**UK 300-003 University Course: Leadership and Service Learning for #IAMAWomanInSTEM Initiative**

2 credit hours; Class Meeting Times: *TBA*  
Spring 2016

| Co-Facilitators                                                                 | Randolph Hollingsworth, Ph.D. (Assistant Provost, Division of Undergraduate Edu) – *main contact*  
|                                                                                | Ellen Crocker, Ph.D. (Postdoctoral Scholar, Forestry, College of Agriculture, Food & Environment)  
|                                                                                | Kate Eddens, Ph.D. (Assistant Professor, Health Behavior, College of Public Health)  
|                                                                                | Margaret Mohr-Schroeder, Ph.D. (Associate Professor, STEM Ed, College of Education)  
|                                                                                | Madushi Raththagala, Ph.D. (Scientist II, Molecular and Cellular Biochemistry, College of Medicine)  
|                                                                                | Brittany Rice (Graduate Research Assistant, Bridge to Biomedical Doctorate Scholar, College of Medicine)  
|                                                                                | Thushani Rodrigo-Peiris, Ph.D. (Research Analyst, Microbiology & Immunology, College of Medicine) |

| Hollingsworth's Office Location | 230G McVey Building |
| Hollingsworth's Phone Number   | 859 257-0047 (office)  
|                                | 859 257-3027 (Administrative Assistant) |
| Email                          | dolph@uky.edu |
| Office Hours                   | During regular business hours Monday-Friday, or by appointment. |
| Technological Requirements     | Students will need access to a computer or smartphone/mobile device with internet connection |
| Technological Assistance       | Contact the UKIT Service Desk online at http://www.uky.edu/ukat/help/support or call 24x7 859-218-HELP (859-218-4357) or email 218HELP@uky.edu. |
| Response Time from Lead Facilitator | You can anticipate responses to inquiries within twenty-four hours during regular business days, responses during weekends may be delayed |
| Library Services               | http://libguides.uky.edu LibGuides by Topic; http://libraries.uky.edu/Help Ask Us |
| Presentation U! Tutorials, Workshops | Presentation U! can help students with writing, public speaking, and visual communication http://www.uky.edu/UGE/pres-u-for-students |
| Media Depot                    | A student digital media space that provides access to recording equipment, editing stations and technical support for development of media projects - http://www.uky.edu/ukat/mediadepot |
| Course Methodology             | This class will be a combination of 8 one-hour in-class discussions led by the course co-facilitators and guest speakers (times TBA, bi-weekly), presentations of research activities and final projects by the #IAMAWomanInSTEM student ambassadors (online) and group work outside of class (equating to approximately 24 hours – for a total of 32 academic contact hours for the semester). |
| Attendance Expectations        | There should be no absences in this class, given the infrequency of our meetings – and that in-class meetings will be arranged to fit the schedules of all the participants. |
| Resolution of Complaints       | Students should first contact the Lead Facilitator to resolve any issues. If the issue is left unresolved or if a student is unsure the complaint has been addressed fully, they should contact the University’s Academic Ombud for assistance (http://www.uky.edu/Ombud). Complaints about UK courses, if not fully addressed by the instructor, should be resolved by the Dean of Undergraduate Studies. Contact the Division of Undergraduate Education at 857-257-3027. |
I. Course Description

This course is designed to support the academic leadership role of the #IAmAWomanInSTEM student ambassadors who will explore issues regarding the under-representation of various population groups in STEM fields (Science, Technology, Engineering, Mathematics) with particular emphasis on under-representation of women in STEM. Since the need for STEM-related skills stretches across the entire job market, this course will also emphasize the need for STEM competencies that are increasingly relevant in every field.

Students will be expected to research and discuss some of the reasons for and negative effects of the lack of diversity in STEM-related careers. As leaders in the University community, they will learn about the techniques for creating engaging, educational materials for ameliorating this situation and will engage in relevant service learning activities. Service-learning engages the student in enhancing the common good through the application of learning to service. Students will have opportunities to engage with University and community members in solving authentic community-identified problems associated with gender in STEM-related careers, and to reflect on these experiences with peers and the course co-facilitators. Students’ responsibilities for their projects will vary and are dependent on their level of experience and academic background. These are determined during the group meetings for building the IAmAWomanInSTEM educational materials.

In addition to project-based learning and service experiences in building the IAmAWomanInSTEM materials, the course includes planned individual reflections and group discussions. Reflections will be submitted in a digital format. Discussion may occur in a face-to-face or digital format. The course is based on adult-based learning principles, so we will assume students can be self-directed, internally motivated to come to the learning experience prepared and curious about how to solve problems best, including managing their own time and how best to work with others. This way the time in our in-class sessions will primarily spend time on discussions and hands-on activities – rather than lectures. We will also rely on students’ innovative uses of technologies for digital learning. The culminating product is the development of the IAmAWomanInSTEM website, print materials and social media campaigns.

II. Course Learning Targets

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, and field-based experiences within local, regional, and/or international communities. By the end of this course, students will have gained the following Core Course Learning Target/Outcomes.

By the end of this class, students will...

1. demonstrate knowledge and application of theory and models of multimodal communication needed to reach different audiences in STEM-related communities.
2. express student leadership characteristics by addressing difficult problems inherent to
gender discrimination, stereotype threat and overt misogyny in STEM fields, locally and
globally.
3. gain new knowledge on research and trends in diverse STEM fields from scholarly
literature as well as in the field with their IAmAWomanInSTEM mentors.
4. articulate effectively to a general audience the different kinds of approaches to scientific
inquiry, experimentation methods, data analysis and scientific communication in
various STEM-related disciplines and careers – and why it is important to have
diversity not only in the disciplines addressing a real world issue but also in the gender
representations of those who are addressing and solving that issue.
5. recognize their own cultural and personal perspectives, abilities, and limitations which
influence their successful engagement in intercultural encounters when addressing the
different motivations for accomplishing a STEM degree goal.
6. demonstrate an awareness of the diversity of STEM academic and career paths, what it
takes to be successful and how to pursue an academic and career path in STEM
successfully in a local or global context.

NOTE: Given the highly collaborative nature of this course, this syllabus might be adjusted
after consultation with students.

III. Course Components

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>Pre-Activity Reflective Essay</td>
<td>Prior to beginning the service-learning experience, students will complete a Pre-Service-Learning Reflective Essay.</td>
</tr>
<tr>
<td>Group Project for the IAmAWomanInSTEM website and/or print materials (30%)</td>
<td>Students will participate in a research-based field experience on a schedule determined jointly by the students and their assigned IAmAWomanInSTEM mentors. The hours and days spent on the service project are arranged by the students and their mentors. Students can expect to work approximately 2 hours per week in planning the project, researching additional information and implementing on-site visits with their mentors, discussing what has been learned, and development of digital materials (either for a social media campaign using the #IAmAWomanInSTEM hashtag or for upload to the IAmAWomanInSTEM.org website).</td>
</tr>
<tr>
<td>Reflective Essays (25%)</td>
<td>Students will respond to a series of prompts which elicit individual reflections in advance of in-class meetings with the co-facilitators. These reflections will assist students in identifying key cultural differences in STEM-related careers and higher education disciplines while encouraging them to 1) step outside their comfort zone to 2) understand the importance of seemingly insignificant daily events within a cultural context, and 3) highlight the relationship between local, regional, or international issues and those faced by the student as a woman in a STEM-related major or minor at UK.</td>
</tr>
</tbody>
</table>
**Participation in In-Class Meetings (25%)**
Group discussions facilitate the growth of new knowledge about women in STEM-related careers as well as to encourage student reflection about the implications of their service-learning experience in launching and building out the IAmAWomanInSTEM initiative. The discussions may take multiple forms including visits to local businesses, organizations or University laboratories. Discussion topics will vary depending on the co-facilitator’s own background in STEM and expectations for student interaction.

**Mentor Evaluation of Group Project (10%)**
Each student ambassador’s mentor will complete an evaluation providing feedback regarding the student’s contribution to the IAmAWomanInSTEM initiative. The evaluation will highlight goals achieved, evidence of leadership and professionalism, and identify successful completion of individual contributions to the group project.

**Portfolio With Final Reflective Essay (5%)**
The portfolio is a compilation of all the products produced during the course including a final reflective essay. The portfolio documents the experience in an integrated and comprehensive product and format which can be used to provide a representation of the service-learning experience.

### IV. Evaluation:

**Pre and Final Reflective Essays (5% Pre and 5% Final)**
Students will complete a pre and post reflective essay which provides an opportunity to compare and contrast behaviors and dispositions before and after the service-learning experience. These are included in the comprehensive portfolio completed at the end of the experience.

**Group Project (shared grade, 30%) and Mentor Evaluation (10%)**
Each project will be scored by the course co-facilitators as Excellent (28-30%), Good (25-27%), Satisfactory (23-24%), Poor (20-22%) or Very Poor (19% and below). Scores will be based on quality of the digital production, lack of jargon-laced narrative (so to reach a general audience), clarity in the message to enhance motivation to succeed in STEM-related academic goals, and complexity of the argument/thesis regarding the role of gender in STEM-related fields.

**In-Class Discussion (25%)**
Students will participate in an in-class session once every two weeks. Participation is required. Discussion topics will vary depending on program length.

**Reflective Essays (25%)**
On alternating weeks with the discussion, students will respond to a journal prompt question. Entries are expected to be completed during the week assigned and are due prior to the in-class session the following week. These journal entries will be open for all the co-facilitators to see in the Canvas course, but only the author of an entry will decide if the content will be re-used in an open setting, e.g., via a social media campaign or on the IAmAWomanInSTEM website.

**Grading Scale**

- 90%-100% = A; 80%-89% = B; 70%-79% = C; 60%-69% = D; below 60% = E
**Course Materials/Resources:** The #IAmAWomanInSTEM initiative originated during a discussion with UK faculty, staff and students about the #distractinglysexy social media campaign in 2015 ([https://twitter.com/hashtag/distractinglysexy](https://twitter.com/hashtag/distractinglysexy)) launched by Rhiannon Lucy Cosslett ([http://chronicle.com/article/Sexism-Fighter-Rhiannon-Lucy/234587](http://chronicle.com/article/Sexism-Fighter-Rhiannon-Lucy/234587)). The emphasis here is to offer a constructive and supportive space for women to showcase their important contributions to STEM-related academic and professional work. There are many models of this kind of digital space. We will want to examine these existing initiatives and explore ways that will work best for us here in Kentucky.

**Websites to Explore**
IAMAWomanInSTEM: [http://www.iamawomaninstem.org](http://www.iamawomaninstem.org)
Sit With Me: [http://sitwithme.org](http://sitwithme.org)
Geek Girl Rising: [http://geekgirlrising.com](http://geekgirlrising.com)
Grace Hopper Celebration: [http://ghc.anitaborg.org](http://ghc.anitaborg.org)
NCWIT Aspirations in Computing: [https://www.aspirations.org/](https://www.aspirations.org/)
MentorNet (a division of Great Minds in STEM): [http://www.mentornet.net/?googlead2](http://www.mentornet.net/?googlead2)
IBP Pathways to Science: [http://www.pathwaystoscience.org](http://www.pathwaystoscience.org)
Other AAAS-related initiatives regarding volunteers (at local levels) - see the many websites listed at: [http://www.aaas.org/senior-scientists-and-engineers/us-volunteer-programs](http://www.aaas.org/senior-scientists-and-engineers/us-volunteer-programs)
Million Women Mentors: [https://www.millionwomenmentors.org](https://www.millionwomenmentors.org)

**Twitter and Instagram accounts to follow**
[https://twitter.com/IamaWomanInSTEM](https://twitter.com/IamaWomanInSTEM)
[https://www.instagram.com/iamawomaninstem/](https://www.instagram.com/iamawomaninstem/)

**Twitter hashtags to follow/contribute to**
#IAmAWomanInSTEM
#WomeninScience

**Other resources**
Wikigender: [http://www.wikigender.org](http://www.wikigender.org)
V. Course Materials

Co-facilitators will post required reading in the Canvas course shell as part of the prompt for the reflective essays. Additional required readings may be added as the course progresses at the discretion of the co-facilitators.

VI. Submission of Assignments

All assignments must be submitted via Canvas during the week they are due and before the In-Class Session the following week. Incomplete or “I” grades are assigned in accordance with university regulations. Students must notify the instructor when a grade of “I” is desired. Upon notification, a contract between the student and instructor will be developed for completion of the course.

Tentative Course Schedule for In-Class Meetings

Gender, Stereotyping and STEM – What’s this all about?

Margaret J. Mohr-Schroeder, Ph.D. (Associate Professor of STEM Education, and Secondary Mathematics Program Co-Chair, UK College of Education)

- **Women in science**
  Questions for reflection essay:
  - After interviewing your mentor and/or another woman in STEM, write a 500-word essay based on the questions we develop as a class together.
  
  **Resources:**
  - [http://www.nytimes.com/2013/10/06/magazine/why-are-there-still-so-few-women-in-science.html?_r=0](http://www.nytimes.com/2013/10/06/magazine/why-are-there-still-so-few-women-in-science.html?_r=0)

Ellen Crocker, Ph.D. (Postdoctoral Scholar, Forest Health Research and Education Center, UK College of Agriculture, Food and Environment)

- **Feeling like a fraud? Imposter syndrome and the confidence gap**
  Highly successful women, and especially women of color, frequently lack confidence compared to their male colleagues, feeling like imposters despite being very successful.
  Questions for reflection essay (choose any subset):
  - Does this “confidence gap” sound familiar to you or have you had different experiences?
  - Reflect on your experiences in STEM classes or research settings.
    - What types of situations or experiences made you question your abilities?
    - What types of situations or experiences made you more confident?
  - Women tend to attribute their success to external sources (or luck) instead of taking credit for their active role. Think of an academic accomplishment you are proud of and describe at least three ways you persevered to achieve your goal.
  
  **Resources:**
Successful Strategies for Women in STEM

Kate Eddens, Ph.D., M.P.H. (Assistant Professor of Health Behavior, UK College of Public Health)

- Building the IAmAWomanInSTEM brand

  *Questions for reflection essay:* Browse the websites, campaigns, and resources above as well as any other women-focused and/or science-focused organizations or campaigns you've encountered, and focus on their media and social media campaigns. Choose *one that resonates with you personally*, and *one that does not*, and answer the following questions for each:
  
  - What about this campaign or organization appeals to you most? What is it about the campaign that you dislike that repels you or causes disinterest?
  - How does this campaign represent women?
  - What value(s) – specifically for women – is the campaign trying to appeal to?
  - Does this campaign tell personal stories? How do they make you feel?
  - How would you change this campaign?

*Resources:*

- Storytelling: The Power of Narrative Communication and Interpretation (on Canvas)
- Understanding Human Values (on Canvas)
- Complete Instrumental and Terminal Values worksheet (on Canvas)

Thushani Rodrigo-Peiris, Ph.D. (Administrator, Kentucky Bridge to a Biomedical Doctorate, UK College of Medicine)

- Issues in STEM Undergraduate Education and Potential Actions for Women

  *Questions for reflection essay:* Based on the 'PCAST report' below, what we have discussed in class, and your own experiences and opinions, answer 2 or more of the following questions in a 500 word reflective essay:
  
  - During your STEM educational journey, which of the issues in STEM education mentioned in the 'PCAST report’ below and/or discussed in class did you experience or observe?
  - What are other issues relating to STEM education at UK you have experienced or observed?
  - Describe some instances when you experienced or observed issues specific to women or issues more applicable/profound to women?
  - In your opinion, what can be done to overcome some of these issues at UK?
  - How can IAmAWomanInSTEM program contribute to ameliorate these issues at UK?
  - As a STEM woman, what are some ways in which you could contribute to ameliorate these issues?

*Resources:*

Madushi Raththagala, Ph.D. (Scientist II, Department of Molecular and Cellular Biochemistry, UK College of Medicine)

- **Tips for study/work-life balance for women in STEM**
  
  **Questions for reflection essay:** Based on what we discussed in class and your own experiences, write a 500-word essay on one of the following topics.
  
  - Define for yourself what work-life balance is (child care, family & friends, health: healthy foods, exercise, medical care, breaks for the mind like pursuing a hobby to rid stress) and examine how your current life style impact work-life satisfaction
  - Strategies to achieve work-life balance
  - Your personalized plan to improve work life balance satisfaction

  **Resources:**
  
  - Donna J. Dean, Getting the most out of your mentoring relationship-A Handbook for women in STEM (Chapter 6.1)
  - Catherine Mavriplis, Rachelle Heller, Cheryl Beil, Kim Dam, Natalya Yassinskaya, Megan Shaw, Charlene Sorensen Mind the Gap: Women in STEM Career Breaks (2010), *Journal of Technology Management & Innovation*

**Mentoring in STEM, Diversity and Impact of Popular Culture on Unconscious Bias**

Judy Goldsmith, Ph.D. (Professor of Computer Science, UK College of Engineering)

- **Mentoring students in computer science**
  
  **Questions for reflection essay (choose any subset):**
  
  - What do computer scientists do? What is the ideal personality type for a computer scientist?
  - How can (and should) social media be used in mentoring?
  - What are Lean In circles?
  - How many mentors do you need?

  **Resources:**
  

- **Computer Engineering Barbie**
  
  **Questions for reflection essay (choose any subset):**
  
  - How do toys affect our image of scientists? Of science? (Which toys affected you?)
  - What can you do in response to inappropriate stereotypes?

  **Resources:**
  
Diversity and Meaningful Change in STEM Classrooms/Workplace to Support Women’s Success

Brittany Rice, M.S. (EKU Department of Biology, Bridge to Doctorate Scholar, UK College of Medicine)

- **Women of Color and Bias in STEM**
  *Questions for reflection essay:*
  - Recall a time where you experienced a bias mentioned in the article titled "The 5 Biases Pushing Women out of STEM". Write about this experience, and discuss ways to overcome the bias you experienced.
  - How would you approach bridging the gap of women of color in science? Discuss any programs or methods you would implement.

*Resources:*
- http://blogs.scientificamerican.com/voices/diversity‐in‐stem‐what‐it‐is‐and‐why‐it‐matters/
- https://www.youtube.com/watch?v=v8aDo4dV3Q
- http://www.huffingtonpost.com/alexis‐janetorre/the‐paradoxes‐in‐getting‐more‐women‐and‐minorities‐in‐stem_b_8539330.html
- https://hbr.org/2015/03/the‐5‐biases‐pushing‐women‐out‐of‐stem

Kate Eddens, Ph.D., M.P.H. (Assistant Professor of Health Behavior, UK College of Public Health)

- **Gendered communication and negotiation strategies**
  *Questions for reflection essay:*
  - Think of a time you have had difficulty or a negative experience communicating with the opposite gender in the classroom, lab, or in another field-related situation. Write about this experience, and reflect on what you and/or the other person could have done to make the experience more positive.
  - Think of a time you had to ask for something you needed, or to negotiate. Did you get what you needed, or did you settle for what was offered? Write about this experience, and reflect on what you and/or the other person could have done to make the experience more positive.

*Resources:*
- Handouts on Canvas
- http://www.theatlantic.com/sexes/archive/2013/01/dont‐ask‐dont‐get‐how‐to‐fix‐the‐gender‐gap‐in‐salary‐negotiations/267024/
- https://www.washingtonpost.com/posteverything/wp/2015/05/21/the‐best‐way‐to‐way‐to‐eliminate‐the‐gender‐pay‐gap‐ban‐salary‐negotiations/
- http://www.aauw.org/2015/04/14/women‐shortchanged‐in‐stem/

Thushani Rodrigo‐Peiris, Ph.D. (Administrator, Kentucky Bridge to a Biomedical Doctorate for Appalachian, Minority and Other Underrepresented Students, UK College of Medicine)
Women and STEM Leadership
Why do we need women as STEM leaders? Do we have a natural tendency to work for greater good? Are women special leaders? Tips on some skills and strategies we could use in STEM leadership.

Questions for reflection essay: Write a 500-word essay on one of the following:

- Think of 3 women who inspire you (You can name them if you like, but you don’t have to. They don’t have to be women from STEM). What can you learn from their examples (e.g. personality traits, skills, leadership qualities, coping mechanisms, approaches/strategies etc.) to help you thrive in a STEM academic/career path?
- You are already a leader, and a role model! What are your future plans for ‘making a difference’ in STEM and/or in other ways? How can you make use of your strengths, experiences etc. to achieve these goals? In what ways do you plan to enhance your skills, broaden your experiences etc. to achieve these goals?

Resources:
- ‘Sex differences in leadership’ on Wikipedia. https://en.wikipedia.org/wiki/Sex_differences_in_leadership [Read this page for a summary of findings from past literature on this topic. If you’d like to read further, the main academic papers are found under References and Bibliography]

VII. Excused Absences & Make Up Work
Students should notify their group members and the course co-facilitator or their mentors of absences PRIOR to absence from the meetings. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the course co-facilitator. If the student has an excused absence from an in-class session or fails to submit a reflective essay on time, they may have the option to complete a make-up reflective essay at the discretion of the instructor. Students are expected to withdraw from the class if more than 20% of the class activities (i.e., group work or in-class discussions) scheduled for the semester are missed (excused or unexcused) per university policy. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.
Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737), http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

VIII. Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

IX. Academic Integrity
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may
discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Rubric for Participation in In-Class Sessions**

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<thead>
<tr>
<th>Frequency and Quality</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
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<tbody>
<tr>
<td></td>
<td>Always attends the discussion and always contributes to the discussion by: (1) asking thoughtful questions, (2) analyzing relevant data, issues, and points made by other participants, (3) actively seeks to expand his/her own perspective and that of the group, expanding on the ideas of others, (4) links readings (assigned or sought out by the student) and past/current discussions (5) and appropriately challenging assumptions and perspectives</td>
<td>Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but rarely contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but never contributes to the discussion in the aforementioned ways.</td>
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Adapted from Eberly Center for Teaching Excellence, Carnegie Mellon University
# Rubric for Reflective Essays

<table>
<thead>
<tr>
<th>Category</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus on Assigned Topic</strong></td>
<td>No attempt has been made to relate the response to the assigned topic.</td>
<td>Some of the response is related to the assigned topic, but a reader does not learn much about the topic.</td>
<td>Most of the response is related to the assigned topic. The response wanders off at one point, but the reader can still learn something about the topic.</td>
<td>The entire response is related to the assigned topic and allows the reader to understand much more about the topic.</td>
</tr>
<tr>
<td><strong>Accuracy of Facts</strong></td>
<td>There are several factual errors in the response. There is no real effort to make the piece cohesive.</td>
<td>Most facts presented in the response are accurate (at least 70%). Evidence is sputtered about rather than used to prove own thesis.</td>
<td>Almost all facts presented in the response are accurate and occasionally relate back to the thesis.</td>
<td>All facts presented in the response are accurate and related back to the thesis.</td>
</tr>
<tr>
<td><strong>Understanding of Topic</strong></td>
<td>There is evidence in this response the student has no or some understanding of the topic. The supporting details are only minimally effective.</td>
<td>There is evidence in this response the student has a basic understanding of the topic. The supporting details are adequate.</td>
<td>There is evidence in this response the student has a good understanding of the topic. The supporting details are generally complete.</td>
<td>There is evidence in this response the student has a full and complete understanding of the topic. Pertinent and complete supporting details demonstrate an integration of ideas.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Attempts to complete the task, but demonstrates a major weakness in organization.</td>
<td>Is a poorly organized response, lacking focus.</td>
<td>Is a satisfactorily developed response, demonstrating a general plan of organization.</td>
<td>Is a well-developed response, consistently demonstrating a logical and clear plan of organization.</td>
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</tbody>
</table>