COMS 930: Teaching the Basic Course   Name:_____
Lesson Plan and Presentation (Fall 2009)

Total Points: _____

Design Analysis (20 points)

12-13   Design analysis completed but suffers from one or more of the following: missing elements or justification, generally superficial analysis (e.g., one-sentence justifications), limited familiarity with backward design principles (beyond the figures), weak research base, noticeable editing problems.

14-15   Meets all basic requirements: addresses all elements of Figures 1 and 2 (from backward design article) and is researched adequately (minimum of three sources). Choices and their justification could be fleshed out more thoughtfully; some choices may be questionable. May exhibit a misunderstanding of some principles. A few editing errors here and there; otherwise okay.

16-17   Meets all positive elements of the "C" analysis but offers a stronger justification for choices, making clear reference to principles of backward design and those discussed in class. Arguments could be sharpened or clarified here or there (e.g., links between elements in Figure 1 could be sharper), but overall a solid analysis. Document is largely error free.

18-20   Meets all positive criteria of the "B" analysis but presents uniformly well-focused, convincing justifications for all choices. Choices reflect a strong command of design principles and the teaching topic as well as creativity with respect to speech pedagogy. The document is clear and polished.

Notes:

Lesson Plan and Presentation (20 points)

	Excellent	Good	Satisfactory	Substandard
Information • Clear • Accurate	5	4	3	2
Structure • Coherent • Logical • Varied • Time allotted well	5	4	3	2
Student-centeredness • Awareness/adaptation • Immediacy • Encourages engagement • Helps students manage new information	5	4	3	2
Delivery skills • Confidence • Animation • Naturalness • Polish	5	4	3	2

"A" qualities

Information: Accurate and crystal clear; instructor uses definitions, explanations, and examples to illustrate concepts. Uses visuals, if appropriate, to enhance learning.

Structure: Structure reflects careful consideration about how best to fit elements of the plan together to maximize student learning. Elements are varied to enhance student engagement. Everything in the plan clearly reinforces the objectives of the day.

Teacher-student communication: The instructor consistently displays behaviors indicative of a genuine interest in helping students learn. Such behaviors include addressing students by name, smiling, engaging with students' ideas seriously, using signposts to keep students on track, offering clarifying information when students seem puzzled, and checking for understanding.

Delivery skills: The instructor is an excellent model of delivery skills, as evidenced by, e.g., strong eye contact, limited use of notes, not speaking in a monotone voice, and seeming well-prepared.