**Why contribute?** By enrollment in this course you agree to contribute to the education of your fellow students, and to learn from them and your professor in turn. Contributing during class sessions provides an opportunity to practice speaking and the skills of persuasion, as well to listen to, critique, and develop the arguments and analyses of your peers. You are also encouraged to contribute to the success of the class by contributing in other formal and informal venues.

**What is contributing?** Attendance is obviously a prerequisite for contributing but is not, in itself, a contribution. Nor is this evaluation a measure of whether you provide “correct” answers—many of the issues we will confront in this course have been vexing the human mind for millennia and while solutions would be welcomed, they are hardly expected. This evaluation will reflect, however, the **consistent, rigorous preparation of assigned material and the consistent, enthusiastic attempt to share appropriate interpretations with your peers and professor and to engage with their questions and interpretations with respect.**

Students finding it difficult to contribute for any reason should see me as soon as possible.

**Contribution will be evaluated on a scale from A+ to C- or No Credit for unacceptable work.**

**A Outstanding Contributions:** Contributions to the course are regular and reflect rigorous preparation. Ideas offered are always substantive, providing significant insights, and spur discussion in interesting directions. Challenges are well substantiated and persuasively presented. Contributions consistently engage the thoughts of fellow students in addition to the professor, spurring them to a greater understanding of the material. If these kinds of contributions were not brought to the class, the quality of course as a whole would be diminished markedly.

**B Good Contributions:** Contributions to the course are regular and reflect thorough preparation. Ideas offered are usually substantive, insights are interesting and/or provocative, complementary examples are well-considered. Challenges are usually well substantiated and often persuasive. Contribution to the class is not as consistent as the top category, but still substantial. If these kinds of contributions were not brought to the class, the quality of the course would be diminished.

**C Adequate Contributions:** Contributions to the course are infrequent but reflect satisfactory preparation. Ideas offered are sometimes substantive, and may provide generally useful insights but rarely a new direction for the discussion. Challenges are rarely presented, and are reasonably substantiated and may sometimes be persuasive. If these kinds of contributions were not brought to the class, the quality of the course, the quality of discussion would be diminished somewhat.

**NC Non-Contributions:** There are few or no contributions to the education of the members of the class. Hence, there is not an adequate basis for evaluation. In the absence of these contributions, the quality of the course, the quality of discussion would not change.

**NC Unsatisfactory or Damaging Contributor:** Contributions in class reflect inadequate preparation or else are undermined by improper comportment. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If these kinds of contributions were not brought to the class, the quality of the course improved. Disruptive, disrespectful, or distracting behavior has damaged the learning environment of the course.

_N.B. NEVER refrain from making a comment or asking a question for fear of how a single utterance may effect your evaluation._ This rubric evaluates contribution over the span of a semester, not your response to a given question, or even your performance on a given day. Most of the time, the only inappropriate questions or comments are those that are not made.

**OWN YOUR EDUCATION. BE BOLD.**

**LET YOUR INTERPRETATION/ANALYSIS/QUESTION BE HEARD.**