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Rubric -- participation

To meet the learning outcomes outlined in the syllabus, attendance and active participation are imperative. Participation makes up 20% of your overall course grade – it is an important part of this course, as well as your college education and the lifelong process of figuring stuff out. Learning at its best is deeply social, where we integrate others' insights with our own experiences, and then build and clarify these ideas orally and in writing.

Each day, you will receive a ✓+, ✓, ✓-, or zero. If you miss class or arrive more than ten minutes late (without prior notification, barring emergencies), you will receive a zero for the day. Using a computer or tablet for anything other than taking notes or looking up information is not acceptable and may also result in a zero for the day. However, beyond these minimum expectations of attendance and attention, grading participation is admittedly a very subjective exercise. This rubric should make the process a bit more objective and make my expectations clearer.

Criteria	Excellent -- thanks! (✓+)	Room to improve (✓)	Needs to change (✓-)
Attendance, preparedness for class	Is present, has all of the required materials, has evidently done the required reading, and is ready to start when class does.	Brings most or all needed materials to class, has the required reading, arrives on time.	Has not completed the reading or brought required materials. Is not ready when class starts, arrives late, or is absent.
Contributions (quantitative)	Contributes on a regular basis. Leads without dominating.	Contributes a few times. Alternatively, verges on dominating discussion.	Does not speak.
Contributions (qualitative)	Provides interesting or useful ideas and questions in the form of general impressions, well-founded opinions, relevant and clarifying questions, responses to classmates' questions, or specific and thoughtful criticisms. Shows understanding of assigned readings. Uses appropriate terminology.	Provides ideas or questions that are constructive and occasionally insightful, but sometimes too general, not relevant, repetitive of what has been said, or that betray a lack of preparation. Sometimes uses appropriate terminology.	Makes comments that are off topic or uninformative, lacking in appropriate terminology. Relies on opinion and personal taste, e.g., "I love it" or "It's bad" without evidence or integration of new information. Betrays a lack of preparation.
General behavior	Demonstrates engagement: not only speaks, but also listens attentively (does not repeat what has been said) and takes notes.	Makes a bit of effort: is awake, offline, and paying attention, and occasionally jots something down.	Distracts classmates, falls asleep, surfs the internet or looks at his/her phone.

Seminars and discussion are a stretch for some students for any number of reasons; cultural conventions, personality differences, dis/advantages based on race/class/gender, etc. can shape your participation and how it is perceived. Come talk to me if you find that you are not participating at your best or that your efforts are not being recognized.