Participation Rubric

Learning is not a passive process. Though it is possible to learn *some* economics (or any subject for that matter) by being passive, this rarely allows you to meet the goals established for the course or your personal goals. Rarely can you learn enough material to be able to retrieve and comprehend the full scope of a field of study, and almost impossible to reach higher levels of learning in which you analyze and actually use your knowledge. Perhaps more importantly, the content and skills you gain passively won’t stick with you very long. The class, then, is an enormous waste of your time and resources. In order to put yourself in a position for success in this class (also in college and life more generally), you must engage actively with the course material. Actively engaging with the material means moving beyond just sitting and listening to a lecture, reviewing notes and words printed on a page or notebook, and regurgitating random facts and definitions. It involves searching out ways to organize and synthesize the material so it makes sense and you can internalize it. This is the only way meaningful learning can take place.

My goal is to create a learning environment in which you are able to pursue the subject *actively* with intellectual openness so as to successfully meet the course goals. Of course I can only facilitate the learning—the rest is up to you. And because this meaningful learning does not take place passively, your active participation is essential. To emphasize this, 10% of your overall grade in this course will be based on active participation. The following rubric is intended to outline what active participation means from my perspective. Use this to help you reflect on where you think your efforts fall, and whether that meets your personal goals for this course.

In my grade book, I enter a 70% (C) as a baseline grade until the last week of classes. This gives everyone time to establish themselves at a particular level of active participation. Basically, I am trying to figure out if you put forth a thoughtful and conscientious effort into meeting the course goals while making sure not to undermine the ability of other students to meet the course goals. To help me focus on this question, I use the criteria contained in the rubric to adjust the scores based on my evaluation of the criteria.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Distinguished** | **Competent** | **Emerging** | **Neophyte** | **Shapeless** |
| *Attendance* | | | | |
| Almost never misses class | Rarely misses class | Rarely misses class | Occasionally misses class | Frequently misses class |
| Always on time | Always on time | Frequently on time | Occasionally on time | Rarely on time |
| Attends SI sessions\* | Attends SI sessions\* | Attends SI sessions\* | Doesn't attend SI\* | Doesn't attend SI\* |
| *Level of Engagement* | | | | |
| Always awake and alert, and on task | Almost always awake and alert, and on task | Frequently awake and alert, and on task | Occasionally awake and alert, and on task | Rarely awake and alert, and on task |
| Always actively listening by making notes in whole class/ group settings | Almost always actively participating by making notes in whole class/ group settings | Frequently actively participating by making notes in whole class/ group settings | Occasionally actively participating by making notes in whole class/group settings | Rarely actively participating by making notes in whole class/ group settings |
| Frequently asks relevant questions/ offers comments\* | Occasionally asks relevant questions/ offers comments\* | Rarely asks relevant questions/offers comments\* | Rarely asks relevant questions/offers comments\* | Almost never asks relevant questions/ offers comments\* |
| Frequently gives nonverbal feedback | Frequently gives nonverbal feedback | Occasionally gives nonverbal feedback | Occasionally gives nonverbal feedback | Rarely gives nonverbal feedback |
| *Preparation* | | | | |
| Almost always completes reading/ HW before class | Frequently completes reading/ HW before class | Occasionally completes reading/ HW before class | Rarely completes reading/HW before class | Almost never completes reading/ HW before class |
| Frequently able to offer thoughtful answers to in-class questions | Frequently able to offer thoughtful answers to in-class questions | Occasionally able to offer thoughtful answers to in-class questions | Rarely able to offer thoughtful answers to in-class questions | Almost never able to offer thoughtful answers to in-class questions |
| Almost always comes with *specific* questions to office hours\* | Almost always comes with *specific* questions to office hours\* | Frequently comes with *specific* questions to office hours\* | Occasionally comes with *specific* questions to office hours\* | Rarely comes with *specific* questions to office hours\* |
| *Interactions with others* | | | | |
| Always treats others with respect | Always treats others with respect | Always treats others with respect | Frequently treats others with respect | Occasionally treats others with respect |
| Always offers only positive feedback/ constructive criticism | Always offers only positive feedback/ constructive criticism | Almost always offers only positive feedback/ constructive criticism | Frequently offers only positive feedback/ constructive criticism | Occasionally offers only positive feedback/ constructive criticism |
| Almost always makes substantial contribution to class & group work, and doesn’t dominate | Frequently makes substantial contribution to class & group work, and doesn’t dominate | Frequently makes substantial contribution to class & group work; doesn’t dominate | Occasionally contributes without dominating, or frequently contributes but occasionally dominates | Rarely contributes but without dominating, or occasionally contributes but occasionally dominates |
| Never disrupts learning environment (no texting) | Never disrupts learning environment (no texting) | Never disrupts learning environment (no texting) | Almost never disrupts learning environment (minimal texting) | Rarely disrupts learning environment (some texting) |

Note: A (\*) denotes that these are highly recommended but I recognize that your schedules may prevent you from attending SI and/or office hours. It won’t be held against you. I also recognize that some of you may feel very uncomfortable speaking in whole class settings. This too is encouraged, but will not be held against you.