Backward Instructional Design for CBA Curriculum Learning Goals

1. Think of an existing or potential learning activity (assignment, project, etc) for one of your classes that addresses one of the CBA learning outcomes:

    a. Students will convey information and ideas in professional business reports
    b. Students will convey information and ideas in oral presentations
    c. Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context
    d. Our students will be prepared to serve others in a global environment
    e. Our students will be prepared to be socially responsible citizens

2. Review the CBA rubric to understand the common expectations and language we try to share with our students across the curriculum.
    See http://www.uwlax.edu/ba/undergrad/uccgoals.htm

3. Design learning goals that are specific to your class and your activity that align with the traits in the CBA rubrics.

4. Design your learning activity.

5. Share the CBA common expectations with your students, along with your expectations for this particular activity.

6. Design and give feedback that is consistent with the expectations you set forward from your students.

Due by end of Spring 2014.

If you really do it, document it in digital measures, and email Betsy!

Written Communication Common Rubric

Goal: Our students will be able to convey information and ideas effectively.

Objective: Students will convey information and ideas in well-written business reports

Trait	**Does not meet expectations**	**Meets expectations**	**More than meets expectations**
Purpose and audience is addressed *(a)*	Demonstrates minimal attention to purpose and audience: purpose is not clear to reader, or writing is inappropriate for audience	Demonstrates an awareness of purpose and audience: purpose is generally clear to reader and audience is addressed in a generally acceptable manner.	Writing consistently: maintains focus on purpose and appropriately addresses audience.
Organization of ideas and content is logical *(b)*	Organization of ideas and content is ineffective and/or unfocused: paragraphs are not coherent and/or transitions are lacking.	Organization of ideas and content contributes to understanding: Paragraphs contain coherent ideas; transitions are used between most ideas.	Organization of ideas and content clearly create understanding: Paragraphs contain coherent ideas which are effectively connected with transitions. Writing is very focused and concise, with clear introduction and conclusion.
Content/ideas are developed *(c)*	Content is used to identify only ideas that are obvious	Content is used to explore ideas.	Content is used to convey depth of ideas.
Sources or evidence support ideas *(d)*	Uses minimal evidence to support ideas and/or does not cite sources.	Uses evidence to support ideas and/or cites sources but some inconsistencies exist	Uses evidence to thoroughly support ideas and consistently cites sources appropriately
Genre or disciplinary rules are followed *(e)*	Use of important conventions is inconsistent	Demonstrates consistent use of most important conventions particular to a specific discipline and/or writing task(s)	Demonstrates consistent use of all conventions particular to a specific discipline and/or writing task(s)
Grammar, spelling and syntax is correct *(f)*	Meaning of language is impeded due to errors	Language has few errors	Language conveys ideas succinctly and is nearly error free.

Revised Aug 1, 2012

Oral Communication Common Rubric

Goal: **Our students will be able to convey information and ideas effectively.**

Objective: Students will convey information and ideas in oral presentations.

Trait	Does not meet expectations	Meets expectations	More than meets expectations
Verbal delivery achieves purpose *(a) language* *(b) voice* *(c) pace*	Language is inappropriate for the audience; Voice is inaudible or lacks expression; Pace is halting or too fast to understand	Language is appropriate for the audience; Voice is generally audible with some expression; Pace is generally understandable	Language is appropriate for the audience; Voice is always audible and appropriately expressive; Pace flows and maintains interest
Physical delivery achieves purpose (e.g. mannerisms, eye contact) *(d) delivery technique* *(e) poise*	Physical delivery detracts from the presentation; Speaker appears uncomfortable.	Physical delivery makes the presentation understandable; Speaker appears comfortable	Physical delivery makes the presentation interesting; Speaker appears confident.
Use of media helps to deliver information/ideas *(f)*	Visual aids are sometimes irrelevant and/or fail to convey information which improves understanding of the content	Visual aids are relevant and convey information which improves understanding of the content	Visual aids are relevant, clear, and generate interest and understanding of the content
Organization of ideas and content is logical (introduction, transitions, conclusions) *(g)*	Organizational sequence is not clear, and/or presentation feels disjointed	Organizational sequence is clear with only minor transitional problems.	Organizational sequence is clear and creates a cohesive presentation.
Content and ideas are developed *(h)*	Information is insufficient to support the ideas presented or irrelevant content is presented	Information is generally sufficient to support the ideas presented and minimal irrelevant content is presented	Information is relevant, supports the ideas presented and lends credibility to conclusions
Central message is conveyed *(i)*	No conclusions are presented	Conclusions are presented although the central message lacks focus or is not compelling	Conclusions make clear a compelling central message of the presentation

Revised Aug 1, 2012

Decision Making and Critical Thinking Common Rubric

Goal: Our students will be able to think critically when evaluating decisions.

Objective: **S**tudents will evaluate alternatives and understand the ramifications of those alternatives within a given business context

Trait	**Does not meet expectations**	**Meets expectations**	**More than meets expectations**
Identifies the problem or question *(a)*	Does not identify the problem	Identifies the basic problem with no elaboration	Identifies and recognizes the complexity of the problem (For example: recognizes multiple stakeholders <u>or</u> short and long term dimensions of problem)
Acquire appropriate information or evidence to frame business decisions *(b)*	Identifies a limited number of relevant variables or considered irrelevant variables	Identifies the most relevant variables for the problem or decision and did not consider irrelevant variables	Identification of relevant variables demonstrates thorough consideration of problem because less obvious variables are included.
(c)	Few sources identified and/or they are not objective.	Sources of information are identified and all are objective	Sources of information are identified and are all objective, <u>and</u> either demonstrated a breadth of approaches <u>or</u> an evaluation of quality of sources.
Develop relevant alternative approaches or solutions by integrating positions or perspectives *(d)*	Considers only one or limited positions or perspective and does not consider that they are related.	Integrates several positions or perspectives and considers at least one way they are related.	Multiple diverse positions or perspectives are considered and considers relationships.
Evaluates or draws conclusions about the potential impact of alternatives *(e)*	Fails to draw conclusions based on the evaluation, or draws conclusions which contradict the evidence or context.	Identifies and discusses conclusions which consider the context, but uses some, but not all, of the evidence considered.	Identifies and discusses conclusions, implications, or consequences which consider context, and all evidence considered. Objectively reflects upon their own assertions.

Revised Aug 1, 2012

Social Responsibility Common Rubric (August 27, 2012 Draft)

Goal: **Our students will be prepared to be socially responsible citizens.**

Objective: Students will demonstrate the ability to consider the effects of business decisions on the entire social system.

Trait	**Does not meet expectations**	**Meets expectations**	**More than meets expectations**
Demonstrate an awareness of social and ethical responsibilities to various stakeholders (a)	Fails to demonstrate an awareness of social and ethical responsibilities to various stakeholders	Demonstrates an awareness of social and ethical responsibilities to various stakeholders	Demonstrates an in depth awareness of social and ethical responsibilities to various stakeholders
Recognize the importance of standards of ethical business conduct (b)	Fails to identify how standards of ethical business conduct impact decisions	Identifies the most obvious ways that standards of ethical business conduct impact decisions	Identifies multiple ways that standards of ethical business conduct impact decisions
Recognize the ecological, social, and economic implications of business decisions (c)	Fails to identify more than one dimension in a business context	Identifies ecological, social and economic factors in a business context but incompletely articulates their complexity	Identifies ecological, social and economic factors in a business context and articulates their complexity
Analyze the ecological, social, and economic implications of business decisions (d)	States a position but fails to apply more than one dimension to analyze a business decision	States a position and considers, at a basic level, all three dimensions in the implications of the position or decision	States a position and considers in depth the assumptions and/or all three dimensions in the implications of the position or decision

Drafted Aug 27, 2012

Global Context of Business Common Rubric

Goal: Our students will be prepared to serve others in a global environment.

Objective: Students will demonstrate the ability to integrate global perspectives in business decisions.

Trait	**Does not meet expectations**	**Meets expectations**	**More than meets expectations**
Recognize the role of cultural diversity in business decisions *(a)*	Does not identify any aspect of cultural diversity as a factor in business decisions	Identifies cultural diversity as a factor in business decisions	Identifies cultural diversity as a factor in business decisions and provides specific examples
Identify how political, social/cultural, economic and legal factors impact business decisions *(b)*	Identifies how only a single relevant global factor impacts business decisions	Identifies how several relevant global factors impact business decisions	Identifies how several relevant global factors impact business decision and provides specific examples to support
Analyze how political, social/cultural, economic and legal factors interact to impact business decisions *(c)*	No interaction of global factors is considered.	Analysis considers at least one way factors interact to impact business decisions.	Analysis considers more than one way factors interact to impact business decisions.
Use political, social/cultural, economic and legal factors to formulate decisions or evaluate how practices/ policies are affected. *(d)*	Decisions or conclusions about how practices/ policies are affected are absent; or conclusions contradict the context	Decisions or conclusions about how practices/ policies are affected are present, but do not consider all relevant factors	Decisions or conclusions about how practices/ policies are affected are present, and consider all relevant factors

Revised Aug 1, 2012