

Office of General Education

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**Suggested Writing Assignment Checklist for Instructors**

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| When you write the assignment sheet for your students, does it contain the following important information? | |
| Is the **purpose** behind the assignment clear (i.e., why are they doing it? What skill or knowledge are they to demonstrate or gain from doing this?)? |  |
| Are the **Course Learning Outcomes** mentioned in the assignment? Have you considered outcomes for the content area of the course (see pg. 7-13) and benchmarks for writing, critical thinking, information literacy (see pg. 14) when designing the assignment? |  |
| Is the **rhetorical mode** clear? For example: description, narration, analysis, compare and contrast, or argument. Do the directions suggest conflicting modes? |  |
| Are there **explicit command words** designed to make it easier for students to understand what they're supposed to do? Common command words include: analyze, compare, contrast, critically evaluate, define, describe, discuss, evaluate, examine, explain, illustrate, interpret, narrate, outline, state, summarize. |  |
| **Do you lay out a scaffolding process** for the students to follow? (i.e., a suggested process they should go through to successfully complete the assignment) |  |
| Is the **type of research** that is expected explained to the student (i.e. primary vs. secondary sources, scholarly articles vs. journalism, Can they use blogs, etc.)? Do you specify **how much** research is needed? |  |
| Do you make the **length requirements** clear? **Due date(s)?** |  |
| What is the **rubric / grading criteria** for the assignment? |  |
| Are there superfluous directions which inhibit student engagement? Does the tone of the assignment **cultivate a positive learning environment**? |  |