

Reading, writing, and outside-of-class assignments are a means of teaching the course content and building student proficiency toward achievement of the performance objectives and learning outcomes.

The types or examples listed in this section should demonstrate what is appropriate for the content and objectives of the course. The actual assignments used by any instructor are to be consistent with but not limited by the provided types and examples.

Recognizing different students learn in different and unique ways, faculty should consider how variable assignments (such as non-text-based assignments and activities or student-designed assignments) can empower students to demonstrate their learning in ways that are more authentic and comfortable to them.

Sample outside-of-class assignments must be sufficient to show that independent work performed on the student's own time each week satisfies the required two hours outside of class preparation time per unit per week for each lecture unit. These sample assignments should accomplish the following:

- Promote student mastery of the objectives by including the purpose of the assignment.
- Identify types of tasks students will do on a regular basis.
- Reflect college-level effort, particularly in terms of critical thinking.
- Identify any special semester projects.
- Begin with an active verb.

Examples:

- ✚ Find the appropriate method to solve a problem and execute it using appropriate analytical techniques, correct mathematical manipulations, and adequate interpretations of the results. *(From MATH 126 Pre-Calculus I: College Algebra)*
- ✚ Collaborate with other student team members on data analysis obtained in lab. *(From BIO 220 Human Physiology)*
- ✚ Prepare both oral and written work for in-class discussions and presentations regarding various issues related to contemporary Chicano culture, such as organizing an outline and a set of questions/critiques of reading materials. *(From CCS/SOC 230 Introduction to Chicana/o Studies)*