# ASSIGNMENT OVERVIEW

***In a nutshell, explain what the assignment is, what students will produce, and why you’re assigning it. This short paragraph—no more than 5 sentences—gives students a plain-language summary.***

Consider the following:

* What is the main product for this assignment?
* What’s a one-sentence summary of what students will learn by doing this assignment?
* How does this assignment connect to the rest of the course?

# PURPOSE

***Define the assignment’s learning objectives, in language and terms that help students recognize how this assignment will benefit their learning.***

Consider the following:

* What is the connection from this learning activity to the course’s goals?
* What knowledge will students gain by engaging in the learning activity?
* What skills will students practice by engaging in the learning activity?
* How will the knowledge and skills of this assignment be relevant and useful to students’ lives beyond this course, the major, and the degree?

# TASK(S)

***Define what activities the student should do/perform.***

* List all steps until students submit their assignment; while the steps are linear in time, the process they describe can be recursive. This task list is to guide students through an appropriately complex process for the task, not to oversimplify the work.
* What are some unnecessary steps that students should avoid, so as not to waste their time?
* What advice do you have for students about focusing their time efficiently to produce the highest quality of work possible in the time given?

# CRITERIA

***Define the characteristics of the finished product.***

* What criteria, in the form of a checklist, could students use while working to determine whether they are completing the assignment efficiently and effectively?
* How does excellent work differ from adequate work on this assignment?
* What real-world samples can students use (with your help) to apply the checklist of criteria before they start their own work so they understand how each criterion would look in practice?