**Participation Rubric Template for GE**

**Foundations of Scientific Inquiry (FSI) Syllabi**

**Notes to Instructor:** Within Undergraduate Education Initiatives (UEI), we develop innovative and interdisciplinary educational programs for undergraduate students. Our work is driven by our foundational belief that equity, and equity-informed practices should be at the center of all learning experiences. There is not a single way to discuss or design for participation in a syllabus, as it will differ depending on the instructor, department, topic or other such factors. You can, however, structure your syllabus to clearly articulate to students what it means to participate in your course. In our efforts to strive towards advancing equity and inclusion within our learning spaces, we are here to help you create syllabi that articulate these overall goals.

With special thanks to Symone Gyles, PhD candidate in the School of Education & Information Studies, and input from the General Education Governance Committee (GEGC), the Center for Education Innovation & Learning in the Sciences (CEILS), and UCLA Writing Programs, we have designed three stylistically different participation sections for an undergraduate General Education course syllabus. These sections can be adapted to your main course syllabus, or embedded within your TAs discussion section syllabus. Although different in structure, each of these evidence-based examples strive to be transparent, student-centered, and accessible to all students, account for diversity in our student body, and clearly demonstrate to students how they will be graded on their participation. We want to note that within these participation sections we are focused on students engaging in the scientific process and acquiring skills to use this process to expand their learning and understanding around scientific inquiry. For your discipline, you may require accuracy in homework problem sets. If this is the case, we encourage you to add a separate percentage for homework problem set, and clearly state to students that these will be graded based on accuracy.

Note: We want to remind you that these rubrics are outlines for your use and encourage you to scale the sections and information as needed based on your course size, or course design (i.e. lecture and discussion section requirements).

You can click on the hyperlinks below to send you to a specific sample participation format rubric for FSI syllabi.

1. [Prose Format](#b5b0uip20iic)
2. [Table Format](#u10davkmdw2w)
3. [Bulleted Format](#1h2xz7h6bsdy)
4. [Online/Zoom Format](#s8sqjupwy8nl)
5. [References](#su9scavizexl)

**FSI Prose Format Rubric Example:**

***Class Presence and Participation***. This course will examine material that will be intellectually rigorous and challenging, both in terms of subject material and its complexity. Therefore, we encourage all students to actively engage in this course to make sure that they not only understand the material, but are able to share that knowledge during classroom discussions and in activities. Engagement is very important to the learning process of this course, and, therefore, we will be grading you on your participation. Your score will be dependent upon both your presence and participation in class. Presence and participation are comprised of the following elements: attendance, pre- and post- class preparation, engaging in class discussions and completion of assignments.

*Attendance:* In order to maximize learning time and experience, we strongly encourage students to attend each class. Your attendance in class will be taken through (insert system here), which will allow us to determine if you were physically present in class or not. As long as you are present in class, you will receive points for your attendance that day. Please check your participation score every week to make sure you are receiving credit where credit is due. If there is a discrepancy, please let us know as soon as possible. INSERT HERE YOUR SPECIFIC POLICY ABOUT EXCUSED/UNEXCUSED ABSENCES.

*Pre- and Post- Class Preparation:* Much of learning in college occurs outside of the classroom when you are following up on class discussions/material, and preparing for the next one. In order to be most successful in this class, we encourage you to set aside time for these activities to help you to be prepared to learn and get more out of class. Your score for pre- and post- class preparation will come from completing assigned readings, reflections, lab reports and/or writing assignments. All reflection questions will be evaluated on the overall thoughtfulness, reflectiveness and insightfulness of your contributions. As long as you are responding to all reflections thoughtfully, you will receive full credit. Thoughtful, reflective and insightful comments possess one or more of the following properties:

* Responds to the prompt and guidelines
* Summarizes concepts
* Analyzes different works and articulates perspectives
* Develops and evaluate arguments informed by evidence
* Locates, evaluates and uses appropriate resources
* Offers perspective that is relevant but takes an intellectual risk
* Builds on others’ comments
* May go beyond “I feel” as called for by including analysis, evidence, and/or argumentation

*Engaging in Lecture and Lab*: We know and understand that not every student is comfortable speaking out in class, but we encourage all students to speak out and participate in lecture and lab. We view engaging in classroom discussion as part of participation occurring in several different forms: answering questions, posing questions, active listening, taking notes, responding to your peers, and providing feedback. If you are uncomfortable speaking in front of large groups, these points can be earned by completing these same activities in small group settings. Please note that the thoughtfulness and insights of your contributions are more important than the frequency of your contributions. We recognize that there are a variety of participation styles and active listening styles among students that can show their participation in class. Throughout the quarter, we will work to ensure a range of different types of participation opportunities (paired and small group discussions, adding to notes/ideas on the board, posting questions or comments on the learning management system, etc.) to provide all students with the opportunity to participate in a manner that best suits them.

*Completion of Homework and Preparatory Assignments:* For this class, you will be required to complete homework and preparatory assignments in order to assist you in understanding class content, and provide you with a foundation to reflect on, and demonstrate your learning. Assignments that include quantitative analysis will be looked at for correct answers; however, for all assignments, we are looking for thoughtful, reflective and insightful answers that are the vehicle for your evolving understanding of the material. Depending on the project, thoughtfulness, reflectiveness and insightfulness can include, but is not limited to, any of the following elements:

* An attempt at a consistent argument woven throughout your assignment
* Some evidence to support your argument
* Possible solution to/for the problem
* Preliminary conclusions that can be drawn from the literature
* An attempt at a clear articulation of your opinion
* An attempt at a coherent explanation of a phenomenon

Note: We recognize and understand that some factors are out of our control and can make it difficult to focus on homework. If you are having a personal issue that affects your presence and/or participation in class, please talk with myself or a TA, so, together, we can create a plan of action that best fits you. If you are uncomfortable speaking with us, please utilize other campus resources such as CAPS or CARE (information provided below) in order to determine the best approach to ensure your success in this class. We encourage you to share your challenges with us as early as possible, as the sooner we can come up with a plan, the more options we have to support and ensure your overall academic success.

**FSI Table Format Rubric Example**:

***Class Presence and Participation***. In this course, you will be evaluated on how engaged you are with assigned readings, reflections, lab reports, writing assignments and/or course content. You are expected to participate in a way that shows your understanding of the material. Participation and engagement take on multiple forms in this class, all of which are explained in the rubric below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Strong (Full Points) | Needs Development (Half Points) | Unsatisfactory |
| Attendance (Frequency) | Student **consistently attends** classes, regularly checks participation score to ensure accuracy, and communicates with the professor and/or TA in the event of an absence | N/A | Student **does not attend** class, regularly, check participation score, or communicate with the professor and/or TA in the event of an absence |
| Pre- and Post-Class Preparation | Student is **almost always** prepared for lecture and lab with readings, reflections, lab reports and/or writing assignments completed, questions prepared and all classroom materials | Student is **sometimes** prepared for lecture and lab with readings, reflections, lab reports and/or writing assignments completed, questions prepared and all classroom materials | Student is **almost never** prepared for lecture and lab with readings, reflections, lab reports and/or writing assignments completed, questions prepared and all classroom materials |
| Engagement in Lecture and Lab | Student **proactively contributes to each lecture and lab discussion** by offering ideas, asking and answering questions, actively listening, responding to peers and providing feedback in large and/or small group settings or in online discussions that **demonstrate thoughtful and engaging ideas or critiques** | Student **sometimes contributes to lecture and lab discussion discussion** by offering ideas, asking and answering questions, actively listening, responding to peers and providing feedback in large and/or small group settings or in online discussions, but these **comments may not indicate thoughtful or engaging ideas or critiques** | Student **rarely contributes to lecture and lab discussion discussion** by not offering ideas, asking and answering questions, actively listening, responding to peers and providing feedback in large and/or small group settings or in online discussions, and **provides little to no thoughtful or engaging ideas or critiques** |
| Completion of Homework and Preparatory Assignments | Student **completes all assignments with thoughtful engagement** of quantitative data, and demonstrates **critical thinking and evidence-based decision making and analysis** | Student **completes most assignments with thoughtful engagement** of quantitative data and **sometimes demonstrates critical thinking and evidence-based decision making and analysi**s | Student **does not complete all assignments,** and/or completes assignments with **little to no thoughtful engagement** of quantitative data, and/or demonstration of critical thinking and evidence-based decision making and analysis |

Please note that on the rubric, thoughtfulness and engagement of contributions is weighed more than frequency of contributions. Even if your answer is not correct, we are always striving for you to articulate your understanding in a way that demonstrates learning-in-process.

Further, we recognize and understand that some factors are out of our control and can make it difficult to focus on homework. If you are having a personal issue that affects your presence and/or participation in class, please talk with myself or a TA, so, together, we can create a plan of action that best fits you. If you are uncomfortable speaking with us, please utilize other campus resources such as CAPS or CARE (information provided below) in order to determine the best approach to ensure your success in this class. We encourage you to share your challenges with us as early as possible, as the sooner we can come up with a plan, the more options we have to support and ensure your overall academic success.

**FSI Bulleted Format Rubric Example**: (Does not include attendance as part of participation)

Within science inquiry, collaboration is essential for discovery and learning. In this class, we will engage in collaborative approaches to learning to create an atmosphere that encourages us all to understand and articulate subject material in a manner that promotes transformative learning. Further, collaborative learning also creates a space where we all have the responsibility of, and contribute to, the learning process. In order to engage in this work, it requires preparation before lecture and lab, active engagement during lecture and lab and review after lecture and lab. Your “participation” grade will be based on an assessment of your engagement during class, evidence of preparation before class, and evidence of review after lecture and lab, as described below:

Preparation before lecture and lab includes:

* Read all assigned materials
* Take notes from readings on the following items:
  + Key ideas (Purpose of the research, central arguments, main findings, evidence presented, conclusions drawn etc.)
  + Questions you have about the ideas presented in the reading (unfamiliar concepts, unclear arguments or ideas)
  + Connections to other research articles
* Complete any reading reflections assigned, making sure to, as relevant:
  + Locate, evaluate and use appropriate resource to analyze data
  + Try out a variety of quantitative data to illustrate your analysis and how it contributes to problem solving
  + Utilize critical thinking skills via evidence-based decision making and analysis from multiple fields/texts
  + Offer perspective that is relevant but takes an intellectual risk
  + Build on others’ comments
  + May go beyond “I feel” as called for by including analysis, evidence, and/or argumentation
* Complete any required lab reports
* Be ready to discuss the assigned material in detail
* Seek help from myself or a TA as needed

Active engagement during lecture and lab includes:

* Thoughtful and relevant contributions to class discussions, particularly contributions that are clearly grounded in the assigned course material
* Practice active listening by paying attention, avoiding distractions such as your phone, email or other assignments and being prepared to ask and/or answer questions
* Thoughtful, reflective and insightful participation and responses during exercises and activities, paired and small group discussions or written responses to a posed question

Reflection after lecture and lab includes:

* Review notes
* Seek help from myself or a TA as needed

I recognize that there are a variety of participation styles and active listening styles among students that can show their participation in class. Throughout the quarter, I will work to ensure a range of different types of participation opportunities (paired and small group discussions, adding to notes/ideas on the board, posting questions or comments on the learning management system, etc.) will be used to ensure that everyone has the opportunity to participate in a manner that best suits them. I do want to acknowledge, however, that discussion is an integral part of studying (insert subject here), and I encourage all students to use their voice and create space for their opinions during classroom discussions. Please visit my office hours if you have any concerns about participation.

**Online/Zoom Format Rubric Example**

Participation comes in many forms, especially as we consider online learning environments. In this online classroom space, we view participation as dynamic and based on the context of the individual learner. There are, however, expectations for participation in the Zoom environment that we strive to cooperatively create with students to work towards your success in this class. The following are guidelines for participation in Zoom:

|  |  |
| --- | --- |
| **Expectation** | **What does an “A” look like for this expectation?** |
| Attendance and Punctuality | Student a**ttends each class, logs on on time and remains in class** for the duration of the session. When a student will be late or absent, they communicate this in advance to the faculty member and/or TA. INSERT HERE YOUR SPECIFIC POLICY ABOUT EXCUSED/UNEXCUSED ABSENCES. |
| Pre- and Post-Class Preparation | Student **completes all reading, reflections, lab reports and/or writing assignments with thoughtful, reflective and insightful comments** that have one or more of the following properties:   * Attempt to analyze different works and articulate perspectives * Develop and evaluate arguments informed by evidence * Locate, evaluate and use appropriate resources * Offer a relevant perspective that takes an intellectual risk * Build on others’ comments * Go beyond “I feel,” by including analysis, evidence, and/or argumentation |
| Engagement in Class | Student **is encouraged** to have their camera on during class in order to create a welcoming and collaborative environment. We do understand, however, that this is not always possible, and encourage you to speak with us if you are unable to do so.  Students are also **expected to participate** in class whether that be **verbally by unmuting, or using the chat feature**, to offer ideas, answer questions to clarify and develop an understanding, make connections or respectfully challenge the view of the professor, TA or fellow student. Students are also expected to actively listen when the faculty member, TA or a fellow classmate is talking as we engage in learning together. |
| Completion of Homework and Preparatory Assignments | Student **completes all assignments** with thoughtful engagement of quantitative data, and demonstrates critical thinking and clear, evidence-based decision making and analysis |

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