**Self-Assessment for Participation (15%)**

**What is active participation?**

Active participation is not simply the amount or number of times one talks in class, but the quality of each student’s contribution. Active participation will be assessed overall at the end of the term based on each student’s self-assessment of their contribution to class discussion and in negotiation with the professor.

**How to actively participate in class**

* Attend class regularly (i.e. as many classes as you can attend) having completed all the readings.
* Come to class prepared to discuss the readings by bringing notes and/or marked up copies of your readings.
* Connect your contributions to class discussion by referencing the readings.
* Draw class attention to the content of the readings and media objects we examine.
* Offer insight and analysis using the texts we’ve read together on the topics and objects being discussed.
* Stay focused on discussion and try to avoid looking at your phone, email, chat, web browsing, etc.
* Participate in discussion to the best of your ability in a way that fosters peer participation.

**How will your active participation be assessed?**

Using the rubric below, students will self-assess their participation in class three times in the term, at the start of term, the mid-term point and at the end of the term. Start of term and mid-term self-assessments will be reviewed by the professor with feedback on the professor’s perception of the student’s participation and their self-assessment. Feedback from the professor should be incorporated subsequently. After the final self-assessment, each student will meet with the professor to discuss their self-assessment, the professor’s feedback from the mid-term self-assessment, and final observations from the professor.

**Week 1: Setting Goals for Participation**

Reviewing the self-assessment rubric, ask yourself, which area areas of active participation I anticipate having the most difficulty accomplishing? Use these as a basis for setting goals for yourself

**Week 7: Mid-Term Participation Self-Assessment**

Using the rubric, reflect on your participation to date and answer honestly. Look back at your goals from Week 1 and see if you accomplished any of these goals, and if not, what you might be able to do to adjust. You are not being graded on your mid-term self-assessment, this is an opportunity to reflect and get feedback.

**Week 12: Final Participation Self-Assessment**

Complete the final self-assessment rubric the *Active Participation Reflection & Feedback for Final Grade Negotiation* section before meeting with the professor to discuss your self-assessment and negotiate your final grade for active participation in this class.

**Week 1: Setting Goals for Participation**

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| **Preparation for Class**  Review the self-assessment rubric and set a goal for yourself regarding your preparation for class this semester. Try to identify an area you’ve found challenging in the past, write out your goal, what challenges you anticipate facing achieving that goal, and what strategies you’ll use to try to achieve this goal. | |
| **Goal:** |  |
| **Challenge:** |  |
| **Strategy:** |  |
| **Contributing to Class Discussion**  Review the self-assessment rubric and set a goal for yourself regarding your participation in class discussion this semester. Try to identify an area you’ve found challenging in the past, write out your goal, what challenges you anticipate facing achieving that goal, and what strategies you’ll use to try to achieve this goal. | |
| **Goal:** |  |
| **Challenge:** |  |
| **Strategy:** |  |
| **Communication in Class Discussion**  Review the self-assessment rubric and set a goal for yourself regarding the way you communicate in class this semester. Try to identify an area you’ve found challenging in the past, write out your goal, what challenges you anticipate facing achieving that goal, and what strategies you’ll use to try to achieve this goal. | |
| **Goal:** |  |
| **Challenge:** |  |
| **Strategy:** |  |

**Week 7: Mid-Term Participation Self-Assessment**

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| **Preparation for Class** | | | | | |
|  | **A Range** | **B Range** | **C Range** | **D Range** | **F Range** |
| **Completing Readings** | ☐ I always attend class having completed all the readings in full. | ☐ I try to complete most of my readings before class, but find myself missing one or two sometimes. | ☐ I find it difficult to complete all the readings and end up only reading part of the text(s). | ☐ I find it difficult to complete all the readings and end up hardly completing any. | ☐ I generally am not completing my readings for this class. |
| **Preparing Notes** | ☐ I come to class with notes on the readings to help me prepare for class discussion. | ☐ I come to class with some ideas of what I’d like to talk about, but no actual notes. | ☐ I come to class hoping to be inspired by the discussion, rather than preparing beforehand. | ☐ I rarely prepare for class discussion before class, I find I can participate in discussion anyway. | ☐ I generally don’t prepare for class, since active participation is not a current priority. |
| **Attending Class** | ☐ I attend class regularly, and when I miss class I ensure I negotiate my absence with the professor in advance of my absence or soon after. | ☐ I try not to miss class, and when I do, I usually contact the professor about my absence. | ☐ I sometimes miss class, and don’t always communicate with the professor about my absence. | ☐ I have missed many classes, am often late to class, or don’t attend the full class. I’m concerned about my participation and haven’t been finding effective strategies to ensure I attend class. | ☐ I am missing many classes, am usually late to class, and often don’t attend the full class. Participating in class is not really a priority for me at the moment, or there are other things taking priority over this class. |

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| **Contribution to Class Discussion** | | | | | |
|  | **A Range** | **B Range** | **C Range** | **D Range** | **F Range** |
| **Contributing to Discussion** | ☐ I contribute regularly and meaningfully to class discussion, at least once a class, connecting my contribution to the readings. If I’m not comfortable speaking each class, I bring a prepared question to pose to the class, and might share it with a peer or the professor to read on my behalf. | ☐ I contribute often to class discussion, at least every other class, by connecting my contribution to class discussion to the readings. If I’m not comfortable speaking each class, I bring a prepared question to pose to the class, and might share it with a peer or the professor to read on my behalf. | ☐ I occasionally contribute to discussion, but don’t always connect to the course readings. I often find myself uncertain about how to participate, contribute, or respond to discussion prompts. | ☐ I infrequently contribute to class discussion, and when I do, I don’t usually connect to the readings. I usually attending class by listening. I may not have figured out how to participate in discussion in a way that feels comfortable for me yet. | ☐ I don’t usually contribute to discussion in class, and when I do, my contributions are disconnected from the class topic. I may not be thinking actively about how I contribute to discussion at this point in time. |
| **Posing Questions** | ☐ I regularly pose questions that show my interest and effort in understanding the readings and thinking through course concepts. | ☐ I usually pose questions that show effort to understand the readings and course concepts. | ☐ I sometimes pose questions that show I’m trying to understand the readings and course concepts. | ☐ I don’t often pose questions in class, and when I do, it’s often because I can’t follow discussion, I may not have completed or understood the readings. | ☐ I don’t really pose questions in class, but if I do, it’s often to ask for an explanation of something that would have been clear if I had completed my readings. |
| **Connecting to the Readings** | ☐ I draw attention in class discussion to key passages in the readings to help ground our discussion with the texts we’ve all read. | ☐ I usually reference the readings in class discussion, but don’t always point to specific passages of the text. | ☐ I sometimes reference the readings in class discussion, but don’t usually point to specific passages of the text. | ☐ I don’t really refer to the readings during class discussion, and if I do, I don’t reference specific passages of the text. | ☐ I rarely reference the readings in class discussion and I don’t ever connect to specific passages in the text. |

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| **Communication in Class Discussion** | | | | | | | | | |
|  | **A Range** | | **B Range** | | **C Range** | | **D Range** | | **F Range** |
| *I make efforts to encourage my peers to participate in discussion, by:* | | | | | | | | | |
| referring to my peers by their preferred names and pronouns in class | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| referring to their comments or contribution in class discussion to give them credit for their work in thinking through ideas | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| focusing on class discussion and not getting distracted by my phone or computer | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| offering critiques and disagreements by highlighting the analytic differences in our ideas | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| *I use respectful communication in the class, by:* | | | | | | | | | |
| making sure to use language that is respectful and to the best of my knowledge not oppressive or harmful | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| apologizing when I make a mistake and committing to working to do better next time | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| challenging people’s ideas rather than making personal attacks or challenging them as people | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| not making assumptions about where people come from, their experiences, identities, or subject positions | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |

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|  | **A Range** | **B Range** | **C Range** | **D Range** | **F Range** |
| **Total Points/Category** |  |  |  |  |  |
| **Special Considerations:** |  | | | | |
| **Professor’s Feedback:** |  | | | | |

**Week 12: Final Participation Self-Assessment**

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| **Preparation for Class** | | | | | |
|  | **A Range** | **B Range** | **C Range** | **D Range** | **F Range** |
| **Completing Readings** | ☐ I always attend class having completed all the readings in full. | ☐ I try to complete most of my readings before class, but find myself missing one or two sometimes. | ☐ I find it difficult to complete all the readings and end up only reading part of the text(s). | ☐ I find it difficult to complete all the readings and end up hardly completing any. | ☐ I generally am not completing my readings for this class. |
| **Preparing Notes** | ☐ I come to class with notes on the readings to help me prepare for class discussion. | ☐ I come to class with some ideas of what I’d like to talk about, but no actual notes. | ☐ I come to class hoping to be inspired by the discussion, rather than preparing beforehand. | ☐ I rarely prepare for class discussion before class, I find I can participate in discussion anyway. | ☐ I generally don’t prepare for class, since active participation is not a current priority. |
| **Attending Class** | ☐ I attend class regularly, and when I miss class I ensure I negotiate my absence with the professor in advance of my absence or soon after. | ☐ I try not to miss class, and when I do, I usually contact the professor about my absence. | ☐ I sometimes miss class, and don’t always communicate with the professor about my absence. | ☐ I have missed many classes, am often late to class, or don’t attend the full class. I’m concerned about my participation and haven’t been finding effective strategies to ensure I attend class. | ☐ I am missing many classes, am usually late to class, and often don’t attend the full class. Participating in class is not really a priority for me at the moment, or there are other things taking priority over this class. |

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| **Contribution to Class Discussion** | | | | | |
|  | **A Range** | **B Range** | **C Range** | **D Range** | **F Range** |
| **Contributing to Discussion** | ☐ I contribute regularly and meaningfully to class discussion, at least once a class, connecting my contribution to the readings. If I’m not comfortable speaking each class, I bring a prepared question to pose to the class, and might share it with a peer or the professor to read on my behalf. | ☐ I contribute often to class discussion, at least every other class, by connecting my contribution to class discussion to the readings. If I’m not comfortable speaking each class, I bring a prepared question to pose to the class, and might share it with a peer or the professor to read on my behalf. | ☐ I occasionally contribute to discussion, but don’t always connect to the course readings. I often find myself uncertain about how to participate, contribute, or respond to discussion prompts. | ☐ I infrequently contribute to class discussion, and when I do, I don’t usually connect to the readings. I usually attending class by listening. I may not have figured out how to participate in discussion in a way that feels comfortable for me yet. | ☐ I don’t usually contribute to discussion in class, and when I do, my contributions are disconnected from the class topic. I may not be thinking actively about how I contribute to discussion at this point in time. |
| **Posing Questions** | ☐ I regularly pose questions that show my interest and effort in understanding the readings and thinking through course concepts. | ☐ I usually pose questions that show effort to understand the readings and course concepts. | ☐ I sometimes pose questions that show I’m trying to understand the readings and course concepts. | ☐ I don’t often pose questions in class, and when I do, it’s often because I can’t follow discussion, I may not have completed or understood the readings. | ☐ I don’t really pose questions in class, but if I do, it’s often to ask for an explanation of something that would have been clear if I had completed my readings. |
| **Connecting to the Readings** | ☐ I draw attention in class discussion to key passages in the readings to help ground our discussion with the texts we’ve all read. | ☐ I usually reference the readings in class discussion, but don’t always point to specific passages of the text. | ☐ I sometimes reference the readings in class discussion, but don’t usually point to specific passages of the text. | ☐ I don’t really refer to the readings during class discussion, and if I do, I don’t reference specific passages of the text. | ☐ I rarely reference the readings in class discussion and I don’t ever connect to specific passages in the text. |

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| **Communication in Class Discussion** | | | | | | | | | |
|  | **A Range** | | **B Range** | | **C Range** | | **D Range** | | **F Range** |
| *I make efforts to encourage my peers to participate in discussion, by:* | | | | | | | | | |
| referring to my peers by their preferred names and pronouns in class | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| referring to their comments or contribution in class discussion to give them credit for their work in thinking through ideas | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| focusing on class discussion and not getting distracted by my phone or computer | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| offering critiques and disagreements by highlighting the analytic differences in our ideas | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| *I use respectful communication in the class, by:* | | | | | | | | | |
| making sure to use language that is respectful and to the best of my knowledge not oppressive or harmful | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| apologizing when I make a mistake and committing to working to do better next time | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| challenging people’s ideas rather than making personal attacks or challenging them as people | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |
| not making assumptions about where people come from, their experiences, identities, or subject positions | | ☐ Always | | ☐ Often | | ☐ Sometimes | | ☐ Rarely | ☐ Never |

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|  | **A Range** | **B Range** | **C Range** | **D Range** | **F Range** |
| **Total Points/Category** |  |  |  |  |  |

**Active Participation Reflection & Feedback for Final Grade Negotiation**

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| **Looking back at the goals you set for yourself at the start of the term, were you able to accomplish those goals? If so, what helped? If not, what are the reasons why?** |
|  |
| **Did you face any personal barriers or challenges with your active participation in this class? If so, what are some of things you wish you could have done differently? What resources or supports would have helped you overcome these barriers or challenges?** |
|  |
| **How did the process of self-assessment work for you this term? Did self-assessment change how you approach preparation for class, attendance, and participation?** |
|  |
| **Based on the outcome of your self-assessment using the rubric and your above reflections, explain what grade you would give yourself for your active participation in this class overall. You can use this space to explain how you may have improved in your participation throughout the term, and/or reflect on what you struggled with.** |
|  |

**Final Participation Grade:** \_\_\_\_\_ (to be completed by the professor)