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| --- | --- | --- | --- | --- |
| ***CourseSource* Teaching Tools and Strategies Rubric** | **Acceptable** | **Minor Modifications** | **Major Modifications** | **Comments** |
| **Main Text** | | | | |
| The Teaching Tools and Strategies article is relevant for *CourseSource*. |  |  |  |  |
| Sufficient background information is provided to allow the reader to evaluate the usefulness of the Teaching Tools and Strategies without referring to extensive outside sources. |  |  |  |  |
| The article includes background information along with references to similar teaching tools, if they exist (*i.e.,* documentation of the author's analysis/synthesis of related published articles). |  |  |  |  |
| The Teaching Tools and Strategies includes references to resources that provide the instructor with additional background knowledge/reading. |  |  |  |  |
| The Teaching Tools and Strategies provides sufficient information to help readers learn more about teaching the topic. |  |  |  |  |
| **Supporting Materials** | | | | |
| Supporting materials are referenced throughout the Teaching Tools and Strategies manuscript. |  |  |  |  |
| Adequate and well-written supporting materials (references, presentations etc.) are provided to enable the reader to gain greater understanding about the topic. |  |  |  |  |
| 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 Teaching Tools and Strategies include relevant and accurate content. |  |  |  |  |
| The title and abstract clearly and succinctly express the content of the Teaching Tools and Strategies article. |  |  |  |  |
| The grammar and writing style are of high quality with no significant distractions, such as spelling or grammatical errors. |  |  |  |  |

**OTHER COMMENTS:**