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This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.[1]

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41#' 5&(3! Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

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Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory

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"$&73! Define what activities the student should do/perfom. "Question cues" from this chart might be helpful: http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf. List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided.,IWKH\ DUH VXSSRVHG WR EHORQJ LQ FROOHJH ZLWK D SXUSRVH VWDWHPHQW DQG VHQVH RI EHORQJLQJ LQ FROOHJH ZKLOH \RX WR VWUHVV WKH LPSRUWDQFH RI FROOHJH DQG VHQVH RI EHORQJLQJ LQ \RXU RZQ DS

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Define the characteristics of the finished product. Provide multiple examples of what these characteristics look like in EHORQJ practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. QJH students LQDQDO\LQJ DUWLFOHV RI EHORQJ work before the students begin WKHLU ZULWLQJ DVVLJQPHQW. LW how excellent work differs from adequate work 7KLV HQDEOHV VWXGHQWV WR HYDOXDWH WKHLU RZQ HIIRUWV ZKLOH WKH\ DUH ZRUNLQJ is often useful to provide students compile with students a checklist of characteristics of successful work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for 005 0 v3 8 8 005 0 v3 8 8 005 0 v3 8 8 p0if8003sork2 8 005 0 v2pu0v2pu0v2pu0nTT4 an]TC20_1 Tf8001g0v3 8 8 p02 0_0 Tc sork2 8 0003l)003