

CMgt 4000 Assignments Summary

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Introduction

Types of Assignments

There are three types of assignments in this course:

- Weekly Forums
- Weekly Video “Trailers”
- Tiki-Toki Timeline Project

The Moodle Assignments Tool



Submitting Assignments

Submit your assignments via the Moodle **Assignments** links provided in the modules. (Be sure to save a copy of your files first!)

Forums

Introductions

Please introduce yourself to your fellow classmates and to me, in the Getting Started section, on the first day of class. Your participation in this activity will also inform me that you have actively joined the online portion of this course.

Learning Forums



Learning Forums

We will use these forums to discuss selected topics and complete collaborative group activities. These forums are linked in the individual modules.

Here's how to participate in the discussion forums:

1. Review the learning resources for the week.
2. Respond to the assigned discussion question in **100–200 words**.
3. Post your comments in the appropriate forum by **11:55 p.m. Wednesday**.
4. Read the postings of your classmates and post a substantive response (no more than **100 words**) to the comments of at least one other student by **11:55 p.m. Sunday**.

Remember, the earlier you post, the fresher your material will be. The longer you wait, the harder it will be to come up with a point of view that your fellow students haven't already explored.

All of your postings must be substantive; “That's right” or “I disagree” is not a substantive contribution. A substantive contribution will

- introduce a new topic that is relevant to the discussion;
- provide new evidence to support or challenge a position; or
- add new information to the existing discussion.



AIA Construction History Society of America

One of your forum posts will focus on your attendance of the AIA CHSA Conference in Downtown Minneapolis.

Our course suggests you to attend either the U of MN Learning Life program on the Crystal Palace, Monday evening November 7th, or the Construction History Society of America track presentation on the Westinghouse plant and Spearin Doctrine at the AIA-MN Convention in Minneapolis. This is an invaluable opportunity to see how construction history research applies to the industry today.

Attendance to these events is typically reduced for students, but pre-registration is required on the [AIA website](#) or on the [Learning Life website](#). Please see Module 3 for more information, and we will keep you apprised of student registration costs.

[CHSA Forum Assignment Guidelines](#)

Online Discussion Rubric

(50 pts. possible each week)

| | Exemplary (45-50) | Proficient (40-44) | Developing (30-39) | Failed (<30) |
|---|--|---|--|---|
| Original Post 20 pts | Expresses opinions and ideas in a clear and concise manner with obvious connection to topic. Consistently uses grammatically correct posts with rare misspellings. | Opinions and ideas are stated clearly with occasional lack of connection to topic. Few grammatical or spelling errors are noted in posts. | Opinions and ideas are stated but often unclear or with lack of connection to topic. Frequent grammatical or spelling errors are noted in posts. | Unclear connection to topic evidenced in minimal expression of opinions or ideas. Utilizes poor spelling and grammar in most posts; posts appear "hasty". |

| | | | | |
|---|--|--|--|--|
| <p>Original Response</p> <p>15 pts/ea x 2</p> | <p>Aware of needs of: community; frequently attempts to motivate the group discussion;</p> <p>presents creative approaches to topic.</p> | <p>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.</p> | <p>Does not attempt to further the discussion beyond simple agreement or slight expansion upon previously expressed ideas.</p> | <p>Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group.</p> |
|---|--|--|--|--|

Individual Activities

Weekly Video “Trailers”

Each week, you are tasked with searching out and viewing video media related to the topic of each module. Then, as if you are viewing the video as a movie critic, write a “trailer” that summarizes the film, and critiques it as a critic might, but results in a call to watch it by your “unseen” audience. Perhaps even consider giving it a rating! Ebert and Siskel beware!

This is your chance to delve deeper into materials that we may only touch on in class; it's also a chance for you to share your findings with your peers.

Find a substantive video to watch each week. The Smithsonian Channel and National Geographic are great places to start as much of their programming is available for free online through YouTube, but feel free to explore broadly to choose your video.

By the end of the week (Sunday at 11:55 PM), post the title of your chosen video, the URL, and your succinct trailer (~200-300 words) to the Video Trailer Database. The summary should be informal and should be written in the journalistic style of a movie trailer. It should therefore:

- Accurately summarize or outline the main points of the video
- Explain why it's worth watching

- Tease interesting information or artifacts within the video, but not give away the ending!

Each Video Trailer is worth **60 points**. You will complete five (5) trailers over the course of the semester.

Group Activities

Tiki-Toki Timeline

[Tiki-Toki Timeline Assignment Guidelines](#)

Your final project in this course will be to collectively build a timeline of construction innovations, events, and changes through history. You will work within Tiki-Toki Timeline to expand on several points of interest, situating each event within its historical moment and explaining its importance in the evolution of the construction industry. You will place **six** events within your assigned category on the timeline.

This is a group *product*, but you will each work as individuals to compile events on one specific section of the course timeline. We will be using Tiki-Toki Timeline to compile a complete view of the construction industry through world history - *from your researched perspective*. We encourage you to work on this project throughout the semester; if you complete one event post per week starting in Module 2, you'll have completed the project by Module 7.

Your entries should be finalized on the class timeline by **Wednesday at 11:55 PM of Module 7**.

Tiki-Toki Timeline Rubric

The purpose of the Tiki-Toki Timeline assignment is for you to find an area of construction history which interests you and, as a class, create a timeline of events that reflects the development of the topic of interest. At least three events need to have occurred prior to the Industrial Revolution.

Students will be assessed on their creativity and originality in finding content not explicitly covered in the course and reporting on it back to the class via the timeline. Students may *amplify* on material covered in the course, but if they do, it should be interesting stories, compelling images, or alternative perspectives around this topic.

| Category and | Exemplary | Proficient | Developing | Failed |
|--------------|-----------|------------|------------|--------|
|--------------|-----------|------------|------------|--------|

| Percentage | (45-50) | (40-44) | (30-39) | (<30) |
|---|---|--|--|---|
| Events: Quality of Post/Depth of Topic Coverage and Correct Number (40%) | Unusual or hard-to-find events which extend the course content, 6 events, 1 reflection synthesizing the course content. | Meets the criteria of 6 events which were not presented in class and 1 reflection | Most events covered in class, superficial coverage, little in-depth thought, fewer than 6 events, shallow reflection or synthesis of course content. | All events cited covered in class, listed only with no depth of discussion, reflection or synthesis present |
| Citations: Text and Media Resources (20%) | A variety of sources are used and all sources are correctly cited. No more than 2 Wikipedia sources. | A variety of sources are used, but some lapses in citations. | Fewer than 5 sources or more than 2 Wikipedia sources. Sources cited incorrectly. | No sources cited |
| Media: Richness and originality of selection of images or video (30%) | Unusual images or videos contribute to the richness of the timeline. | Most images or videos were not used in the course. | No new images or video, or images were already used in the course. | No images or video provided |
| Writing: Quality (10%) | Analyses, discussion and conclusion linked to examples. No spelling or grammatical errors. | Analyses, discussion and conclusion are mostly linked to examples. Some spelling and grammatical errors. | Analyses, discussion and conclusion are not linked to examples. Multiple, egregious spelling and grammatical errors. | No written analysis provided. |