an elected official
- Find different readings or artifacts and categorize them according to course themes
  - ex. Select 5 news articles and arrange them on a political ideological spectrum
  - ex. Go to an exhibit and identify one artifact from 4 different geographic regions
- Interview a researcher or expert in a field and present the takeaways

#### 4. Figure out your assessment criteria and the logistics of the project

##### *Assessment*

- Do you want all students to complete the same project? If so, how will you ensure that each project is unique? If not, how will you assess and compare different projects?
- Do you want students to work independently or in groups? If you want them to work in groups, how will you assess each student's contribution to the project?
- Will you assess the *process* or the *final product* or *both*? What will you be looking for?
- Do you want students to also turn in a reflective cover letter or paper reflecting on their project? If so, what will it entail?
- Do you want students to write a proposal or to simply jump into the project? Will the proposal be graded? Will you need to teach them how to write a proposal?
- Do you want students to revise their projects based on instructor and peer feedback? If so, how will students get feedback on drafts? (How) will this draft component be graded?
  - ex. Gallery walk, class website, lightning presentation, Slack/Gauchospace forum
- Do you want students to present their projects to the class? If so, (how) will this presentation be graded?

##### *Logistics*

- How much time do you expect students to spend on this project? Will you allow time in class to work on the project or will it all be completed outside of class?
- What required skills, techniques, or technologies might be new to students? How can you scaffold or familiarize students with these new skills?
- Are you requiring students to visit a location, attend a performance, volunteer, or complete some other time-sensitive expectation? If so, when will you introduce the assignment in order to leave enough flexibility for students to complete the work?

#### 5. Introduce the project to students and implement ways to support them

- Write a clear prompt that lists your learning objectives, outlines the scope and range of the project, and clearly states the assessment criteria
- Include a list of key dates related to the project (either required due dates or suggested timeline)
- Consider including an FAQ section of anticipated questions
- Consider including a list of key resources that students might use to complete the project
- Consider including sample projects to show the range or quality of work expected
- Try a range of techniques to support students in and out of class
  - ex. In-class peer review sessions, turning in scaffolded parts of the project as they go along (ex. proposal, interview questions, interview transcript, thematic outline, final paper), 1-minute conferences with students, student-managed forum for questions

## **Important Tips for Implementing a Non-Traditional Assignment**

### **If you use technology, find some way to ensure equitable access**

- Reserve a computer lab, create a comparable alternate assignment, use smart phone AND computer accessible programs, etc.

### **If you require students to attend a museum, performance, etc. think about time and money**

- Ask about donated passes or discounted rates, consider asking your department to chip in
- Consider an alternative assignment like a recorded performance or online exhibit

### **Scaffold assignments, particularly if you are requiring new skills or technologies**

- Introduce the assignment early on and familiarize students with new genres or technology
  - ex. If you want students to make their own infographic, spend a class session discussing infographics *and* integrate sample infographics into each lecture
  - ex. If you want students to write like a *Popular Science* author, assign multiple articles from that publication for them to read and analyze

### **Provide sufficient examples and resources to support students through the process**

- If you don't have actual examples, describe a few projects that would be acceptable in great detail

### **Be transparent about assessment criteria and expectations**

- Non-traditional assignments are exciting for some students and very nerve-wracking for others
- Explain your criteria deeply and be prepared for *lots* of questions
- Consider using contract grading or grading partially on process, self-reflection, or quality of peer feedback

### **Include reflective assignments**

- Consider including a cover letter or other written component that allows students to describe their process, explain what they chose to include, talk about where they spent their time, and reflect on what they learned through doing the project.

FEMINIST STUDIES 185 FINAL PROJECT (Courtesy of Rachel Rys)
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**This assignment is worth 25% of your final grade.**

You may work independently or with a partner or group. If you choose to work with others, the final project should represent a proportionally larger undertaking.

Choose one project from the following list or propose your own project in consultation with me.

1. Create a zine, video, or infographic to inform people about current issues related to sexuality and the state.
2. Profile a local Santa Barbara organization related to sexuality. This project might include interviews, analysis of materials produced by the organization, and/or reflections on volunteer activities (as appropriate).
3. Create a curriculum that discusses some aspect of sexuality. This curriculum might be targeted toward high school students, college groups, community organizers, parents, medical professionals, employers, etc. This project should include the content of the lesson(s), as well as a justification for the audience and content you have chosen.
4. Compile a handbook on sexual rights for residents of the state of California (or another location). This handbook might include laws, policies, and programs that impact sexuality as well information about advocacy groups, agencies, and other organizations involved in these issues.
5. Propose a piece of legislation concerning sexual citizenship at the university, local, state, or national level. This project should also include a justification for how your legislation uses (or resists) the framework of the state.
6. Complete a discursive or cultural analysis of how an issue related to sexual citizenship is presented in popular discourses, media, or news sources.
7. Develop a grant proposal for an event, workshop, or public education campaign for the UCSB or greater Santa Barbara community related to sexual justice. Your proposal should discuss the content of the workshop or campaign, as well as a justification for target audience.
8. Apply for an academic conference and begin work on the paper or presentation you might give. If you are planning on doing a thesis related to sexual identity, acts, or related issues, this would be a good opportunity to begin that work.
9. Develop a creative project (art, theater, dance) that integrates concepts and themes from the course (no collages, sorry). This project should include a written analysis that explains how the project relates to course readings and concepts.
10. Propose your own project, drawing on your interests as related to the course themes.

**All projects must include a written component and a works cited page.** If you choose to do a visual, artistic, or performative project, you must also include a substantial written analysis that connects this work to course readings and frameworks.

**You will be asked to briefly present your project on the last two days of class.** You will have the opportunity to integrate class comments into the final version submitted in your portfolio.

<b>FEMINIST STUDIES 185 FINAL PORTFOLIO CHECKLIST</b>
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Name \_\_\_\_\_

**Please ensure that your final portfolio contains the following items:**

**Final Portfolio Self-Checklist**

**1-2p self-assessment**

In a 1-2 page typed response, reflect on your performance a) on the final project and b) in this class overall.

- a) Final project assessment: Why did you pick your final project? What have you learned? What questions do you still have about this topic?
- b) Overall assessment: This reflection should discuss your performance in relation to the course objectives and your personal goals for the course. What have you learned? What questions do you still have about the intersection of sexuality and the state?

**Final Project**

Submissions will vary depending on the nature of your project. If your project is in hardcopy, please include it in this portfolio. If your project includes digital components, they must also be submitted to [rachelrys@umail.ucsb.edu](mailto:rachelrys@umail.ucsb.edu) by Friday, December 9 at 4pm.

**Sexual Politics Paper**

Please include both drafts, including rubric and comments.

**Journal Entries (15)**

**Questions and Takeaways**

**Course Grade**

Attendance, participation, preparation	___ / 15
Reading Presentation	___ / 10
Reading Journals (Total journal pts ___ x 5/3)	___ / 25
Sexual Politics Paper (Draft ____, Revision___)	___ / 25
Final Project	___ / 25

**Total** \_\_\_ / 100

## AS AM 157 Midterm Guidelines

Courtesy of Heather Macias

**First, choose one of the options below to complete for your midterm project:**

### ***Option #1: Wiki/website***

Pick a stereotype or microaggression of Asian Americans in popular culture or the news that relates to education and compose a website that critiques it and creates a counter-narrative by reworking it. Some suggestions include film/TV aimed at children/teens, media coverage of the model minority myth over the years, or trending social media content. Compose a wiki or website of 6 individual pages (minimum 500 words per section; readable fonts) that discusses the following on each page:

- Title page: include a table of contents of your wiki/website (see the sections outlined below) and an introduction that explains the context for this analysis (why do you care about this topic?)
- Historical Context: A thorough definition and historical background of the portrayal/stereotype you will be analyzing (use references from our readings); reaffirm the collective struggle of this marginalized group
- Reaffirm the struggle: A critical analysis of the piece of pop culture, along with the educational issues that it addresses; reflect an awareness of the real world Asian American students live in
- Personal experience: A discussion of how your own personal experience or perceptions of Asian Americans ties into the piece of pop culture/media you picked; discuss in what ways, if any, this piece is reflective of your own experience and/or how your experience makes you challenge its validity.
- Moving Forward: Construct a plan that creates a roadmap for being, doing, thinking, and acting in ways that are true to the experiences of a marginalized student; discuss how to promote a healthy psyche in marginalized students
- Reference list in APA format

Before class starts on the due date, please post in Slack on the #midterms channel a link to your wiki/website and a short description of the piece of pop culture you have analyzed.

I suggest you use Google Sites or Wikispaces to construct your wiki/website, or any other platform you are familiar with using. Keep in mind the aesthetics of your website/wiki. It should look professional and academic, but also interesting and thoughtful in its creation. Readability is a must!

### ***Option #2: Grant Proposal***

Throughout the quarter we are continually bouncing between discussing Asian Americans as an umbrella group and addressing the needs of specific subgroups (ethnic, socioeconomic, etc). You have been given a \$15,000 grant to implement an initiative that can either be targeted towards a specific Asian American subgroup or it can target the broader Asian American population on your campus.

Write a 5-7 page memo (minimum 500 words per section; size 12 typeface; Times New Roman; single-spaced) that outlines the following in each section:

- Part 1: Summary of proposed initiative, including a clear problem and a clear solution that your initiative will provide (1-2 pages) (use references from our readings)
- Part 2: Campus context, describing the need for the initiative as related to the specific Asian American population(s) on UCSB (use campus student data) (1-2 pages)
- Part 3: Rationale for targeting either an Asian American subgroup OR the broader Asian American population (use references from our readings, if necessary; refer to your own experiences on campus, if applicable) (1-2 pages)
- Part 4: Potential limitations (pros and cons of your initiative) (1-2 pages)
- Part 5: Proposed budget, in chart form (estimate general costs to the best of your ability) (½-1 page)
- Reference list in APA format

For help constructing and formatting a grant proposal, use the UCSB library's resources as guides at

<http://guides.library.ucsb.edu/c.php?g=546775&p=3751542>

*\*Keep in mind, these examples are much more fleshed out than yours will be, but they can still be used to give you an idea of what each section should look like.*

Before class starts on the due date, please post in Slack on the #midterms channel a PDF of your grant proposal and a short description of your proposed initiative.

**Due before 9:30 am, TUESDAY, 7/17**

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*Second, please read through your peer's websites and/or grant proposals on the #midterm channel on Slack and complete the following:*

Choose TWO of your classmate's midterms to comment on (3-5 sentences per comment). You can ask questions, provide additional ideas or suggestions for them to consider in regards to their topics and ideas, thoughts about their topics and ideas, etc. Please be considerate of people's feelings when commenting.

\*NO more than 2-3 comments per individual midterm. If you see someone hasn't received any comments on their midterm yet, please comment on that one (as opposed to commenting on someone who already has 3, 4, 5...comments on their midterm).

**Due before 9:30 am, MONDAY, 7/23**

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*Grade Breakdown*

Written midterm: 75% of midterm grade

Online comments: 25% of midterm grade

Midterm: 30% of course grade

## **AS AM 157 Final Guidelines**

Courtesy of Heather Macias

### ***Part I. Individual Infographic***

Construct an Infographic on any of the subjects we covered over the quarter, or an issue affecting Asian Americans in education that we did not address (It is strongly suggested you run these topics by me prior to beginning your research).

Throughout your infographic, please situate your discussion of Asian Americans in a broader context of race and racial inequality in American higher education by providing relevant data/information. That is, construct an infographic about what your issue says not only about the state of Asian Americans in American higher education, but also what it reflects about broader trends around issues such as equality, racism, meritocracy, etc. *\*I suggest you articulate the main message of your infographic in thesis form for yourself, then work to determine what information/data would best prove your message/thesis.*

There will be one progress check in class the week before your final is due. *Please print out in color your final infographic (bigger than a regular piece of paper, but otherwise size doesn't matter) and bring it to class on the due date.*

→You will be graded on the following criteria:

1. Clarity of your infographic in conveying your message/thesis (20 points)
2. Clarity of your infographic in meeting the guidelines above (20 points)
3. Thought put into your visuals (colors, fonts, spacing, wording, images, etc.) (20 points)
4. Thoroughness of your information/data to prove your message/thesis (20 points)
5. Relevancy of your information/data to your message/thesis (20 points)

### ***Part II. Class Partner Presentation***

Taking your final infographic topic, team up with another class member to create a 15-20 minute presentation on the intersection between your two topics on the last day of class. Example, if you picked Filipino Americans in higher education and someone picked affirmative action, you could do a presentation on how Filipinos Americans have been affected by affirmative action (lots of interesting data on this!).

As a pair, you will be required to provide a creative presentation thoroughly explaining both topics and the intersection between the two topics. Please include at least two types of visuals in your presentation; you may want to consider a powerpoint, handouts, film clips, online resources to share, and/or anything else that will enhance your presentation.

→You will be graded individually on your presentation on the following criteria:

1. Thoroughness of your information provided on your topic (20 points)
2. Creativity and variety put into your part of the presentation (20 points)
3. Professionalism in your part of the presentation (voice, posture, preparedness, etc.) (20 points)

4. The amount of time you spend presenting (if you both present about equally, you will get full credit; if you present less than your partner, you will receive less points than your partner) (20 points)

→You will be graded as a pair on the following criteria:

1. Thoroughness of the intersection between both topics (20 points)