

## Appendix A

### Preparation and Engagement Grading Rubric

***Self-Reflection on Preparation and Engagement:*** Select the column that you think describes you best for each of the components of participation mentioned in the first column.

<b>Engagement Rubric</b> Preparation and Engagement Final Grade (10 pts) will be based on 1) whether you met the goals you set at the Week 4 Check-In, and 2) whether you incorporated all my feedback throughout the semester. Details of the grading criteria for the different check-ins can be found on pg 6-8.			
	100% pts ----- 50% pts ----- 0% pts		
Component	Excellent	Good	Needs Improvement
Preparation	I am always prepared for class. I have carefully read and understood the readings as evidenced by oral contributions in the group discussion, or through demonstrated alternative engagement. I am familiar with the main ideas, supporting evidence, and secondary points. I always come to class prepared with questions and critiques of the readings.	I am usually prepared for class. I have read and understood the readings as evidenced by oral contributions in the group discussions, or through demonstrated alternative engagement. I demonstrate a grasp of the main ideas and evidence but sometimes interpretations are questionable. I sometimes come prepared with questions.	I am rarely prepared for class. I have read the material, but comments often indicate that I didn't read or think carefully about it, or misunderstood or forgot many points. My class conduct suggests an inconsistent commitment to preparation.
Conduct	I show respect for members of the class, both in speech and manner. I never dominate discussions. I always challenge ideas respectfully and encourage and support others to do the same.	I show respect for members of the class, both in speech and manner. I sometimes dominate discussions. I participate regularly in the discussion but occasionally have difficulty accepting challenges to my ideas or maintaining a respectful attitude when challenging others' ideas.	I show little respect for the class or the process as evidenced by speech and manner (e.g. repeatedly coming late to class, playing on the phone/laptop). I regularly dominate the discussion or simply disengage from the process. When contributing, I can be argumentative or dismissive of others' ideas.

Active Listening	I always actively attend to what others say, and then build on, clarify, or respond to my classmates' comments. At least once a class, I remind the group members of comments made by someone earlier in the discussion.	I usually listen well and take steps to check comprehension by asking clarifying and probing questions and making connections to earlier comments. I respond to ideas and questions offered by others.	I do not regularly listen well, tune out or fail to truly pay attention to the discussion. I have regularly asked a question about something that was already discussed earlier. I have regularly commented about tangents/off-task activities.
Reasoning	My arguments, positions, or interpretations are reasonable and supported by evidence from the readings. At least once every other class period, I deepen the conversation by going beyond the readings or recognizing implications and extensions of the readings. At least once every other class period, I provide analyses of complex ideas that help deepen my peers' understanding and further the conversation.	My arguments, positions, or interpretations are typically reasonable and mostly supported by evidence from the readings. In general, my comments and ideas contribute to the group's understanding of the material and concepts, but rarely deepen the discussion (i.e. I do this less frequently than every other class period).	My contributions to the discussion are more often based on opinions or unclear views than on reasoned arguments or positions based on the readings. My arguments or comments are convoluted and difficult for my classmates to follow. I rarely contribute helpful comments, interpretations or analyses of the readings under discussion.
Leadership/Ownership	At least once every class period, I initiate contributions by proactively offering ideas and asking questions. At least once every class period, I take responsibility for maintaining the flow and quality of the discussion whenever needed. I provide constructive feedback and support to others. I help to redirect or refocus discussion when it becomes sidetracked or unproductive.	I initiate contributions <i>sometimes</i> by proactively offering ideas and asking questions. I take on responsibility for maintaining the flow and quality of discussion and encouraging others to participate but either it is not always effective or not regular (i.e. not every class period).	I do not initiate contributions and rarely offer ideas or ask questions. I do not play an active role in maintaining the flow of discussion. I undermine the efforts of others who are trying to facilitate discussion.

#### **Week 4 Check-In - Goal setting Prompt:**

Choose two goals for how you would like to improve your participation and engagement this semester. You can choose along any of the following dimensions: active listening, leadership/ownership, or reasoning. Think about things that are concrete enough that you can tell if you can achieve them but that push you to improve beyond what your typical participation is. Choose goals based on what is feasible your circumstance, your mental health, and the format of this class. Think about skills that you would like to develop this semester that will help you throughout the rest of college and/or later in life and use this class as an opportunity to work on developing those skills. In order to get a high participation grade in this class, you will be primarily assessed on meeting your goals, though also on the objective criteria areas above.

Goal 1:

Goal 2:

Plan for how I will achieve each goal (100-200 words):

### **Week 9 Check-In Prompt (2 pts):**

Name the two goals you chose from the beginning of the semester. Then, reflect on how well you're doing with your participation in the course and how you're doing toward each goal. What steps do you need to take to improve your participation to be on track to get the participation grade that you would like to get?

*Note: Completing an honest and thoughtful reflection will give you 2 pts on your Week 9 Check-In (out of a total of 6 pts). The rest of the 4 pts will be based on your participation from Weeks 1-9 of the semester. I will weigh the later weeks more strongly if you have improved your engagement in response to my feedback and if you're on track to meet your goals by the end of the semester.*

Goal 1:

Goal 2:

Reflection: