UNIVERSITY OF ARKANSAS RICH MOUNTAIN
PEER EVALUATION OF TEACHING

Name of Instructor	[redacted]
Date/Class Time	03/10/2023, 9:00 – 10:00 a.m.
Course Number and Name	ENG 123/Comp II
Name of Evaluator	Mysti Gates

Class Description:

Class size (circle one)	1-10 (11-24) >24
Type of class	Lecture Lab Field Experience
Presentation methods	Slides Lecture Discussion Activity
Other:	

Please respond using the scale provided, with five (5) being exemplary:

The presentation was organized	1 2 3 4 (5) Not applicable
The material was clearly presented	1 2 3 4 (5) Not applicable
The instructor encouraged critical thinking	1 2 3 (4) 5 Not applicable
The instructor demonstrated enthusiasm	1 2 3 4 (5) Not applicable
The instructor has thorough knowledge in the subject being presented	1 2 3 4 (5) Not applicable
The instructor responded to student questions	1 2 3 4 (5) Not applicable
Instructional materials are current	1 2 3 4 5 Not applicable*
The instructor referenced materials appropriately	1 2 3 4 (5) Not applicable
Students were responsive to the instructor	1 2 3 4 (5) Not applicable
The instructor gave clear instructions	1 2 3 (4) 5 Not applicable
The instructor summarized the material presented	1 2 3 4 (5) Not applicable

How might this instructor improve any aspect of this course presentation?

Not applicable* Reading materials represented those provided by UARM English faculty. Literature, in and of itself, does not have to be current to be worthy of study.

The instructor began today's class by sharing a citation for a work they just finished studying. The writing prompt on the board included their focus for this assignment: "Write a ¶ in which you explain how the author uses foreshadowing to hint at a specific event in the story."

The classroom was setup with desks arranged in groups of four. Today's lesson focused on round and flat characters. The lesson combined lecture, slides, and discussion between students and as a whole class. The instructor used a Smart TV to project the slides and Zoomed with a student at Umpire through another TV. The instructor was quick to adapt when Zoom suddenly failed. She had the student on speakerphone, and he was able to participate in a group with students who were in the classroom. The instructor has a good rapport with her students. This was evident in their interactions with her as she moved through the groups around the classroom. The students were comfortable asking her questions and in answering the questions she asked.

The students were asked to discuss examples of round and flat characters, providing justification for their designations. The instructor would add commentary, solicit comments from the class, and redirect when needed. The only suggestion would be to increase the number of questions that required in-depth responses rather than "yes" or "no" answers. Open-ended questions were utilized. The "yes" or "no" questions were simply greater in number. Like in all classrooms, there are some students who are willing to elaborate on their responses. The rest have to be prompted. It's like pulling teeth sometimes and is something in which all instructors can relate.

For homework, the students were provided a copy of Ray Bradbury's "A Sound of Thunder." They were instructed to read the short story and identify the types of characters – round, flat, and foil – within and provide textual evidence and/or supporting ideas to defend their classifications.

Overall, this was a good lesson and an enjoyable class.