Qualities students expect of faculty assignments

Assignments that ...

• are clearly related to the course
• are purposeful
• are clear
• give students a choice
• provide a useful breakdown of sub-assignments/tasks
• build on each other or on sub-assignments and components
• make faculty expectations clear
• are feasible to accomplish
• provide a sense of accomplishment when completed
• encourages creativity but set reasonable limits
• are returned with fair, timely, and meaningful faculty feedback
• are usefulness/relevant to real-life