

Appendix A
Participation: Self-reflection and rubric

Self-reflection Part A (required): Select the column that you think you fit in for each of the components of participation mentioned in the first column.

Participation Rubric Your final participation grade will be based on your participation over all the weeks of the semester (<i>excluding excused absences and the class period when you are presenting</i>).			
	Excellent	Good	Needs Improvement
Preparation	The student is almost always prepared for class. The student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence, and secondary points. Comes to class prepared with questions and critiques of the readings.	The student is usually prepared for class. The student has read and understood the readings as evidenced by oral contributions. Demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	The student is rarely prepared for class. Student has read the material, but comments often indicate that they didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests an inconsistent commitment to preparation.
Conduct	Student shows respect for members of the class, both in speech and manner. The student does not dominate discussions.	Student shows respect for members of the class, both in speech and manner. The student does not dominate discussions.	Student shows little respect for the class or the process as evidenced by speech and manner (e.g. repeatedly coming late to class).

	Student challenges ideas respectfully and encourages and supports others to do the same.	Participates regularly in the discussion but occasionally has difficulty accepting challenges to their ideas or maintaining a respectful attitude when challenging others' ideas.	Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas.
Listening	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds the group of comments made by someone earlier that are pertinent.	Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	Does not regularly listen well as indicated by the <i>frequent</i> repetition of comments or questions presented earlier, or tangents/off-task activities.
Reasoning	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.
Leadership and	Student <i>regularly</i> initiates contributions by proactively	The student initiates contributions <i>sometimes</i> by	The student does not initiate contribution and rarely offers

engagement	<p>offering ideas and asking questions.</p> <p>The student takes responsibility for maintaining the flow and quality of the discussion whenever needed.</p> <p>Helps to redirect or refocus discussion when it becomes sidetracked or unproductive.</p> <p>Provides constructive feedback and support to others.</p>	<p>proactively offering ideas and asking questions.</p> <p>Student takes on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.</p>	<p>ideas or asks questions.</p> <p>Student does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.</p>
------------	--	--	--

Part B (required): 1) What has been working for you 2) What would you change so you could improve your engagement and participation during class discussions? (100-200 words)

This is working well...	I will improve on this