Sample assignment types

Please read this

<https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html>

<http://jfmueller.faculty.noctrl.edu/toolbox/tasks.htm>

lots of ideas….

<http://jfmueller.faculty.noctrl.edu/toolbox/examples/authentictaskexamples.htm>

<https://www.projectcora.org/tags/social-justice>

<https://www.edutopia.org/blog/social-justice-projects-in-classroom-michael-hernandez>

**Learning Issues and Case Products** 30%

For each case there will be learning issues and a “product”. In each case we will identify “learning issues”. That means some idea that needs further exploration by the students in the class. Students will contribute to the case by the quality of their learning issues research. These will be evaluated by the group and by the instructor. Each group will choose among several potential products that may include articles, brochures, presentations, skits, plays and other ways to demonstrate authentic learning.

Upon finishing the first day of the case, each member of the group will commit to researching a number of learning issues. It’s very important that each group member do his/her best work researching the issues so that the whole group will master all the learning issues it has identified.

Each student will claim and research several learning issues. One of these will be chosen to be the formal learning issue that must be turned in with your final product.

For informal LIs, please identify your sources and write a brief summary for your group. You will teach what you found to your group members.

Your group will then decide what else they need to know to decide about the issues raised in the case. More research may ensue before you decide on a way to present your learning to the full class. Examples of previous class presentations will be provided.

*For your formal issues, please prepare a report including:*

1. A description of the issue. What are you trying to learn?

2. A thorough list of the resources you used while researching your issue ( > 4 resources). Please include a critical explanation of why you found the resource to be trustworthy or not. For example, list several websites, primary resources or pages from our textbooks you tried in order to understand the issue. For each website, explain why you found it helpful or useless. Would you recommend the website to other students for help in understanding the issue? Is the author of the information you are reading qualified to make such statements? *Remember to give a critical explanation for each resource you use during your research of the issue.*

3. A concluding paragraph that will fully explain the issue to others who didn’t do the research but who want to learn about the issue. It is your job to teach the others in your group what you learned by doing your research. If you find conflicting evidence, describe how you determined which resource to trust. You will choose one LI as your formal individual grade for a case.The formal learning issue should have a minimum of 5 references. At least two, preferably more, primary sources.

**Annotated paper:** Choose a published Primary paper about an evolution topic. Annotate the paper in the style of <http://scienceintheclassroom.org/research-papers/theres-new-kid-town/university>

We will examine this paper in depth in class. This assignment will also have the annotated bibliography and several drafts. The best ones will also contain material for active exercises like the ones we will review that use data.

**Case Writing**

On one of topics above you would develop a new case that can be taught in one day in class. You will also develop teaching notes so that others can use the case. Cases are not complete unless they are accompanied by detailed teaching notes. I encourage you to take a look at the teaching notes for cases on the site as examples. Each case must have learning outcomes. Check out the cases at <http://sciencecases.lib.buffalo.edu/cs/>.

**Detailed Case assignment**

Excellent cases will be submitted for publication to the National Center for Case Study Teaching in science <http://sciencecases.lib.buffalo.edu/cs/>

These publications might help you think about what makes a good case.

<http://sciencecases.lib.buffalo.edu/cs/teaching/publications/>

The site below provides details on what to submit.

<http://sciencecases.lib.buffalo.edu/cs/collection/submit-case.asp>

Case submission should be in the form of several, separate files, preferably in Word.  These should include:

* The case itself (this is the case as the students would receive it in class),
* Case teaching notes (see below for more information), and
* An answer key (as appropriate).

Cases are not complete unless they are accompanied by detailed teaching notes. I encourage you to take a look at the teaching notes for cases on the site as examples. Each case must have learning outcomes. Teaching notes should include:

**Introduction/Background**

This section tells us what level of students you developed the case for and what other courses it might be appropriate for. It can also include a two- to three-sentence synopsis or summary of the storyline of your case. This section should also tell us what, if any, prerequisite knowledge or background the students should have before undertaking this case and where in the sequence of the course/class/subject area you would teach it. As part of this section, you should include a bulleted list of your teaching objectives for the case, being as specific as possible. Background should be detailed enough to allow others to teach the cases.

**Classroom Management**
Be as detailed as possible, telling us how you taught this class, including any variations that might occur for other audiences. What instructions were the students given, what were their tasks, in what sequential order? How long does each part of the case or case activity take, approximately? Do students get the entire case all at once or piecemeal? Do the students discuss the questions in groups? Is there a general class discussion as well? Give us timing for each activity and sequence, etc., etc.  In this section, tell us also if you developed any written assignments that go along with and/or any follow-up assignments for the case and how you might assess the students' case work.

**Blocks of Analysis**
This is where you would give us some detail about the scientific concepts, principles, issues, topics, etc., of the case in blocks. This should give enough information for someone considering teaching the case to develop background knowledge in each major content area of the case. You must use evidence and data from your references.

**References**
The sources you consulted in developing your cases as well as recommended further reading if appropriate. For our class this must include a minimum of 8 references. You should include an annotated bibliography, similar to the learning issues described for each reference.

**Website:** develop a web site, using the provided Google for Higher Education platform, based on a topic selected early in the semester.  These web sites will be reviewed and evaluated by the class using a provided rubric. Students may choose to work on a www project based on a topic raised in the course. WWW components may include pictures, sound, video, and presentation of important contributions and analysis

## Website Detailed Requirements:

### Each site will contain, at least, the following components:

Article Summaries:  A summary of at least 4-8 primary articles on the research topic the group has chosen.  Each summary should be at least one page in which the article presented is clearly summarized including how the article relates to the research topic.  Evidence and analysis of evidence should be presented. This page requires a bibliography of articles used.

Research Topic Wiki:  A Wikipedia-type page containing links and easy to follow information on the research topic intended for the general public to gain more knowledge about the research topic.  Links to external information, videos (embedded and/or external) and other materials are encouraged.  A bibliography containing all references used in this page is required.  Each wiki should contain, at the least:

•         Introduction and background to the topic

•         Examples of how this topic relates to humans

•         Examples of how this topic relates to what we have covered during the course

Video:  Each group will create and shoot a video about their research topic.

•        *Students are encouraged to think broadly and creatively about what type of media they would like to create.  This can include a video production, musical production, TV commercial, infomercial or other types of media.*

* *Videos should be uploaded to our domain YouTube and linked into your group web site.  This can be done by sign-in into YouTube with your credentials and uploading the video, then using the Insert > YouTube into your group web site.*

*•         Note:  Video and musical media should be limited to 10 minutes, but must be a minimum of 4 minutes.*

*Groups are encouraged to think creatively about their web site and design, but remember that they will be evaluated on usability and the content presented as well as creativity.*

<https://www.boem.gov/environment/environmental-assessment/environmental-impact-statement-eis-format-and-content-process>

<https://en.wikipedia.org/wiki/Environmental_impact_statement>

# Environmental Impact Statement (EIS) Format And Content Process

Most of the information and analysis developed through the Environmental Impact Statement (EIS) process is presented in a single document. The actual organization of the EIS varies from project-to-project and from Region-to-Region. Some key components of the EIS are described below:

**Summary**

The summary presents an overview of the contents of the EIS and a comparison of impacts expected for the proposal and alternatives.

**Purpose and Need**

This section explains the purpose and need for the proposal and our authority for taking action on the proposal. The section may also describe the relationships between our authority to consider the proposal and the other legal and regulatory authorities that apply to the activities that might result. We include a summary of the scoping process here (or in the section on consultation and coordination below) that identifies the concerns, alternatives, and mitigation measures that are considered in detail in subsequent sections of the EIS.

**Proposed Action and Alternatives**

Scenarios are presented that describe the activities assumed for the proposal and each alternative. The description details any mitigation measures, such as lease stipulations for lease sale EISs, that are being considered for adoption. This section also summarizes the impacts expected to result from the proposal and each alternative, including no action.

**Affected Environment**

This section describes the elements of the natural, social, and economic environments that might be affected by the proposal or the alternatives. Emphasis is placed on the current status of each element and any trends that may be evident. For example, a potentially affected bird might be described in terms of its population, distribution, habits, and current condition.  This section provides a baseline against which changes that might be caused by the proposal can be measured.

**Expected Impacts**

This section presents our assessment of the impacts that might be expected if the activities presented in the scenarios occur. A separate analysis is presented for the proposal and each alternative. Direct, indirect, and cumulative impacts are evaluated. Each analysis describes the nature, severity, and duration of estimated impacts. If the project could result in oil spills, the EIS also describes the risk of spills occurring or contacting particular resources. A conclusion about predicted impacts is also presented for each concern analyzed.

**Consultation and Coordination**

This section documents how we consulted with government, public, and individual interests during preparation of the EIS. The principal emphasis of this section is a summary of the public comments that we received on the draft EIS and our responses to those comments. Other types of information included in this section are:

* Results of any consultation with the appropriate Federal Agencies about the possible impacts of the proposal on endangered or threatened plant or animal species.
* Descriptions of the public participation process, including the details of scoping meetings and public hearings.
* Listings of the persons or groups that were provided copies of the EIS.

We have established formal agreements with the US Environmental Protection Agency (EPA) to cooperate in preparing some EISs. The EPA normally prepares or assists with the water quality analysis and air quality analysis because they regulate air emissions and discharges into marine waters from OCS operations. We may also be a cooperating agency on an EIS prepared by another Federal Agency, such as the Army Corps of Engineers, for proposed oil and gas activities.

During development of the EIS, we also consult with the U.S. Fish and Wildlife Service and the National Marine Fisheries Service about the potential effects of oil and gas activities on species protected under the [Endangered Species Act](https://www.boem.gov/Environmental-Stewardship/Environmental-Assessment/ESA/index.aspx).

**Appendices**

This section contains a variety of technical reports that support the analysis of expected impacts. Normally included among those reports are: our assessment of amounts of oil and gas resources that might be discovered in and produced from the area covered by the proposal (program and leasing EISs); our assessment of the probabilities that oil spills might occur and the possible movements of spilled oil; and a description of equipment and procedures that would be used to respond to an oil spill.

An EIS typically has four sections:[[8]](https://en.wikipedia.org/wiki/Environmental_impact_statement#cite_note-8)

* An Introduction including a statement of the **Purpose and Need** of the **Proposed Action**.
* A description of the **Affected Environment**.
* A **Range of Alternatives** to the proposed action. Alternatives are considered the "heart" of the EIS.
* An **analysis** of the environmental impacts of each of the possible alternatives. This section covers topics such as:
* Impacts to **threatened or endangered species**
* **Air and water quality** impacts
* Impacts to **historic and cultural sites, particularly sites of significant importance to Indigenous peoples.**
* **Social and Economic impacts** to local communities, often including consideration of attributes such as **impacts on the available housing stock, economic impacts to businesses, property values, aesthetics and noise** within the affected area
* **Cost and Schedule Analyses** for each alternative, including costs and timeline to mitigate expected impacts, to determine if the proposed action can be completed at an acceptable cost and within a reasonable amount of time

Public service announcements and infographics

<https://www.storyboardthat.com/articles/e/public-service-announcements>

This site has instructions and other ideas. Aimed at K12 but the design is good.

<https://www.teachwriting.org/blog/2018/4/11/public-service-announcements-a-how-to-guide-for-teachers>

### [30 Second PSA Examples - Public Service Announcement ...](https://mediatracks.com/resources/30-second-psa-examples/)

[mediatracks.com](https://mediatracks.com/resources/30-second-psa-examples/) *[› resources › 30-second-psa-examples](https://mediatracks.com/resources/30-second-psa-examples/)*

Find out what makes a great PSA and see these 30 second public service announcement (PSA) examples. See our PSA examples with a complete checklist!

### [8 PSA - Public Service Announcements ideas - Pinterest](https://www.pinterest.com/storyboardthat/psa-public-service-announcements/)

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Jul 25, 2017 - Create PSA infographics, posters, & storyboards with your students. Find examples and topics as well as some templates to get you started.

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Mar 1, 2019 - Make a PSA storyboard or plan out video PSAs. Learn how to write a public service announcement and include them in your classroom for ELA or ...

## People also ask

How do you write a public service announcement for students?

What is a public service announcement for students?

What qualifies as a public service announcement?

How do you write a PSA script?

[Feedback](https://www.google.com/search?sxsrf=ALeKk02Nho5TldpTus0cEBmFD8Kgu5z9-w%3A1614606707443&ei=c_E8YMazGsHi5NoPjd20kA8&q=public+service+announcement+examples+for+college&oq=public+service+announcement+examples+for+college&gs_lcp=Cgdnd3Mtd2l6EAMyCAghEBYQHRAeOgoIIxCwAxDJAxAnOgcIABCwAxBDOgIIADoFCAAQhgM6BAghEApQhegDWNv1A2Di_gNoAXACeAGAAYgDiAGtDpIBBzEuMy4yLjKYAQCgAQGqAQdnd3Mtd2l6yAEKwAEB&sclient=gws-wiz&ved=0ahUKEwiGuf7Zno_vAhVBMVkFHY0uDfIQ4dUDCAw&uact=5)

### [What is a PSA? | Public Service Announcement Examples ...](https://www.storyboardthat.com/articles/e/public-service-announcements)

[www.storyboardthat.com](https://www.storyboardthat.com/articles/e/public-service-announcements) *[› articles › public-service-ann...](https://www.storyboardthat.com/articles/e/public-service-announcements)*

Create PSA infographics, posters, & storyboards with your students. Find examples and topics as well as some templates to get you started.

### [How to Create the Perfect Public Service Announcement](https://www.govtech.com/education/How-to-Create-the-Perfect-Public-Service-Announcement.html)

[www.govtech.com](https://www.govtech.com/education/How-to-Create-the-Perfect-Public-Service-Announcement.html) *[› education › How-to-Create-the-Pe...](https://www.govtech.com/education/How-to-Create-the-Perfect-Public-Service-Announcement.html)*

Whether you have a cause of your own or you are an educator, PSAs create a forum ... Is a Terrible Thing to Waste" raised millions for the United Negro College Fund; ... For example, when filming a PSA about controlling anger, a glass-framed ...

### [Public Service Announcements | Federal Student Aid ...](https://financialaidtoolkit.ed.gov/tk/outreach/psa.jsp)

[financialaidtoolkit.ed.gov](https://financialaidtoolkit.ed.gov/tk/outreach/psa.jsp) *[› outreach › psa](https://financialaidtoolkit.ed.gov/tk/outreach/psa.jsp)*

Spread the word about college financial aid with public service announcements from the office of Federal Student Aid at the U.S. Department of Education.

### [Public Service Announcement | Drama-Based Instruction](https://dbp.theatredance.utexas.edu/teaching-strategies/public-service-announcement)

[dbp.theatredance.utexas.edu](https://dbp.theatredance.utexas.edu/teaching-strategies/public-service-announcement) *[› teaching-strategies › pub...](https://dbp.theatredance.utexas.edu/teaching-strategies/public-service-announcement)*

Invite students to share what they know about public service announcements (PSAs). Then, show examples of successful PSAs found on the web or YouTube.

### [Adding a Public Service Announcement assignment for ...](https://tlt.cofc.edu/2018/08/13/adding-a-public-service-announcement-assignment-for-student-choice-and-authenticity/)

[tlt.cofc.edu](https://tlt.cofc.edu/2018/08/13/adding-a-public-service-announcement-assignment-for-student-choice-and-authenticity/) *[› 2018/08/13 › adding-a-public-service-an...](https://tlt.cofc.edu/2018/08/13/adding-a-public-service-announcement-assignment-for-student-choice-and-authenticity/)*

Aug 13, 2018 — PSA assignments can be incorporated into almost any subject matter. Here are a few examples: English – on a social issue raised in a play or ...

### [Students Create PSAs for Creative Solutions Class | University ...](https://www.unr.edu/nevada-today/news/2019/students-create-psas-for-advertising-class)

[www.unr.edu](https://www.unr.edu/nevada-today/news/2019/students-create-psas-for-advertising-class) *[› nevada-today › news › students-create-...](https://www.unr.edu/nevada-today/news/2019/students-create-psas-for-advertising-class)*

Students presented their public service announcements to a panel of industry ... “We wanted it to be more personable so our target audience (college women) ... the sky is the limit and there are endless creative ideas to present this topic in an ...

### [Public Service Announcement Worksheets & Teaching ...](https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search%3Apublic%2Bservice%2Bannouncement)

[www.teacherspayteachers.com](https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search%3Apublic%2Bservice%2Bannouncement) *[› Price-Range › Free › S...](https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search%3Apublic%2Bservice%2Bannouncement)*

Results 1 - 24 of 37 — Browse public service announcement resources on Teachers Pay ... out their ideas on this storyboard prior to working creating a digital PSA using ... This activity goes with the "Zombie College" 5 Rules of Lab Safety video.