

# **UW ChemE Universal Design for Learning Tips**

Created by Prof. Alex Prybutok  
DEIA Committee  
Department of Chemical Engineering  
University of Washington

Last Updated: December 2024

## Table of Contents

<b>Executive Summary .....</b>	<b>3</b>
<b>Summary of the Benefits of Universal Design for Learning.....</b>	<b>4</b>
General Principles of Universal Design for Learning.....	4
Benefits to Faculty.....	5
Benefits to Students .....	5
<b>Cultivating an Inclusive Climate and Accessible Class .....</b>	<b>6</b>
Learn Students' Names.....	6
Use Canvas as a Resource (Not a File Dumping Ground). ....	6
Help Create Community and Inclusion with Polls.....	6
<b>Creating Equitable Assessment Policies and Practices.....</b>	<b>7</b>
Set Homework Deadlines to 10 pm. ....	7
Give 3 Free 24-Hour Extensions. ....	7
Provide Grading Rubrics for Reports/Projects.....	7
Use Frequent Small-Stakes Quizzes Instead of High-Stakes Exams. ....	8
Use the DRS Testing Center to Host Quizzes and Exams for Students with Testing Accommodations.....	8
Give Students Topic/Format Options and Enable Creativity.....	8
<b>Supporting Student Learning Outcomes .....</b>	<b>9</b>
Utilize Homework and/or Exam Wrappers.....	9
Collect Muddiest Points.....	9
Diversify Example Contexts/Areas of Impact. ....	9
Discuss the Real-World, Human Impact of Engineering (Connect Engineering to Social Context and Justice). ....	10
<b>Increasing and Cultivating Equitable Course Engagement.....</b>	<b>11</b>
Use Live, In-Class Polling for Active Engagement. ....	11
Use Think-Pair-Share for Active Learning and Engagement. ....	11
Manage Office Hours Effectively and Equitably. ....	11
Solicit Mid-Quarter Feedback. ....	12
<b>Appendix: Templates and Resources.....</b>	<b>13</b>
Homework and Exam Wrapper Templates.....	13
Homework Wrapper Template .....	13
Exam Wrapper Template .....	14
Syllabus Policy/Language for 3 Free 24-Hour Extensions.....	14
Example Open-Format and Topic Creative Project and Rubric. ....	18

## **Executive Summary**

---

The DEIA Committee, and now Undergrad Program Committee, started an initiative to support faculty in more easily implementing Universal Design for Learning (UDL) practices in our classes.

In order to achieve this, in Autumn 2023 we began presenting UDL tips for faculty at faculty meetings in quick, 1-minute formats. The tips generally included information about the goal of the practice, the method, and different options for implementation.

We have created this document to topically organize and compile these tips. This document will also provide information on ease of implementation (implementation complexity) for each of these tips (Low, Medium, High). Most are designed to be low-effort.

As the DEIA Committee, we recommend that the faculty implement these tips to create a more effective and equitable learning experience for students.

# Summary of the Benefits of Universal Design for Learning

---

## General Principles of Universal Design for Learning

UW Disabilities, Opportunities, Internetworking, and Technology (DO-IT) nicely [summarized the principles of Universal Design for Learning](#) as the following:

Universal design principles can be applied to many environments, products, and services, including learning environments, resources, and methods of instruction. Three principles have been established for the universal design of teaching and learning materials and activities that makes the learning goals achievable by individuals with diverse characteristics, including wide differences in abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Universal design for learning (UDL) is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials-they are not added on after-the-fact.

The Center for Applied Special Technology (CAST) created a set of three principles with roots in cognitive neuroscience to underpin practices and curriculum for teaching and learning. The UDL principles are listed below.

- Multiple means of engagement. For purposeful, motivated learners, stimulate interest and motivation for learning. Three UDL guidelines under this principle promote the development of curriculum and instruction that includes options for perception; language, expressions, and symbolism; and comprehension.
- Multiple means of representation. For resourceful, knowledgeable learners, present information and content in different ways. Three UDL guidelines under this principle promote the development of curriculum and instruction that includes options for physical action, expressive skills and fluency, and executive functions.
- Multiple means of action and expression. For strategic, goal-directed learners, differentiate the ways that students can express what they know. Three UDL guidelines under this principle promote the development of curriculum and instruction that includes options for recruiting interest, sustaining effort and persistence, and self-regulation.

Significantly more details on UDL, as well as Universal Design as a concept more broadly beyond just learning environments, can be found in the link above.

## **Benefits to Faculty**

- Students will be more engaged with the course.
- Student learning outcomes improve.
- Proactively account for differences between student learning styles, interests, and life circumstances that impact learning.

## **Benefits to Students**

- Students who have different ways of learning and engaging will experience equal and increased ability to engage with, learn, and prove mastery in a course.
- Students will learn and retain content more and develop stronger interest in the content.
- Students will feel more supported by faculty through increased engagement and flexibility, increasing the sense of identity and belonging in the class, department, and discipline overall.

## Cultivating an Inclusive Climate and Accessible Class

---

### Learn Students' Names.

- Goal: Help students feel seen and valued by getting to know them as individuals. This may sound small or trivial, but it matters.
- Method: Try to know all their names within the first ~2 weeks of the quarter.
- Implementation: Have them put up folded paper tents with their names on them in class for the first few weeks; use the photo roster from <http://my.uw.edu> to memorize their names using their ID photos; have them say their name when asking questions initially; ask expert John Berg for pro tips!
- Implementation Complexity: Low-Medium, depending on method and class size

### Use Canvas as a Resource (Not a File Dumping Ground).

- Goal: increase course organization, navigability, and grading transparency
- Justification: Enable students to find resources easily, know/remember deadlines (Canvas calendar), and calculate grade (auto-grade weighting and rules); copy material from year-to-year to reduce work each year in creating Canvas.
- Method: Use our new UW ChemE Canvas Template! Ask Alex for it if you want it; also happy to help give you (or your TAs, if you'd rather them set it up) tutorials.
- Implementation Complexity: High, but lower if you use the template!

### Help Create Community and Inclusion with Polls.

- Goal: help students get to know each other and you to create a friendly, welcoming, inclusive, supportive environment.
- Method: Create polls that survey students on informal fun topics ex: "favorite pizza topping" or "how many pets do you think I have?" to get to know each other and/or professor.
- Implementation: not for a grade so doesn't need to be tracked.
  - Tech-free option: raise of hands/voting
  - Tech option: PollEverywhere
- Credit: Matthew Cooper at NC State ([ASEE paper](#))

# Creating Equitable Assessment Policies and Practices

---

## Set Homework Deadlines to 10 pm.

- Goal: Encourage sleep and boundary setting and create equitable deadlines
- Justification: Engineering Education research (by Dr. Sarah Wilson and others) & in Dr. Alex Prybutok's experience shows that 10 pm deadlines are effective compared to other options. If you have a morning deadline, students will stay up all night doing the assignment. If you have a 5 pm deadline, some of them might have work/other obligations that make this challenging. Midnight means they're up late and lose sleep. Thus, 10 pm is most equitable and encourages sleep at a reasonable hour and models good boundaries
- Implementation: Set policy in syllabus/Canvas.
- Implementation Complexity: Low

## Give 3 Free 24-Hour Extensions.

- Goal: support students by giving them flexibility and grace (for instances of illness, unexpected life circumstances, etc.), but in a budgeted way.
- Method: Give students the opportunity to turn in ~3 (or around half of the assignments) homework assignment 24 hours late with no questions asked/explanation needed. This helps students who are sick or when unexpected things come up, but the defined limit for the number of extensions helps students budget when to use them. It is generally good practice though to require students to ask for these extensions as they would need to communicate with their boss in a workplace for similar things.
- Implementation: There are varying ways to keep track of extensions that range in level of technical complexity. You can track extension usage via Canvas (such as through a fake assignment that does not affect their grade), or you ask them to submit extension requests via email and track the use in a spreadsheet.
- Implementation Complexity: Low-Medium, depending on how you choose to track it and/or if you have a TA track it for you.
- Example: [Example Syllabus Policy/Language for 3 Free 24-Hour Extensions](#) (linked in Appendix).

## Provide Grading Rubrics for Reports/Projects

- Goal: increase transparency expectations and grading
- Justification: Students will know what expectations are and it helps to remove "unwritten rules" based on grading norms that students with certain backgrounds may be more used to, thus increasing equity. Also helps to standardize grading among students for instructors/TAs. Makes grading easier by removing subjectivity and decisions that need to be made.
- Method: Make rubric (word/excel document) that show breakdown of points in different categories, and guidelines for how points correspond to expectations (ex: ABET, or "Poor", "Developing", "Proficient").
- Implementation Complexity: Medium, as creating a good rubric is non-trivial but once it's made, you can use it for years.

## **Use Frequent Small-Stakes Quizzes Instead of High-Stakes Exams.**

- Goal: increase frequency of student assessment and lower anxiety surrounding testing
- Justification: Not all students are equally confident/able to perform on tests despite understanding of material; frequent low-stakes quizzes gives them the chance to show mastery with less stress and gives instructors more frequent opportunities to assess student learning and make changes as needed.
- Method: Use 4-5 quizzes (generally non-cumulative) each worth 10-13% of student grades instead of 2-3 exams worth 20+%
- Implementation Complexity: Medium, as it may require more class time to implement and a restructuring of course syllabus. But you can break existing larger exams into multiple smaller ones.

## **Use the DRS Testing Center to Host Quizzes and Exams for Students with Testing Accommodations.**

- Goal: Provide students with their accommodation without creating extra work for yourself.
- Implementation: Fill out DRS testing agreement once at the start of the quarter, and send DRS any quiz/exam 24 hours in advance – they manage the rest! Student schedules the exam themselves. DRS emails you a scan of the exam after. I also have always had a lot of luck with getting DRS support by calling them--they're super helpful and fast over the phone and email.
- Implementation Complexity: Low

## **Give Students Topic/Format Options and Enable Creativity.**

- Goal: Enable students to show mastery in their format of choice, and enable them to get creative!
- Method: Enable students to pick either/both 1) topic of interest (maybe from list of course topics), 2) format of choice (ppt, poster, essay, infographic, board game, rap, comic, etc.), 3) solo or team project.
- Implementation: Project with rubric that would work for all formats (example provided in appendix).
- Implementation Complexity: Medium
- Example: [Example Open-Format and Topic Creative Project and Rubric](#) (linked in Appendix).



## Supporting Student Learning Outcomes

---

### Utilize Homework and/or Exam Wrappers.

- Goal: Support student learning by encouraging concept review and metacognition (learning how to learn).
- Method: Create assessment that has students go through and correct mistakes (high level or in detail), and if a quiz/exam ask students if they got the outcome they hoped for and if not what they might do differently to study next time
- Implementation: Require or make it a bonus assignment for 3-5 points back on assessment for incentive. Grade on completion/effort.
- Implementation Complexity: Low
- Example: [Homework and Exam Wrapper Templates](#) (linked in Appendix).

### Collect Muddiest Points.

- Goal: Get a sense of what topics/concepts students are struggling with the most to provide resources on or re-review.
- Method: Ask students at the end of the week what topic they're struggling with the most.
- Implementation: Does not have to be for a grade. Can implement with or without tech (below). Review most commonly chosen topics after results are collected by posting additional materials online or taking a moment to review in class.
  - Tech-free option: use index card for tech-free
  - Tech option: PollEverywhere for tech version
- Implementation Complexity: Low

### Diversify Example Contexts/Areas of Impact.

- Goal: show students the broad impact of ChemE and create a more inclusive environment by capturing a broad range of student interests.
- Method: Create some homework or example problems that span topics like bio, polymers, colloids, materials, medicine, industry applications, environment/sustainability, etc.
- Implementation: Help recruit faculty in those areas to get ideas for questions, or write questions for each other and swap; or get questions from faculty at other institutions.
- Implementation Complexity: Medium, as more context-specific knowledge is required, but low technical barrier.

## **Discuss the Real-World, Human Impact of Engineering (Connect Engineering to Social Context and Justice).**

- Goal: Connect course topics to human communities they impact, including those of varying identities, and teach students consider equity as part of engineering decision making.
- Method: For problems with real-world contexts, also discuss the human contexts (ex: HeLa cell acquisition, or Ozone layer depletion and how policy helped).
- Implementation: class discussions, open-ended homework questions as follow up to technical aspects, design problems ([CEE paper from my time on NU ARDEI Committee](#)).
- Implementation Complexity: Medium, as must be done with care and requires more context-specific knowledge, but low technical barrier.

# Increasing and Cultivating Equitable Course Engagement

---

## Use Live, In-Class Polling for Active Engagement.

- Goal: Encourage course participation, engagement, and thinking about course material as it's being presented.
- Method: Take a poll of student responses to a quick conceptual question (ex: "Will this increase or decrease? What assumptions can be made?"). This generally takes ~1 min. This practice can also help gauge how effectively you as the instructor are explaining things and/or how the students are grasping concepts in real time.
- Implementation: This can be implemented either with or without tech (below) and either for in-class participation points or not. You can also use a mix.
  - Tech-free: Ask students for thumbs up/down or holding up fingers to vote on options.
  - Tech: Use software like PollEverywhere, which you can track & use as bonus points (these import directly to Canvas).
- Implementation Complexity: Low (tech-free option), Medium (tech option)

## Use Think-Pair-Share for Active Learning and Engagement.

- Goal: Encourage course participation, engagement, and thinking about course material as it's being presented
- Method: Lower the barrier to asking students to answer questions in class by first having them discuss with a neighbor; increases interaction, sharing of knowledge, and confidence.
- Implementation: Ask students to first think about the answer to a relatively quick question or short problem, discuss with a neighbor, compare answers, then ask if any pair wants to share out what they discussed (less intimidating than answering alone without having talked to a neighbor).
- Implementation Complexity: Low, tech-free and low time required, can be impromptu or planned

## Manage Office Hours Effectively and Equitably.

- Goal: ensure students are receiving support equitably during office hour time.
- Justification: Sometimes office hours can be dominated by a few students or those who might be most extroverted/comfortable asking questions, but that doesn't mean others don't have questions.
- Implementation: Take a tally of how many people are stuck on each homework problem and start on the one with the highest number of votes (students can vote more than once).
- Implementation Complexity: Low

## **Solicit Mid-Quarter Feedback.**

- Goal: Get a sense of how the course is going before it is too late to make changes, and give students a sense of agency and having a say in their education.
- Method: Ask for feedback from students around the mid-point of the quarter, and share the summary of results. Indicate what if anything will change going forward (this can even be a small change, but it helps them feel heard).
- Implementation: There are tech and tech-free options.
  - Tech-free: Ask Ken Yasuhara or others from CTE to come in and spend a class collecting the feedback, but note that this takes up a class period.
  - Tech: Send out a google form (ask Dr. Prybutok for template).
- Implementation Complexity: Medium

## Appendix: Templates and Resources

---

### Homework and Exam Wrapper Templates.

#### *Homework Wrapper Template*

Due: One week after solutions are posted

For each homework assignment, you have the option of completing an associated Homework Wrapper, which can be submitted to the appropriate Gradescope assignment (e.g., “Homework 1 Wrapper”). The intent of the wrapper is to review concepts presented in homework, identify mistakes of understanding, and reinforcing learned material, without a substantial time burden on your already busy schedules.

To receive full credit, you must complete all parts of the wrapper, as well as demonstrate a thorough, thoughtful review of your work on the assignment. Completion of the Wrapper should take no more than 30 minutes and will earn you 3 points on your homework assignment. These points can be earned even if you received a perfect score on the assignment.

QUESTION 1. Identifying errors and reviewing concepts in the assignment. (3 pts)

Download the solutions to the homework assignment and compare your submitted answers to those in the homework solutions. For each problem, whether you received full credit on that problem or not, answer the following questions in the form of a table as shown below:

Question Number	Did you get the problem completely correct?  Only respond with a symbol or Y/N.	If you did not get the problem completely correct, what is the (a) corrected way of thinking, (b) change you'd need to make, and/or (c) error you'd need to fix so that you would get the question correct?  Answer <i>only</i> if you did not get the problem completely correct.	Whether you got the question correct or not, what is the key point of the problem with regards to the course concepts? What can you learn from this problem (i.e., why was this given as a homework problem)?  Answer in no more than 2 sentences.
1			
2			
3			
...			

## Exam Wrapper Template

Due: One week after solutions are posted

For each exam, you have the option of completing an associated Exam Wrapper, which can be submitted to the appropriate Gradescope assignment (e.g., “Exam 1 Wrapper”). The intent of the wrapper is to review concepts presented in homework, identify mistakes of understanding, and reinforcing learned material, without a substantial time burden on your already busy schedules.

To receive full credit, you must complete all parts of the wrapper, as well as demonstrate a thorough, thoughtful review of your work on the exam. Completion of the Wrapper should take no more than 30 minutes and will earn you 3 points on your exam. These points can be earned even if you received a perfect score on the assignment.

### QUESTION 1. Identifying errors and reviewing concepts in the assignment. (2 pts)

Download the solutions to the exam and compare your answers to those in the exam solutions. For each problem, whether you received full credit on that problem or not, answer the following questions in the form of a table as shown below:

Question Number	Did you get the problem completely correct?  Only respond with a symbol or Y/N.	If you did not get the problem completely correct, what is the (a) corrected way of thinking, (b) change you'd need to make, and/or (c) error you'd need to fix so that you would get the question correct?  Answer <i>only</i> if you did not get the problem completely correct.	Whether you got the question correct or not, what is the key point of the problem with regards to the course concepts? What can you learn from this problem (i.e., why was this given as a homework problem)?  Answer in no more than 2 sentences.
1			
2			
3			
...			

### QUESTION 2. Self-assessing study habits. (1 pt)

Answer the following questions in terms of assessing how you prepared for this exam:

- How did you study for this exam? In other words, how did you engage with the material/concepts the first time they were presented and review them?
- Did you get the outcome you hoped to on this quiz? If not, what was your outcome and how did it differ from what you hoped for?
- How might you study differently next time to prepare better (increase understanding, study more efficiently, etc.) for the exam?

## Syllabus Policy/Language for 3 Free 24-Hour Extensions.

Courses where the policy of 3-free 24-hour extensions has been successfully used:

- CHEM E 375 (Prybutok)
- CHEM E 310 (Nance)
- CHEM E 325 (Bergsman)
- CHEM E 340 (Bergsman)
- CHEM E 465 (Prybutok)
- CHEM E 480 (Prybutok)
- CHEM E 467 (Prybutok)

Notes on differences between templates:

- **Request deadline:** For 310 they are required to submit the request 24 hours before the original homework deadline, but for 465 the extension request is due the same time/day as the original homework deadline
- **Request/Extension Tracking:** For 310 they request via email and are tracked via a spreadsheet, and for 465 they submit the request to a dummy assignment in Canvas with no value to their grade
- **Team assignments:** the 310 shows example language for how to implement this for when assignments are team-based

Example: CHEM E 465 Policy (similar for 375, 480, and 467) – Prof. Alex Prybutok

### Emergency, Extenuating Circumstances, and Flexibility for Excused Late Assignments

In order to give you all some flexibility, grace, and best support you as your lives outside of class exist and continually evolve, we created the following late work policy.

Late homework will be accepted in following the cases described below.

- Case 1: You have 3 free extensions for the entire quarter. If you request one of these days you will be graded on 100% of the total points. You may not use the extension days consecutively. You must submit an assignment to the respective Homework's extension assignment on Canvas to let us know you'll be requesting an extension for that homework. The extension request is due at the same time the homework is due. Requesting an extension late will result in the use of two extensions (and if you don't have two left, an extension will not be granted). The extension will give you until noon the next day for Homeworks 1-3 and 5-6 or up to 24 hours late for Homeworks 0 and 4 and will use one of your free extension days. Note that Homeworks 0 and 4 are the only ones with a 24 hour extension as a result of the other homework assignments preceding a quiz, and thus resulting in the need to release the solutions by noon the day prior to a quiz to aid in studying. Any homework not submitted by the time the solutions are released will result in an automatic 0.
- Case 2: You have run out of your three free extension days, or prefer not to use them. In this case, late homework will be assessed at a penalty of 25% per day as detailed below. You are encouraged to turn in your homework even if it is not done by the due date or use your extensions.
  - If you submit your homework one day late (24 hours—by 10:00 pm of the day after the deadline) you will only get 75% of the total points at most.
  - If you submit your homework two days late (48 hours—by 10:00 pm of the second day after the deadline) you will only get 50% of the total points at most.
  - If you submit your homework three days late (72 hours—by 10:00 pm of the third day after the deadline) you will only get 25% of the total points at most.
  - If you submit your homework more than three days late you will get zero credit.
- Case 3: In case of an emergency, you may submit a request to turn in homework late and penalty free if you send an email to Dr. Prybutok to discuss your homework submission.



## Example: CHEM E 310 Policy – Prof. Elizabeth Nance

### Late HW Policy

Our goal with HWs is for you to learn and have the opportunity to turn in your best quality work. We aim to be as supportive and flexible as possible to do this. However, we have deadlines in place to keep the pace of the class, to be able to post solutions in a timely manner, and to be able to complete grading in a timely manner. We also want to make sure HW extensions are granted in an equitable way. You have three late day (24 h extension) credits to use during the quarter for HW assignments (this does not apply to exams). To use a late-submission credit on a team assignment, you will need agreement from all team members for submitting a team assignment after the deadline.

Excuses due to serious illness or family emergency will be handled on a case-by-case basis. Failure to raise the issue of serious illness or family emergency prior to the assignment due date will result in a zero for the assignment. This policy may be revised as needed at the discretion of the instructor.

1. Please notify Prof. Nance if you plan to use a late day and that you have late day credits available by receiving a confirmation response from Prof. Nance. These emails should go to Prof. Nance, and should cc both TA's. This is good professional/career development practice - equate it to asking for time off or negotiating project deadlines in your future job with your supervisor/boss.
2. If you have a serious illness or emergency, submit requests for HW due date extensions by **24 hours (before 9:30 am PDT Thursday mornings) before the HW deadline**. If you have an emergency that necessitates asking within that 24 hour window, please email us so we can work with you.
3. If you have not gotten an approval of a HW extension based on #1-2 above, and you turn in a HW late, you will receive a late penalty of a 20 point loss for each day the HW is late.
4. HW solutions will be posted on Mondays therefore anything turned in after solutions are posted will receive a grade of zero.
5. **Exceptions:** HW 4 and HW 8 are due the Friday before a Monday exam and will not have the opportunity to submit late assignments. HW solutions for those HWs will be posted on Friday to best help you prepare for the exam Monday. If you submit late for HW 4 or HW 8, the point penalty described in #3 will apply. Please email us if you have an emergency so we can work with you.

After HW 4, you are moving into HWs that will have a team-based component and an individual component. For the team-based component, one HW assignment is submitted per team. To request a HW extension, all team members must agree to the request and be cc'd on the email request asking for an extension. All above policies apply.

## Example Open-Format and Topic Creative Project and Rubric.

### CHEM E 467 Final Project: A Customizable Dining Experience

#### Instructions And Options

1. Make a reservation at Kitchen 467.

Decide how if you'd like to work on the project independently (Table for 1) or with a partner (Table for 2). This will affect how many items from the menu you order (aka how many topics from the course your project will cover. Working independently will require covering 3 topics. Working with a partner will require covering 5 topics in total, which you can divide up however you'd like.

2. Place your order.

Choose either 3 or 5 items from the menu, the number of which is dependent on if your reservation type. When choosing menu items, you must have at least one item from each category—appetizers, entrees, and desserts—and no more than 2 from a given category (for parties of two).

3. Tell us how you'd like your food cooked.

Choose between either rare or well-done. (Sorry, this is a weird restaurant where in between doesn't exist). This dictates the hypothetical audience your project is geared toward. Your entire order must be cooked this way. You cannot mix and match.

If you choose to have your food rare, this means you are going to present your menu items to that of lay-audience who has a high-school level of background in Chemistry, Biology, and Math (you may assume differential equations is known), but does not have any specific background in chemical or biological engineering (and thus, mass balances, etc). Thus, you'll need to provide enough background/context for that audience to understand the topic. When presenting this material, you do not have to go any deeper in level of detail than we covered in the class. But it should be understandable to a non-STEM major. This is functionally a mock teaching experience (but you won't actually be presenting).

If you choose to have your food well-done, this means you are going to present your menu items to that of a colleague who has the same level of background as somebody who has now taken this course. You don't need to define any terms/background provided by the course. You'll be taking a deep dive to explain a specific topic in *more* detail to what we learned in the course. This could entail explaining the details of how a specific cell media is created, or how a specific type of reactor (ex: jet loop reactor) works, or provide the details/process for a specific chromatography column for a specific separation process.

Essentially, when looking at the menu—for each item think about the following: describing the general principle (Table for 1) or a specific application/example (Table for 2).

4. Select a dining experience.

Decide on what format you'd like to present the menu items. You may choose to present your order in any way you please—essay (~1 page per menu item, images included), slide deck (that you won't present), poster, infographic(s), comic book, video, a series of tik toks, an album of custom-written songs, movie/play script, etc! Have fun with it!

Rubric

CATEGORY	TOTAL POINTS	SUB CATEGORY	SUB POINTS	POOR	DEVELOPING	PROFICIENT
Cover Page	4	Reservation	1	0 Missing name(s) of project completers	0.5 Missing name of partner if Table for 2	1 Name(s) clearly indicated
		Cook Level	1	0 Missing specified cook level (rare or well done) for all menu items	N/A	1 Cook level clearly indicated
		Menu Items & Dining Experience	2	0 Did not indicate menu items or dining experience (presentation format)	1 Missing some menu items and/or dining experience	2 Clearly indicates all menu items selected and dining experience
Menu Items	6	Appetizer(s)	2	0 Did not select appetizer(s) from the menu	1 If Table for 2: Did not select 2 appetizers from the menu if this is a category you chose to have 2 for	2 Selected appetizer(s) from the menu

		Entrée(s)	2	0 Did not select entrée(s) from the menu	1 If Table for 2: Did not select 2 entrée from the menu if this is a category you chose to have 2 for	2 Selected entrée(s) from the menu
		Dessert(s)	2	0 Did not select dessert(s) from the menu	1 If Table for 2: Did not select 2 desserts from the menu if this is a category you chose to have 2 for	2 Selected dessert(s) from the menu
Explanation of Content: Appetizer(s)	25	Appropriate Audience	10	0 Entirely misses the mark for necessary audience level	5 Inconsistent or unclear audience. Mostly appropriate for audience but either missing definition of some terms (rare) or did not go in-depth enough (well-done)	10 Clearly directed toward appropriate audience based on cook level
		Content	10	0 Content is inaccurate or missing significant information	5 Content is mostly accurate and mostly present or not adequately explained.	10 Content is accurate, sufficient, and well-explained.

		Visuals	5	0 No visuals provided to aid explanations	2 Visuals are poor, blurry, inadequate, or irrelevant	5 Visuals support explanation of content and are well-made and well-used.
Explanation of Content: Entrée(s)	25	Appropriate Audience	10	0 Entirely misses the mark for necessary audience level	5 Inconsistent or unclear audience. Mostly appropriate for audience but either missing definition of some terms (rare) or did not go in-depth enough (well-done)	10 Clearly directed toward appropriate audience based on cook level
		Content	10	0 Content is inaccurate or missing significant information	5 Content is mostly accurate and mostly present or not adequately explained.	10 Content is accurate, sufficient, and well-explained.
		Visuals	5	0 No visuals provided to aid explanations	2 Visuals are poor, blurry, inadequate, or irrelevant	5 Visuals support explanation of content and are well-made and well-used.

Explanation of Content: Dessert(s)	25	Appropriate Audience	10	0 Entirely misses the mark for necessary audience level	5 Inconsistent or unclear audience. Mostly appropriate for audience but either missing definition of some terms (rare) or did not go in-depth enough (well-done)	10 Clearly directed toward appropriate audience based on cook level
		Content	10	0 Content is inaccurate or missing significant information	5 Content is mostly accurate and mostly present or not adequately explained.	10 Content is accurate, sufficient, and well-explained.
		Visuals	5	0 No visuals provided to aid explanations	2 Visuals are poor, blurry, inadequate, or irrelevant	5 Visuals support explanation of content and are well-made and well-used.
Format	10	Consistency	5	0 Messy, incomplete, or inconsistent	2 Formatting is mostly consistent	5 All formatting is consistent and clean

		Quality	5	0 Carelessly made, clearly lacking effort	2 Mostly indicates effort and care, but has places where more effort could have been used.	5 Clearly has significant effort, care, and thought. Format choice is intentional, thoughtful, and supports explanations.
References	5	References	5	0 No references provided	2 References incomplete	5 At least 1 reference provided per menu item
TOTAL	100					