| Course: Research Methods in Social Science | Concept Map. Used to assess students’ ability to make connections and develop themes and patterns for their research report. Feedback intended to help students determine what they can do to improve their ability.  
Research report. Used to assess students’ competency in analyzing their case study data and ability to develop meaningful themes | Individual Reading Assignment. Students read three assigned transcripts and develop themes  
Small Group Discussion. Present the themes and patterns they discovered from transcripts and present findings to class | Lecture presentation of methods of analyzing case study data  
Panel discussion of case study researchers discussing their data analysis process |
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| Course: African-American Literature of the Twentieth Century | Feedback from instructor on online discussion. Used to help students improve on ability to engage in critical analysis of literature  
Essay. Used to assess students’ ability to respond to the literature read and develop a thesis concerning a theme, image, or idea that connects a number of works we have read. A rubric is provided to help students gauge the quality of their essay and how to meet the goals of the assignment. | Full Class Discussions. Students discuss the common themes and motifs within selected works  
Online discussion. Students will reflect on literary criticism via an online medium | Present through lecture exemplar works of fiction during the Harlem Renaissance, the Civil Rights Era, and the late twentieth century to reveal patterns, differences, and important themes  
Present videos that depict the lives of key authors of each period |
| Course: Introduction to Economics | Prior Knowledge Survey. Pre-class survey to assess students’ understanding of consumer demand and supply  
Minute Paper. Used as means for students to assess their understanding of the material presented.  
Short Answer Exam. Designed to access their ability to describe and graphically represent how demand and supply change when certain factors change. | Think-Pair-Share. Students are given several scenarios where factors that influence supply and demand for a good change. They must first individually and then in pairs decide and graphically represent their answer. | Mini lecture on consumer demand and supply as well as the factors that influence changes in demand/supply  
Role Play. Facilitate a role play in which students form supply and demand curves and “shift” according to a particular change in a designated factor |
| Course Introductory Biology I (BIO 311C) | Pre-class assignment on Quest. Designed to assess whether students grasp the essential concepts from the Mini-lecture.  
Clicker Technology. Employed to assess student understanding of the more challenging concepts  
Exam. Designed to assess the learning outcome. Includes multiple choice, short answer, and critical thinking problems. | Lecture Wrapper. Students are asked to identify three important concepts from the mini-lecture and review  
Collaborative Groups. Pre-formed teams work collaboratively to answer more challenging ideas  
Online Peer Evaluation. Teams are paired to evaluate and discuss each other’s responses to the above collaborative exercise. | Mini-lecture on photosynthesis will be recorded using Camtasia for student viewing online.  
Review concepts that were difficult for students to understand  
Provide coaching to students as they engage in group work |