

# Paper Presentation and Discussion Rubric

BIOL 1435

Spring 2023

## Assignment

Throughout the semester students will be asked to present and lead discussions on primary articles assigned for that lecture—hereafter referred to as "discussion leaders." The number of discussion leaders per paper, and how often each student is a discussion leader over the course of the semester, will be determined by the size of the class, but every student will be assessed as a discussion leader at least once during the semester. The discussion leaders will be asked to outline the question being addressed in the paper, the main conclusions of the paper, the methodological approaches, the scientific advances as they see it, and critique any weaknesses that are perceived. They will be assessed by the instructor in how comprehensive their understanding of the papers' concepts and conclusions are, their ability to convey that information and their responses to questions regarding the paper from students in the class and the instructor. **If an emergency arises that prevents you from leading the discussion on your assigned date, notify your co-leaders and the instructor as early as possible by email.** The students leading discussion must meet with the instructor at least one lecture prior to their scheduled discussion. The purpose of this hour-long meeting is to go over the paper(s) being discussed, receive feedback on the paper presentation slides, and to discuss how to facilitate the upcoming class discussion. **The exact time of the meeting must be determined at least one week prior to the scheduled discussion; this is best done by email, which should be initiated by the future discussion leaders.**

## Grading Rubric

1. Meeting with the instructor. - 30%
  - (a) Arranging a meeting with the instructor via email at least one week prior to the assigned lecture. - 10%
  - (b) Draft presentation slides for instructor feedback. - 10%
  - (c) Draft of 10 questions about the paper(s) to help facilitate class discussion. - 10%
2. In class presentation. - 35%
  - (a) Presenting the motivation and overarching question. - 10%
  - (b) Presenting the methodological approaches. - 10%
  - (c) Presenting the main concepts and conclusions. - 10%
  - (d) Incorporating the instructor's feedback. - 5%
3. In class discussion. - 35%

- (a) Staying on topic during the class discussion. - 10%
- (b) Engaging with the entire class—i.e., not letting a handful of students monopolize the discussion. - 10%
- (c) Answering other students questions about the paper. - 15%