

## Course Participation

*Participating in a course involves engaging oneself and others with the material and concepts presented in or learned through the course. One can participate in the classroom (for example, by attending lecture, participating in discussion and coming prepared with questions) and outside the classroom (for example, by organizing discussion groups, reviewing the work of your peers and taking detailed notes on the readings).*

**Assignment:** Twice this term (see course outline for due dates) you will be required to submit a 2 page (12pt, Times font, 1" margins) essay which answers the following two questions: (1) In what ways have I participated in this course? (2) How has my participation contributed to (or detracted from) my progress towards the learning objectives identified in the syllabus.

With respect to your answer to (1) you must provide a *justification* for why the modes of participation you identify ought to be considered valid modes of participation in the course, and provide *evidence* that you have actually participated in that way (evidence could be a photocopy of your notes, or a summary of the questions you asked in class and what answer was given). The provided evidence does not count against your page limit (but you should not include more than 3 pages worth of evidence).

	<b>0 - Unacceptable</b>	<b>1- Poor</b>	<b>2 - Adequate</b>	<b>3- Good</b>
Modes of Participation	No modes of participation are indicated (or all modes indicated are not acceptable modes of participation in this a course)	There is at least one valid mode of participation. The offered modes indicate that the student minimally participated in the course. None of the indicated modes go beyond the minimum expectations outlined in the course syllabus.	All modes presented are valid and the sum of presented modes show that the student was actively engaged with the course throughout the term. At least one mode goes beyond minimum expectations.	The sum of the presented modes show that the student has actively engaged with the course in a variety of distinct ways, several of which go beyond the minimum expectations of the course
Reflection	The paper does not engage in any (relevant) reflection on the student's course participation.	The paper identifies how at least one mode of participation supports or detracts from some of the learning objectives. It is barely suggestive of how the student views their progress towards achieving the objectives. There is much room for improvement.	The paper identifies how each mode of participation supports or detracts from some of the learning objectives, and is suggestive of how the student views their progress towards achieving the objectives. There is some room for improvement.	The paper identifies how each identified mode of participation supports or detracts from each learning objectives, and makes clear how the student views their own progress towards achieving the course objectives.
Writing	The writing is barely comprehensible, the purpose of sentences and paragraphs is opaque and the paper isn't organized at all.	The writing suffers from one or more of the following: most of the writing is unclear, unnecessarily wordy or convoluted. The purpose of sentences, paragraphs and/or the paper as a whole is unclear. The paper is disorganized (and so difficult to follow).	Most of the writing is clear, concise and precise but there is room for improvement. The purpose of sentences, paragraphs and the paper is usually clear, but there are some parts that are not clear (or their purpose is unclear). Organization could be improved, but the paper is generally well organized.	Writing is clear, concise and precise. The purpose of sentences, paragraphs and the paper as a whole are clear. The paper is well organized.
Evidence & Justification	No (or only irrelevant) evidence is provided to support any of the indicated modes of participation and/or no reasons are given for why the indicated modes constitute participation in the course.	The evidence provided barely supports the modes of participation (but is relevant). The reasons provided for each mode counting as participating in the course are unclear, or irrelevant (but reasons are provided).	The evidence provided mostly supports the modes of participation. Adequate reasons are given to justify counting each indicated mode of participation as engagement in or with the course.	The evidence provided clearly supports the asserted modes of participation. The reasons for participating in the indicated ways clearly support the claim that the indicated modes constitute participation in or with the course.