Clarifying Instructions to Reviewers:

* Unlike typical Lesson articles, whole course articles will contain Learning Objectives from sample lab units/ lessons. Please answer questions within the “Scientific Teaching Context” section with those sets of learning objectives in mind.
* Unlike typical Lesson articles, whole course articles will contain 1 or 2 lesson plans as exemplars for the whole course. If two lessons are described, please make comments on both exemplar lessons and the Teaching Timeline Table for each exemplar lesson. Please also provide comments on their Course Schedule table.

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| --- | --- | --- | --- | --- |
| ***CourseSource* LessonPlus/ Course Rubric** | **Acceptable** | **Minor Modifications** | **Major Modifications** | **Comments** |
| **Scientific Teaching Context** | | | | | |
| The learning goals are clearly stated, relevant to the course, and, *if applicable*, authors have listed professional society generated goals that align with their course. |  |  |  |  |
| The learning objectives define what students should be able to do upon completion of the sample Lesson(s) (*i.e.,* measurable behaviors). |  |  |  |  |
| **Introduction** | | | | | |
| Sufficient background information is provided to allow the reader to evaluate the usefulness of the course without referring to extensive outside sources. |  |  |  |  |
| The introduction includes background scientific information along with references to similar lessons or approaches, if they exist (*i.e.,* documentation of the author's analysis/synthesis of related published articles). These resources may also contain links to other *CourseSource* lessons. |  |  |  |  |
| The intended student population for the course is described, including level and major. The course is appropriate for the intended audience. |  |  |  |  |
| Prerequisite student knowledge and skills required (or assumed) for the students to successfully complete the course are clearly stated. |  |  |  |  |
| The manuscript includes references to resources that provide the instructor with additional background knowledge/reading. |  |  |  |  |
| **Scientific Teaching Themes** | | | | | |
| The Course Structure section describes how the course promotes student engagement. Appropriate literature is referenced. |  |  |  |  |
| The Assessment section briefly explains how teachers and students will assess learning. Appropriate literature is referenced. |  |  |  |  |
| The Inclusive Teaching section describes how the course is inclusive and leverages diversity. Appropriate literature is referenced. |  |  |  |  |
| **Course Schedule** | | | | | |
| One Course Schedule table and Teaching Timeline table(s) (1 per lesson—max of 2) are included and the total time suggested is reasonable. |  |  |  |  |
| The description of each Lesson is sufficient to enable the reader to replicate the activity in their class in the same way as the authors taught it. This description will typically require instructions and a "script" of what the teacher says and does. The description may include what discussion prompts are used, how students typically respond to questions, and information on instructional transitions. |  | . |  |  |
| Logistical information for teaching each Lesson (or the entire course) is included. This information may include details such as where materials are purchased, how materials are distributed, methods for selecting student groups etc. |  |  |  |  |
| Supporting Materials are referenced throughout this section and/or are referenced in the tables. |  |  |  |  |
| **Teaching Discussion** | | | | |
| The effectiveness of the course is discussed. This discussion could include observations, reflections, student performance outcomes etc. |  |  |  |  |
| Possible modifications and extensions that broaden the appeal or usefulness of the course are provided. |  |  |  |  |
| **Supporting Materials** | | | | |
| Adequate and well-written supporting materials (references, presentations, answer keys, student handouts, etc.) are provided to enable the reader to reproduce the course. |  |  |  |  |
| The supporting materials contain original work from the author, or if it is from another source proper permissions and attribution are noted. |  |  |  |  |
| **General** | | | | |
| All sections of the manuscript (*e.g.,* introduction, course structure, supporting materials) include relevant and accurate scientific content. |  |  |  |  |
| The title and abstract clearly and succinctly express the content of the manuscript. |  |  |  |  |
| The grammar and writing style are of high quality with no significant distractions, such as spelling or grammatical errors. |  |  |  |  |

**OTHER COMMENTS:**