



PREP 1300 – Mapping the Semester Assignment (20%) Instructions and Rubric

❖ Assignment Rationale:

Goal-setting and time-management are inextricably related, and one without the other will only rarely lead to optimal outcomes. This assignment is designed to assist you in analyzing and reflecting upon what you hope to achieve in your academic career and how effective you currently are in working towards those goals. By asking you to create an organized record of deadlines and other responsibilities using the “Semester-at-a-Glance” calendar template (Appendix I), this assignment allows you to take a big picture view of this semester and to break the big picture down into smaller, more specific areas – that is, by identifying shorter goals and managing priorities (Appendix II).

❖ Instructions:

This assignment has two parts. The first part is completed with Appendix I and the second part is completed with Appendix II.

Let's break down the two parts...

1. Download and open Appendix I. This is a fillable calendar of the Winter 2025 semester.
2. For each course you have this semester, please review the outline and its DC Connect course page. Find all of the major deadlines for each course's evaluations (i.e., assignments and tests, but not smaller work like weekly participation exercises per se).
3. Record each of these deadlines in the calendar (Appendix I). For each notation, ensure that the assignment is identified, the weighting, and the course that it is a part of.
4. Once you have recorded all of the major assignments and tests for each course in the calendar, then save it and submit it with Appendix II.
5. Download and open Appendix II.
6. Address each area and write in full and complete sentences.
7. The key to success with this assignment is thoroughness.
8. Submit BOTH Appendix I and Appendix II to the appropriate online submission folder no later than **11:59 pm on Wednesday, January 22 (Week 03)**.

❖ Rubric:

This rubric will be used to evaluate your assignment. Appendix I and Appendix II will be evaluated together; they will collectively be assigned a mark out of 20, which will be converted to a percentage out of 20.

Criteria	Meets All of the Expectations = 5 pts.	Meets Most or Some of the Expectations = 3 pts.	Meets Few of the Expectations = 1 pts.
Completion of Appendix I, Fillable Calendar	The calendar is completed in full (all deadlines appear to be accounted for). The student has clearly identified assignment, course, and weighting for each item listed.	The calendar is partially completed (many deadlines appear to be accounted for). However, the student may still need to account for some classes. Some details may be absent.	The calendar has been completed using only one or two subjects. Many assignments and deadlines are not present. There are few details.
Clarity & Specificity (both Appendix I and Appendix II)	Both Appendix I and Appendix II are clear. The language used to respond to Appendix II questions is specific, expressive, and well-detailed. Ideas and responses are well-explained. The detail is appropriate. Avoids generalities altogether.	There are some minor, infrequent lapses in clarity with respect to Appendix I and Appendix II. The language used to respond to Appendix II questions could be clearer in some areas. Ideas are relatively well-explained, but there is room to elaborate. Some details may be sparse. Some examples or entries may be general rather than specific.	There are frequent lapses in clarity in both Appendix I and Appendix II. The responses to the questions in Appendix II lack clarity and coherency at times. Ideas could be better articulated and conveyed. Details are few. A lack of specificity overall; too general.
Relevance, Insights & Application (Appendix II only)	The student has answered each question in Appendix II thoroughly, with detail. Observations are well-supported with relevant examples. Student responses demonstrate an ability to engage in self-reflection relative to the questions being asked. Student is able to fully apply the appropriate lessons from class in answering the questions – for example, the SMART goal framework.	Some vagueness may be present in student answers. More detail is required. The answers could use elaboration. Observations are reasonably supported with mostly relevant examples. Student responses demonstrate the willingness to engage in self-reflection relative to the questions being asked, but the insights could be more thorough. Not all of the appropriate and relevant lessons from class are drawn upon in the responses.	Minimal to no effort has been made to answer the questions. Observations are poorly supported or altogether unsupported with relevant examples. Student responses show little to no attempt to engage in thoughtful self-reflection. There is little attempt to apply the lessons from class.

<p>Writing, Presentation of Ideas, Sentence Structure, Grammar, and Spelling (Appendix II only)</p>	<p>Writing/presentation is logical, persuasive, and coherent. A variety of thoughtful transitions are used; they clearly show how ideas are connected. All sentences are well-constructed with varied structure. Student makes no errors in grammar or spelling that distracts the grader from the content. Student makes no errors in capitalization or punctuation, so the responses are exceptionally easy to read.</p>	<p>Writing/presentation is mostly logical, persuasive, and coherent. Transitions show how ideas are connected, but there is little variety. It is mostly clear how ideas are connected. Most sentences are well-constructed and there is some varied sentence structure. Student makes 1-2 errors in grammar or spelling that distract the grader from the content. Student makes 1-2 errors in capitalization or punctuation, but the responses are still easy to read.</p>	<p>Writing/presentation is somewhat logical, persuasive, and coherent. Some transitions work well, but some connections between ideas are fuzzy. Most sentences are well constructed, but there is no variation in structure. Student makes 3-4 errors in grammar or spelling that distract the grader from the content. Student makes a few errors in capitalization and/or punctuation that catch the grader's attention and interrupt the flow.</p>
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