UNIVERSITY OF ARKANSAS RICH MOUNTAIN
PEER EVALUATION OF TEACHING

Name of Instructor	[redacted]
Date/Class Time	03/15/2023, 11:20 a.m. – 12:10 p.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 asking students about their recent testing. The students have just finished up *The Trod* and Gothic Literature. Today's class functioned as the transition from Gothic Literature to Science Fiction.

The classroom was set up with desks arranged in groups of six. The lesson focused on Science Fiction notes, background information on Ray Bradbury, and incorporated ties to types of characters: round, flat, foil, etc. The lesson combined lecture, slides, and discussion between students and as a whole class. The instructor used a Smart TV to project the slide deck.

The instructor has a good rapport with her students. This was evident in their interactions with her as she conversed with them about the elements of Science Fiction and their exposure to examples in this genre. The students were comfortable asking her questions, answering the questions she asked, and carrying on discussions with one another.

The students completed an online quiz on "The Trod" (and perhaps Gothic Literature) in the last 15 minutes of class. The students were a little chatty during their quiz, but they were otherwise on-task.

For homework, the students were provided a digital copy of Ray Bradbury's "A Sound of Thunder." They were instructed to read the short story and prepare to quiz on the reading tomorrow. The instructor indicated that they would have a short writing assignment tomorrow as well, but it was unclear what specific topic or prompt they would be writing on. This may have been in their Blackboard course shell.

Overall, this was a good lesson and an enjoyable class. My only suggestion would be to have the students quiz on "The Trod" (and perhaps Gothic Literature) at the beginning of class. While I understood the reason for saving this toward the end of class (not everyone reads or tests at the same pace), the transition from Gothic Literature to Science Fiction would be a little smoother. The students wouldn't shift from Gothic Literature to Science Fiction and then back to Gothic Literature. Since the quiz was timed, it could easily be moved in terms of order. If the instructor is concerned about downtime and different reading speeds, she could have the students complete a journal task while they wait. Based on the content of the lesson, her questions "What do you already know about Science Fiction?" and "What examples of Science Fiction have you read or seen?" would work perfectly for this task.