

In-Class Discussion Assignment (Adapted from 5100:300 Syllabus Fall 2009)

The in-class discussion is designed to discuss the readings and videos, as well as expand on the dialog and ideas expressed on the online discussion. In addition, current events, questions, and other related topics and issues will be discussed. Such discussions are an opportunity for all participants to engage in collaborative inquiries into divergent perspectives concerning the key issues addressed in required readings. By undertaking such collaborative inquiries, teacher candidates learn to analyze, synthesize, and evaluate information and knowledge concerning the pursuit of equity and excellence in education.

In order to have a successful discussion, prior to class, students are required to have read and viewed assigned articles, presentations and videos, taking notes of the key issues and perspectives, formulate and pose original questions for discussion, as well as fully participate in the discussion in an attentive and collegial manner.

Student groups will take turn leading the discussion. Participation will be assessed during class by the instructor. The total score for participation is a percentage of the final score for the class.

In-Class Participation Rubric

Knowledge/Skills	7-10 points	4-6 points	1-3 points
Academic Skills— Reading/Video Comprehension	Has a comprehensive and in-depth understanding of the assigned materials. Is able to pose good questions and contribute to class discussion.	Has a general understanding of the assigned materials. However, does not have the ability to discuss key issues or post good questions. Limited contribution to the class discussion.	Limited understanding of assigned materials.
Communication Skills	Makes engaged effort to participate in discussion. Explains her/his reflection on the issues while being an active listener. Facilitates discussion.	The teacher candidate participates in seminar discussion by summarizing the key perspectives addressed in the required readings. However, the candidate does not show engaged efforts to facilitate the interactive discussion.	The teacher candidate does not actively participate in the discussion.
Critical Thinking Skills	The teacher candidate can analyze an argument and explain its strengths and weaknesses. Also, the teacher candidate is able to identify and articulate needed evidence or reasoning for improving the argument under discussion.	Makes a distinction between assumption and argument. However, shows limited ability to evaluate arguments under consideration.	Unable to make distinction between assumption and argument. Does not show engaged efforts to evaluate arguments under consideration.
Professionalism	Punctual when attending class. Shows commitment to conducting self-directed learning and facilitating collaborative learning.	Punctual when attending class. The candidate shows limited commitment to conducting self-directed learning and facilitating collaborative learning.	Absent or late for attending the class. Does not show commitment to conducting self-directed learning and facilitating collaborative learning