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| 8 KEY ELEMENTS | Course Example: The Memoir | Workspace |
| Performance expectations set appropriately high | Daily quizzes on assigned book pages; staged semester research project; analytical essays in multiple drafts; individualized projects with feedback |  |
| Significant time and effort over extended period | Research project begins in late September, set out in segments, with internal tasks, culminates with research presentation |  |
| Interactions with faculty & peers on substantive | Seminar style class structure; student-led class discussions; conferences with me on each writing assignment, research project in separate segments. |  |
| Experiences of difference and the unfamiliar | HIP partner took students out of comfort zone, to senior citizen home, alternative school, veterans’ institution; all involved interviews;  Writing the life of another person |  |
| Frequent, timely, and constructive feedback | In class general feedback using the course document; conferences required and 1-1 feedback; 1 week rule on major drafts |  |
| Structured opportunities to reflect, integrate learning | Required culminating reflective essay in multiple drafts; reflection in brief increments built into many classes (Minute Paper) |  |
| Real-world applications & relevance of learning | HIP partner sites all involved immersion in real world and application of interview skills in live situations; class developed a list of key issues in the memoir |  |
| Public demonstration of competence | Students either created panel or starred individually in presenting research to class or to larger audience (by invitation) |  |