

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 2/27/2017

1b. Department/Division: School of Information Science

1c. Contact Person

Name: Will Buntin

Email: william.buntin@uky.edu

Phone: (859) 257-3317

Responsible Faculty ID (if different from Contact)

Name: Brandi Frisby

Email: brandi.frisby@uky.edu

Phone: 859-257-9470

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ICT 310

2c. Full Title: Exploring and Analyzing ICTs: Methodological Approaches

2d. Transcript Title: Expl & Analyz ICTs: Method Approaches

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Information and Communication Technologies (ICTs) are pervasive in our increasingly global society and, importantly, have the potential to improve lives and society. This course is designed to provide you with a sophisticated understanding of the philosophy, theory, design, and analysis of both qualitative and quantitative research in communication. During this course you will be exposed to a variety of methodological designs and analyses. Using a variety of methods ranging from the foundational (e.g., interviews, surveys) to cutting edge (e.g., big data analysis, geospatial mapping) and readings from a variety of contexts (e.g., education, healthcare, risk and crisis), this course is designed to equip you with the research and methodological tools to understand how ICTs affect individuals, relationships, groups, organizations, social movements, and policies and to use these methodological tools in applied settings.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: **Yes**

Distance Learning Form

Instructor Name: Brandi Frisby

Instructor Email: brandi.frisby@uky.edu

Internet/Web-based: **Yes**

Interactive Video: **No**

Hybrid: **No**

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? **Timely and appropriate interaction will be possible through Canvas, email and other online communication tools (i.e., Zoom, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to inquiries.**

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. **Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers. Additionally, course may make use of online tools such as discussion boards, email, video presentations and other communication methods to help improve the overall experience.**

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. **Each student's Canvas account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.**

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? **No**

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? **We have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. Faculty also use the tools in Canvas to further assist in providing student services to remote participants, assisted by our department's instructional technologist. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.**

6.How do course requirements ensure that students make appropriate use of learning resources? **In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.**

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are informed via the syllabus and given contact information for technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Brandi Frisby

ICT XXX: Exploring and Analyzing ICTs: Methodological Approaches

Instructor: TBD

Day/Time: TBD

Office: TBD

Office Hours: TBD

Email: TBD

COURSE DESCRIPTION

Information and Communication Technologies (ICTs) are pervasive in our increasingly global society and, importantly, have the potential to improve lives and society. This course is designed to provide you with a sophisticated understanding of the philosophy, theory, design, and analysis of both qualitative and quantitative research in communication. During this course you will be exposed to a variety of methodological designs and analyses. Using a variety of methods ranging from the foundational (e.g., interviews, surveys) to cutting edge (e.g., big data analysis, geospatial mapping) and readings from a variety of contexts (e.g., education, healthcare, risk and crisis), this course is designed to equip you with the research and methodological tools to understand how ICTs affect individuals, relationships, groups, organizations, social movements, and policies and to use these methodological tools in applied settings.

STUDENT LEARNING OUTCOMES

After taking this course, students will be able to:

1. Compare and contrast quantitative and qualitative methodologies
2. Demonstrate understanding of research ethics
3. Conceptualize a study from beginning to end including research questions, rationale, research design, recruitment, and data analysis
5. Analyze and interpret data
8. Present research in written, visual, and oral formats

REQUIRED MATERIALS

Frey, L. R., Botan, C. H., & Kreps, G. L. (1999). *Investigating Communication: An Introduction to Research Methods*.

Rogers, Y., Sharp, H., & Preece, J. (2012). *Interaction Design: Beyond Human-Computer Interaction*.

APA Manual 6th edition.

PDFs posted to Canvas

COURSE POLICIES

Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due, you will be allowed to hand in or make-up that work **only** if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, or workshops unless approved in advance by your instructor.

Late/Make-up Work:

You will receive **ZERO** points for assignments handed in after the scheduled due date. There are no make-up assignments, no extensions, and no partial credit without an official excuse or extenuating circumstances. If you anticipate missing class for a university function, then you are expected to turn in your work early, not late. “Extenuating circumstances” will be considered on a case-by-case basis.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes (5 class periods) scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required **prior** to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin for essays and papers and in the form of "oral footnotes" in public speeches. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a *Letter of Accommodation* from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) within the first two weeks of class.

E-mail Policy

All emails should be professionally written. Unprofessional emails will not receive a response.

Please allow 24 hours for a response to your e-mail. If you haven't heard back within 24 hours, a) send a polite and professional follow-up email and b) or ask your question before, during, or after class.

Canvas

We are responsive to student requests for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. We will post all assignments and grading rubrics on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from one of us.

All of your work in this class must be posted on Canvas unless otherwise instructed. You are responsible for keeping back-up (we recommend several) copies of all your work since electronic texts can be lost. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open through the Canvas application. Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments are due before class begins.

Classroom Behavior:

You are expected to arrive to class on time, stay the entire time, and stay awake. During class, you will engage fully in every discussion demonstrating knowledge and critical thought about readings and lecture materials. We will maintain an open, yet respectful, classroom environment that is inclusive of each other, instructors, and guest speakers. A respectful and engaged environment is one where electronic devices are used minimally (notice that I don't say they can never be used) and side conversations occur at a minimum. During class, you will be expected to engage in work with partners, in small groups, and to informally present frequently. I will treat you like adults and expect that you will behave like adults who are responsible for, and care about, their own education.

ASSIGNMENTS

*Grading Rubrics are provided at the end of this syllabus.

Participation (Individual Grade; 50 points)

Discussion in this class is critical to your success. You should come to class prepared every day to fully engage with me and with your peers. I will look for evidence that you have read the assigned readings, critically analyzed the readings, prepared questions for discussion, and that you thoughtfully and respectfully respond to others questions and opinions. This grade will be determined by attendance, in class questions and comments, small group participation, and discussion questions turned in during class.

Position Paper (Individual Grade; 100 points)

Based on readings and discussion from the foundational unit, the student should choose a position in response to the following question: **Are qualitative or quantitative methods most effective for studying ICT?** The student should spend 2-3 pages answering this question with strong arguments and cite at least 5 sources to support the stance.

Exams (Individual Grade; 50 points each)

Exams will test both conceptual and applied knowledge and may consist of multiple choice, true/false, and open ended questions. Additionally, exams may include skills in data analysis (e.g., coding, SPSS). Quizzes will only include information covered prior to the exam; they will not be cumulative.

Group Project

In groups of 3-4 students, you will conceptualize and design your own study of an important ICT issue. Over the course of the semester, your group will practice the skills we are reading about and discussing by conducting this study. The project proposed must be of social significance and include at least one methodological tool learned in this class. All group members must be equally involved in the project. To ensure each individual and each group stays on track with the project, there will be three research checkpoints during the semester in which the groups will have time to work together in class using an instructor guided workshop format.

Research Checkpoints

#1 – Topic Proposal (Group Grade, 20 points) – Your group should jointly construct a 2-3 page research proposal that answer the following questions. The proposal is due within one week of this workshop.

What type of technology would you like to study and why?

Why is the study you are proposing important to study?

What are some things we already know about this topic? What don't we know?

What are potential research questions and hypotheses?

Which two methods (one quantitative and one qualitative) will you use to study this topic and why?

#2 – Annotated Bibliography (Individual Grade; 10 points per annotated bibliography) – Your group should jointly construct an annotated bibliography of research articles that are relevant to your research topic. Each annotated bibliography should be 200 words long and summarize the key points of the article while also noting how it relates to your topic. Each person is responsible for contributing 3 annotated bibliographies to the group and will present 3 annotated

bibliographies during the research checkpoint to his or her group. The final document is due at the end of class.

#3 – Data Progress Checkpoint (Group Grade; 50 points) – Your group should demonstrate considerable progress on the data collection and/or analysis portion of your project. If you are using qualitative methods, this may include, but is not limited to, at least one focus group transcription, development of a codebook, or observation notes from each group member. If you are using quantitative methods, this may include, but is not limited to, a fully developed survey, data analysis/result, or visual representations of quantitative data. This is due at the beginning of class. *The grading rubric for this will be developed in partnership with your instructor to be tailored to your specific project.

Executive Summary Report and Presentation (75 points group grade, 25 points individual grade)

As a group, you will present the results of your study. The presentation should be 12-15 minutes long, include presentational aids, and each group member should speak. During the presentation, you should present your research problem, topic background, method, results, and proposed practical applications, policy recommendation(s), or other evidence of translational value of the results. Group fields at least 3 questions during a Q&A session at the end of the presentation. A copy of your 2-3 page executive summary report should be provided to me prior to the presentation.

GRADING

Assignment	Points Possible	Points Earned
Participation	50	
Position Paper	100	
Exams	E1: 25 E2: 25 E3: 25 E4: 25	E1: E2: E3: E4:
Topic Proposal	20	
Annotated Bibliography	30	
Data Progress Checkpoint	50	
Executive Summary and Presentation	Group: 75 Individual: 25	Group: Individual:
Total	450	

Group Grade = 145 points; Individual Grade = 305

Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

A note about grades: I do not GIVE grades. Instead, you EARN grades. I do not believe in giving grades that are not earned. I do not grade effort; I grade product. Therefore, do not ask me to bump a grade, to give you an extra opportunity to earn points, or to change a grade. I give partial credit when possible and use standard mathematical rounding rules. For example, if you earn a 79.4%, then your grade is a 79%. If you earn a 79.5%, then your grade is an 80%. This is non-negotiable.

Tentative Schedule

IC = Investigating Communication, ID = Interaction Design

DATE	TOPIC	READINGS/ASSIGNMENTS
Foundations of ICT Methods and Research		
Tue	Introduction to ICT Methods and Research; Quantitative vs. Qualitative Approaches	Sale, Lohfeld, and Brazil (2002) Mahoney & Goertz (2006)
Thur	Research Ethics	IC 6
Tue	Finding, Reading, and Evaluating Research	IC 1 and 3
Thur	Conceptualizing Research and Formulating Research Questions and Hypotheses	IC 2 Position Paper Due
Tue	Research Checkpoint	
Thur	Exam 1	
Qualitative Approaches to Research		
Tue	Focus Groups	Kania-Lundholm & Torres (2015) Topic Proposal Due
Thur	Interviewing	Clark, Demont-Heinrich, & Weber (2005)
Tue	Ethnography	Schoon (2014)
Thur	Case Studies	Cheng, Mitomo, & Otsuka (2015)
Tue	Analyzing and Reporting Qualitative Data	IC 10 ID 8
Thur	Exam 2	
Quantitative Approaches to Research		
Tue	Operationalization: Variables and Levels of Measurement	IC 4
Thur	Survey Design	IC 8
Tue	Reliability and Validity	IC 5
Thur	Research Checkpoint	
Tue	Experimental Design	IC 7
Thur	Experimental Design	Maxian (2014) Lu, Chorus, & Wee (2014)

Tue	Social Media Analytics	Aslan (2015) Liu (2015)
Thur	Geo-Spatial Mapping	Favier & Van der Schee (2014) Doran & Daniel (2014)
Tue	Exam 3	
Thur	Databases and Big Data	Pfeffer, Verrest, & Poorthuis (2015)
Tue	Software and Usability Studies	Svanæs, Alsos, & Dahl (2010)
Thur	Research Checkpoint	Data Progress Due
Analyzing and Using Data		
Tue	Descriptive Statistics and Frequencies	IC 11
Thur	Finding Relationships and Group Differences	IC 13 and 14
Tue	Analyzing, Constructing, and Presenting Visual Data (e.g., Models, Charts, and Graphs)	PDF on Canvas from Numbers to Words
Thur	Exam 4	
Tue	From Numbers to Arguments; In Class Work Day/Rehearsals	
Thur	Final Project Presentations	Executive Summary and Presentations Due
Tue	Final Project Presentations	Executive Summary and Presentations Due

Readings/References

- Aslan, B. (2015). The mobilization process of Syria's activists: The symbiotic relationship between the use of ICTs and the political culture. *International Journal of Communication*, 92, 507-525.
- Cheng, J. W., Mitomo, H., Otsuka, T., & Jeon, S. Y. (2015). The effects of ICT and mass media in post-disaster recovery – A two model case study of the Great East Japan Earthquake. *Telecommunications Policy*, 39(6), 515-532.
- Clark, L. S., Demont-Heinrich, C., & Webber, S. (2005). Parents, ICTs, and Children's Prospects for Success: Interviews along the Digital “Access Rainbow”. *Critical Studies In Media Communication*, 22, 409-426.
- Doran, M., & Daniel, S. (2014). Geomatics and Smart City: A transversal contribution to the Smart City development. *Information Polity: The International Journal Of Government & Democracy In The Information Age*, 19, 57-72.
- Favier, T. T., & van der Schee, J. A. (2014). The effects of geography lessons with geospatial technologies on the development of high school students' relational thinking. *Computers & Education*, 76, 225-236.
- Kania-Lundholm, M., & Torres, S. (2015). The divide within: Older active ICT users position themselves against different ‘Others’. *Journal Of Aging Studies*, 3526-36.
doi:10.1016/j.jaging.2015.07.008
- Liu, G., Lo, H., & Wang, H. (2013). Design and usability testing of a learning and plagiarism avoidance tutorial system for paraphrasing and citing in English: A case study. *Computers & Education*, 691-14.
- Lu, R., Chorus, C., & Wee, B. v. (2014). Travelers' use of ICT under conditions of risk and constraints: an empirical study based on stated and induced preferences. *Environment & Planning B: Planning & Design*, 41, 928-944.
- Mahoney, J. & Goertz, G. (2006). A tale of two cultures: Contrasting quantitative and qualitative research. *Political Analysis*, 14, 227-249.
- Maxian, W. (2014). Power to the people? Emotional components of media power, mobile ICTs,

and their potential to alter individual-media dependency relations. *Mass Communication & Society*, 17, 274-298.

Pfeffer, K., Verrest, H., & Poorthuis, A. (2015). Big data for better urban life? - An exploratory study of critical urban issues in two Caribbean cities: Paramaribo (Suriname) and Port of Spain (Trinidad and Tobago). *European Journal Of Development Research*, 27, 505-522.

Sale, J. M., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality & Quantity*, 36, 43-53.

Schoon, A. (2014). Digital hustling: ICT practices of hip hop artists in Grahamstown. *Technoetic Arts: A Journal Of Speculative Research*, 12, 207-217.

Svanaes, D., Alsos, O. A., & Dahl, Y. (2010). Usability testing of mobile ICT for clinical settings: Methodological and practical challenges. *International Journal of Medical Informatics*, 79, 24-34.

Position Paper Grading Rubric

Content (30 points)	
Clearly chooses a position	1 2 3 4 5 6 7 8 9 10
Develops logical arguments to defend position	1 2 3 4 5 6 7 8 9 10
Provides sufficient support for arguments	1 2 3 4 5 6 7 8 9 10
	Comments:
Writing (20 points)	
Mechanics	1 2 3 4 5 6 7 8 9 10
APA	1 2 3 4 5
Organization/Clarity	1 2 3 4 5
	Comments:

Grade: _____

Topic Proposal Grading Rubric

CONTENT (15 points)	
Clear description of topic area	1 2 3
Establishes need to study area	1 2 3
Demonstrates initial research	1 2 3
Proposes potential RQs and Hypotheses	1 2 3
Proposes and defends potential methods	1 2 3
	Comments:
WRITING (5 points)	
Mechanics	1 2 3
Organization	1 2
	Comments:

Grade: _____

Annotated Bibliography Grading Rubric

Source #1

Content (5 points)	
Clear summary of article Explained connection to group project	1 2 3 1 2 Comments:
Writing (5 points)	
Mechanics APA citation Clarity	1 2 1 1 2 Comments:

Source #2

Content (5 points)	
Clear summary of article Explained connection to group project	1 2 3 1 2 Comments:
Writing (5 points)	
Mechanics APA citation Clarity	2 2 1 2 2 Comments:

Source #3

Content (5 points)	
Clear summary of article Explained connection to group project	1 2 3 1 2 Comments:
Writing (5 points)	
Mechanics APA citation	3 2 1

Clarity	2 2
	Comments:

Executive Summary and Final Presentation Grading Rubric

Executive Summary (Group 20 points)	
Summarizes group research process	1 2 3 4 5
Clearly and visually presents results	1 2 3 4 5
Provides implications/recommendations	1 2 3 4 5
Mechanics, organization, and clarity	1 2 3 4 5
	Comments:
Group Presentation (Group 55 points)	
Well prepared/practiced as a group	1 2 3 4 5 6 7 8 9 10
Covered all required parts of presentation	1 2 3 4 5 6 7 8 9 10
Adapted to audience	1 2 3 4 5 6 7 8 9 10
Demonstrates methodological knowledge from class	1 2 3 4 5 6 7 8 9 10
Visual appeal/clarity of presentational aid	1 2 3 4 5 6 7 8 9 10
Q&A	1 2 3 4 5
	Comments:
Individual Delivery and Evaluation (Individual 25 points)	
Eye contact	1 2 3 4 5
Voice	1 2 3 4 5
Body Language	1 2 3 4 5
Preparation/Practice Evident	1 2 3 4 5
Group Members' Evaluation	1 2 3 4 5
	Comments:

Grade: _____