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U N I V E R S I T Y

Center for Teaching, Learning & Technology

### Checklist for Specifying Assignments

Taking time to specify assignments carefully will result in better student work. When students are unsure about expectations, they will often delay work and so have less time to spend on the assignment. Also, being very specific will save you time, by removing the need to respond to a lot of extra questions and emails.

Here is a checklist of items you may want to consider including:

√	Items to Consider
	The purpose of the assignment (learning objectives and context within the course)
	The scope of the assignment (pages, hours, or other metric to give students guidance)
	How the assignment will be evaluated (rubrics are helpful)
	Are students allowed to ask other students for help or is this an individual effort?
	How to start thinking about the assignment.
	How to spark creativity or get inspiration
	Is there a particular methodology or organization required or expected?
	Research expected (peer reviewed sources, citations, citation format, etc.)
	Steps to complete the assignment
	Tools needed (if any) or particular references students should consult
	How writing will be evaluated. If using slides, are complete sentences required?
	Style: first person/third person, formal/informal
	Are illustrations required? Is a particular layout required? Are aesthetics important?
	Are there restrictions as to file formats or technology used?
	How the assignment is to be submitted
	How students can get help (Library, Writing Center, help with technology, office hours, etc.)
	Can student turn in a copy early to get preliminary feedback?
	Is there a deadline for asking questions about the assignment before the due date?
	Deadline and late policy
	What might be considered cheating or plagiarism
	How to avoid errors
	Examples students can look at