

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
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General observations about IDL dimensions: It has been difficult to find reliable and effective assignments that address the Information Structures dimension. We encourage you to read the rubric descriptions carefully for this dimension in particular.

Example 1: All the student artifacts that correspond to this assignment prompt were rated “proficient” for both selected dimensions.

Gen Ed Area of Study	Course Name	Dimensions Selected	
Humanities	Fairy and Folk Tales	Authority and Value of Information	Research as Inquiry

Link to Assignment Description: The research paper is on a topic of the student's choosing and should be 8-10 pages. The paper should demonstrate a thoughtful and complex consideration of the class materials and themes, expressed in a manner indicative of hard work and careful execution. The student should properly identify, quote from, and cite appropriate materials referenced from class but also find reputable critical and supplemental materials (articles, other stories, book chapters, etc.) not treated in class. A minimum of four sources are needed, though more is strongly encouraged.

Example 2: Portfolio assignments like this one are, at times, difficult to rate because of the vast quantity of information. Essentially, raters have access to all the student’s work from the semester. The portfolio artifacts that correspond to this instructor’s prompt were incredible examples of these dimensions, but we do encourage further submissions of portfolios to carefully consider the submission prompt: “Which part (or question) within the assignment should reviewers focus on in regard to this essential skill?”

Gen Ed Area of Study	Course Name	Dimensions Selected	
Communication	Professional and Technical Communication	Digital Literacy	Research as Inquiry

Assignment Description:

Engl 219 Portfolio

Due: F 10 December

Submit through link in UNMLearn by midnight

Assignment: Create a multi-modal portfolio of technical documents.

Purpose: The purpose of this assignment is to provide experience developing a professional portfolio that showcases your work and your skills.

Audience: The audience for the portfolio is a prospective employer. Make sure it is easy to use, cleanly written and designed, and error-free. Be sure that all elements are clearly labeled/titled.

Format and Design: Use any free website-building platform to create your Portfolio. Through your UNM tuition you have access to Adobe Creative Suite, including Adobe Spark, which will work well for the Portfolio, but you may use any platform you wish. Use appropriate web-design components (color, images, etc.) to showcase your design skills, but remember to keep it professional.

Process: The portfolio will consist of final versions of 2210 Short Writing Assignments and Major Writing Assignments. Unlike freshman composition courses, the emphasis on the Portfolio is on assembling a usable collection of documents, not revision. While documents should be “cleaned-up” after initial grading in order to present a professional product, they will not be graded again.

Many of the SWAs and MWAs are produced in groups, so it is important that each group member has a usable final version of the document(s). It is also essential that students develop a system for keeping track of these documents. *The Portfolio is due after the final class meeting and allowances will not be made for not having access to documents.*

Reflective Memo: All portfolios, in all sections of ENGL 2210, must be accompanied by a Reflective Component. For the Portfolio, the Reflective Memo can cover work produced across the entire semester. The Memo should evaluate what students have learned and discuss how the central skills of ENGL 2210 prepares them for other writing and communication opportunities at UNM or in a future profession. It is not uncommon to be asked to compose an evaluation of your own work in a professional setting. Some managers will have employees do this as a way to prepare annual reviews and to see if an employee’s assessment of their own work for the past year aligns with that of the manager. You are doing something similar here.

As this reflective piece will address the entire semester, the final memo has several additional requirements:

- Standard Memo Format (p. 142 and p. 167).
- Two full single-spaced pages (approximately 1,000 words).
- Direct Introduction that states the purpose of the memo.
- Address 4 Outcomes: Outcome 2 (Project Analysis), Outcome 6 (Visual Communication), Outcome 7 (Reviewing and Editing) plus 1 other Outcome of your choice.

- For each Outcome: State the Outcome, Explain the Outcome, Provide a *specific* example from one document in the Portfolio, Explain how the example proves the Outcome.
- Include a paragraph on the usefulness and application of Technical Writing to writing in other classes at UNM and/or workplace communication.
- Conclusion that includes contact information.

Portfolio Requirements:

- *Title Page*: This page introduces your Portfolio by providing a title, a professional-looking picture of you, and a three to five sentence professional biography.
- *Item 1*: Fable Memo
- *Item 2*: Complaint Letter
- *Item 3*: Resume
- *Item 4*: Postmortem PowerPoint Report
- *Item 5*: Emergency Instructions
- *Item 6*: Written Instructions
- *Item 7*: Video Instructions
- *Item 8*: Formal Report
- *Item 9*: Reflective Memo

Rubric

Portfolio

Title Page 15 points	Includes title, an appropriate picture and a brief biography. Appealing design.
MWAs 15 points	Includes viewable cleaned-up versions of required texts.
Design 20 points	Portfolio has a professional consistent layout.
Composition 5 points	The portfolio avoids distracting errors of grammar, including sentence structure, word choice, spelling, punctuation and pronoun usage.

Reflective Memo

Requirements 30 points	Adequately addresses four Course Outcomes, including Outcomes 2, 6 and 7. All outcomes are summarized accurately. Specific and relevant examples, one for each Outcome, are discussed in order to illustrate each outcome.
Reflection 20 points	Include reflection on the usefulness and application of Technical Writing to writing in other classes at UNM and/or workplace communication.
Genre 10 points	Follows the appropriate elements of the memo genre, including Header, Introduction and Main Point, Topic Paragraphs, Conclusion. Design, style and tone add to the effectiveness of the document.

Example 3: This was a highly rated group project prompt submitted during the first year of the assessment cycle (AY 19-20).

Gen Ed Area of Study	Course Name	Dimensions Selected
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Humanities	Tolkien's Art, Myths, and Sources	Digital Literacy	Information Structures
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Assignment Description: Multimedia Group Project (10 pts. max. = 10% of total grade)

During the first week, you will be randomly assigned to a group that will research, collaborate on, and construct a 15-minute multimedia video project on a topic important for the study of Tolkien's life and works that will be shown in class. Projects may use digitally captured slide presentations, animation apps, filmed performances, or any other method to produce a single digital video. While they may last less than 15 minutes, videos shorter than 12 minutes rarely include enough content to earn high scores. Videos may not last longer than 16 minutes. Since this assignment is a group project, you are expected to work as a team in which all members participate.

Your Multimedia Group Project must include:

- **Historical Information:** Identify important facts related to your subject and historical information that properly situates your subject as part of western or global cultural history. Include important dates or time periods, geographical locations, relevant languages, key texts, etc.;
- **Tolkien Context:** Discuss the relevance and importance of your subject to the study of Tolkien's works, life, and influences;
- **Research Citations:** References to your research sources within your video and in a final bibliography. Internal citations may appear as captions for individual slides/scenes, while the bibliography must appear at the end of your video (think film credits) and must include not only works cited but also research consulted;
- **Demonstration of Group Effort:** Videos must include the face or voice of each group member for at least 3 minutes. Because it requires your group to collaborate as a team in the research, content, organization, and format of your video, resist the impulse to split this project into separate portions that different group members handle on their own. Instead, your video must demonstrate true group effort.

Your score for this project will be based on evaluations completed by classmates not in your group (7.5 pts. max.) and by your other group members (2.5 pts.). These evaluations will be completed by your peers in class after each video is shown through an online form accessed from an electronic device. If you do not complete evaluations for others, points will be deducted from your final participation score for the class.

Submit your group's video to me as a downloadable file through Google Drive, One Drive, Dropbox, USB drive, etc. Email it to me no later than 24 hours before it will be viewed in class, so that I can set it up to show in class and work with you ahead of time on any problems running it.

Example 4: All the student artifacts that correspond to this assignment prompt were rated “proficient” for both selected dimensions.

Gen Ed Area of Study	Course Name	Dimensions Selected	
Communication	Nineteenth-Century Gothic Literature	Authority and Value of Information	Research as Inquiry

Assignment Description:

Nineteenth-Century Gothic Literature Final Project (200 points)

You have four options for your final project; please note that word counts do not include headings or words 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 texts (a novel, a short story, a film, a work of art, etc.; you need not restrict yourself to texts assigned for the class) 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 of your story, 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 by PCs.

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 by PCs) 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 of your story, 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 5: Raters noted this assignment prompt as especially useful for evaluating Authority and Value of Information.

Gen Ed Area of Study	Course Name	Dimensions Selected	
Communication	Logic, Reasoning, and Critical Thinking	Authority and Value of Information	Research as Inquiry

Assignment Description: The CRAAP Test Assignment

This was a 4-step assignment in which students evaluate websites based on the CRAAP Test

STEP ONE:

Familiarize yourself with the evaluation methods known as the CRAAP Test (attached to the assignment)

STEP TWO:

Find a website that passes the CRAAP test. Do not apply the test to an article on the site, but to the site itself.

STEP THREE:

Find a website that fails the CRAAP test.

STEP FOUR:

In a 400-500-word essay, provide the website links, a brief explanation of what they are, and an explanation describing how the passing one succeeded, and the one that didn't pass, failed.