

Participation is graded on a scale from 0 (lowest) through 4.0 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. We expect the average level of participation to satisfy the criteria for a 3.5.* Partway through the course we'll ask you to evaluate your own participation in class and will let you know how we would evaluate you at that time.

Grade	Criteria
0	<ul style="list-style-type: none"> <input type="checkbox"/> Absent.
2.0	<ul style="list-style-type: none"> <input type="checkbox"/> Tries to respond when called on but does not offer much. <input type="checkbox"/> Demonstrates very infrequent involvement in discussion. <input type="checkbox"/> Or: Demonstrates negative energy via hostile or bored body language.
3.0	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. <input type="checkbox"/> Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). <input type="checkbox"/> Does not offer to contribute to discussion, but contributes to a moderate degree when called on. <input type="checkbox"/> Demonstrates sporadic involvement.
3.5	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. <input type="checkbox"/> Offers interpretations and analysis of case material (more than just facts) to class. <input type="checkbox"/> Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. <input type="checkbox"/> Demonstrates consistent ongoing involvement.
4.0	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates excellent preparation: has analyzed day's readings exceptionally well, relating them to previous readings and other material (e.g., readings, course material, discussions, experiences, etc.). <input type="checkbox"/> Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. <input type="checkbox"/> Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. <input type="checkbox"/> Ideas offered are usually substantive, provide one or more major insights as well as direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

* These criteria for evaluating class participation were developed by *Martha L. Maznevski, Assistant Professor, McIntire School of Commerce.*