

## **Class Seminars**

Each week students will be chosen to lead group seminars (the order will be chosen in Weeks 1 and 2; groups will have 5 students). The students are required to read and engage with the assigned texts and material, and facilitate discussion with their classmates in a collegial fashion. Students will be required to do one (1) seminar for the term.

### **ILO:**

- Use processes of communication to inquire about and consider ideas – their own and those discovered through research.
- Collaborate with peers and provide, incorporate, and reflect on feedback.

### **What am I looking for?**

- Research
  - Quality (e.g. use of varied sources, evaluated and validated sources, accurate information)
  - Inclusion of course content and readings, and other sources
- Content of Presentation
  - Used the research in the presentation; information is complete and helpful, made connections, inferences, drew conclusions, noted convergence and divergence among resources)
- Useful Slides
  - Coherent, logical progression, well organized, include main points not details, “tell a story”
- Communication Clarity
  - Explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, doesn’t use jargon, demonstrates knowledge of key points, responds well to questions
- Communication Style
  - Speaks clearly and enunciates, fluent delivery, well-paced, maintains eye contact, fits time requirement, demonstrates that the presentation was practiced in advance.
- Group self-evaluation
  - Key understanding of the collective group presentation (i.e. shared roles in developing and delivering the presentation), and the individual’s role within it.

ARTS 130 (Fall 2018) Class Seminar

*Rubric adapted from Eberly Center for Teaching Excellence, Carnegie Mellon University*

	<b>Requirement</b>	<b>90-100</b>	<b>80-89</b>	<b>70-79</b>	<b>60-69</b>	<b>50-59</b>	<b>&lt;49</b>
<b>Research</b>	<p><i>Quality (e.g. use of varied sources, evaluated and validated sources, accurate information).</i></p> <p><i>Inclusion of course content and readings, and other sources.</i></p>	<p>Research is thorough, concise, and demonstrates the use of academic and scholarly sources.</p>	<p>Used most of the research, and the vast majority of citations are accurate. Most sources are academic and scholarly.</p>	<p>Used most sources, but information was not used adequately. Some of the sources are academic and scholarly.</p>	<p>Minimal use of course content, with no added research beyond course required materials.</p>	<p>Insufficient number of academic sources. No use of academic or scholarly sources.</p>	<p>No extra research, and did not utilize all the required course readings. Did not cite or provide accurate and/or academic information.</p>
<b>Content of Presentation</b>	<p><i>Used the research in the presentation; information is complete and helpful, made connections, inferences, drew conclusions, noted convergence and divergence among resources).</i></p>	<p>Research connects to topic with current and past events with significant historical impact and attention to contemporary issues.</p>	<p>The information was helpful; students learned (through the use of polling); however, more content could have been provided.</p>	<p>Info used was good, mostly clear and complete, conclusions drawn were at times clear and accurate.</p>	<p>Some information was unclear, or irrelevant to the week's topic. Did not have enough historical significance.</p>	<p>Provided information, but did not add to learning beyond what was provided in the syllabus; conclusions drawn are not clear.</p>	<p>Students learn nothing from presentation (shown through polling) and group presenting provided no new information beyond what was learned in class or provided in the designated readings.</p>

<b>Useful Slides</b>	<i>Coherent, logical progression, well organized, include main points not details, "tell a story."</i>	Easy to follow; ideas are clearly outlined and precise; and includes visual artifacts (photos and videos) with appropriate citations.	Slides are concise, and presentation flows well; includes all main points and is concise and succinct.	Slides were somewhat well used, either too much text or not enough.	Transition of topics are difficult to understand, slides are disorganized.	Slides are disorganized and incoherent.	No slides, poorly developed, and looks rushed.
<b>Communication Clarity</b>	<i>Explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, doesn't use jargon, demonstrates knowledge of key points, and responds well to questions.</i>	Has a unique and clear introduction; lecture and discussion enhances and complements information on slides, but does not duplicate.	Presentation is very clear, slides are done well, and all questions are answered clearly.	Presentation is clear, ideas are explained accurately, and speaker is knowledgeable to answer any questions.	Barely interacted with slides, no clear introduction and very little transition; little knowledge to demonstrate; did not answer class questions.	Ideas not articulated clearly; slides are integrated randomly; knowledge on subject is basic; unable to answer questions.	No engagements with class, no proper transitions, insignificant feedback.
<b>Communication Style</b>	<i>Speaks clearly and enunciates, fluent delivery, well-paced, maintains eye contact, fits time requirement, demonstrates</i>	Maintain eye contact; presentation completed within the 30-45 time limit; speech was	Speakers are clear and enunciate words; kept steady pace while maintaining	Well-spoken and somewhat well-paced; very little reference to presentation or slides.	Hesitant to make eye contact; speaks too quickly or too slowly.	Speakers are unclear in terms of volume or clarity of voice; no fluidity in	Students info is inaccessible due to unclear communication; issues with delivery and transitions;

	<i>that the presentation was practiced in advance.</i>	clear; was able to navigate in and out of slide content seamlessly without going off topic; proper eye contact when questioned; displayed confident presentation style.	eye contact; demonstrated strong degree of practice; did not recite, and provided information in plain English.			passing sections from one group member to another; presentation not proofread or practices; little to no body language.	inability to do time limits; no proper use of language to educate and teach; no or inappropriate body language.
<b>Group Self-Evaluation</b>	<i>Key understanding of the collective group presentation (i.e. shared roles in developing and delivering the presentation), and the individual's role within it.</i>	Each member contributed to each part of presentation and knowledgeable to each part and has own individual ideas; groups went above and beyond; displayed they did work outside class.	Individuals of group understanding and roles was at high level, and gave what they had to do well; helped others with their sections.	Most students had idea on topic, while one or two were unclear; very little communication between members.	Individuals understanding of roles and other group member participation was unclear; particular section did not flow as well as rest of group.	Individuals made little to no attempt and did not take on role; had very little understanding of how group presentation should go.	Group is unable to collaborate; no connection between group members; all group members were not present.