Dr. Priya Jha

Participation Rubric

	Exemplary (90%-100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of Class Participation	Student initiates contributions more than once each class period Student has missed no more than one or two class periods Student is always well-prepared for class, including having primary readings for day with notes	Student initiates contribution once each class period Student may have missed two-three class periods Student is always well-prepared for class, including having primary readings for day with notes	Student initiates contribution at least in half of the class periods Student has missed no more than three class periods Student is more often than not prepared for class, including readings and notes	Student does not initiate contribution & needs instructor to solicit input. Student does not attend class on a regular basis Student is often unprepared for class Student has negative attitude towards course
Quality of Comments	Comments always insightful & constructive; uses appropriate terminology Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions	Comments mostly insightful & constructive; mostly uses appropriate terminology Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks Occasionally needs encouragement or reminder from professor of focus of comment.	Student is often inattentive and needs reminder of focus of class Occasionally makes disruptive comments or is otherwise occupied with electronic devices while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc. Will use electronic devices in spite of classroom policies to the contrary

Borrowed and adapted from *The Center for Teaching Excellence*, Carnegie Mellon University (www.cmu.edu/teaching/assessment)

Class Participation Handout

This handout will help you to improve your contributions to building a constructive and mutually beneficial classroom community. For those of you interested in "the bottom-line" (i.e., the participation grade), this handout will be instructive as to how I grade you in something as subjective as participation.

- Do not feel as though you have to speak constantly to get participation points. **Listening** constitutes a large portion of what I consider good participation.

- Since the best group discussions are genuine conversations rather than a series of disconnected monologues, the single most important thing you need to do when joining a class discussion is to link what you are about to say to something that has already been said (Gerald Graff, *They Say/I Say: The Moves that Matter in Academic Writing*).

- Name the person and the idea you're responding to. (I agree with _____ when s/he said _____. Still, ...here, you can disagree on components of the point).

- If you want to change the topic, make it clear to the listeners that you are doing so. If you try to change the subject without indicating that you are doing so, your comment will come across as irrelevant rather than as thoughtful contribution (Graff).

- Because classroom conversation moves rather rapidly, limit yourself to making one point and one point only. Write down in your notebook other points you wish to raise, and when there is a break in ideas, introduce your other point.

- DO NOT ever begin or end with "Well, I might be wrong, but...". Framing your comments in uncertainty weakens your point and listeners may not take it seriously because they hear that you are unconvinced and/or don't recognize the merit of your own observations. **We will all tune out**.

Critical Analysis Handout

The term "critical analysis" is one you will hear often during your studies in college. What exactly does it mean? While individual professors may have slightly varying degrees of what we expect to hear or read when we ask you to critically analyze a text, there are several key points that we all agree upon. This handout defines and helps you to develop strategies to help you develop your critical analysis skills.

Critical analysis is based on **intellectual reasoning**, not personal opinion. In your classes, when professors ask you what you think about a particular text (opinion), we are asking you to take a position, and to demonstrate it through examples and textual evidence. You do not have to take an either/or stance, but may show the consistencies/inconsistencies of various positions. The point, ultimately, is to reach a conclusion and show how you reached that conclusion. You can (and perhaps should) play "devil's advocate", i.e., take a position which may contradict what you actually believe. Taking such a position helps you to develop counterarguments as you get ready to write formal papers.

What is Opinion in Academic Work?

Opinion in academic work does not mean personal opinion. It means the view- point or conclusion you come to after considering the evidence for or against a particular theory (analysis/explanation of events) and with reference to factual evidence or the logic structure of someone else's argument. Opinion in academic terms has to be demonstrated using evidence. The role of students is to select evidence which is appropriate and present it in such a way that any intelligent person could come to a similar conclusion (opinion). (http://www.sussex.ac.uk/langc/skills/conc-det.html)