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| Course title: | Frameworks for Understanding Social Impact Organizations |
| Course #/term: | SW799-005, Spring / Summer 2020 |
| Time and place: | 6/6/2020 and 6/20/2020, 9:00 AM – 5:00 PM. Online. |
| Credit hours: | 1 |
| Prerequisites: | None |
| Instructor: | Sunggeun (Ethan) Park |
| Pronouns: | [he, him, his] |
| Contact info: | Email: sunggeun@umich.edu (preferred) Phone: 734.615.2916 You may expect a response within 24 hours |
| Office: | SSWB 3810 |
| Office hours: | By appointment. Please do not hesitate to email me. |

1. Course Statement

a. Course description

This course will provide a quick overview of traditional and contemporary organizational theories relevant to understanding human service organizations. Using multiple theories and perspectives, students will analyze their field placement experiences and behaviors of their organizations, including but not limited to organizational survival and adaptation to environmental changes, power asymmetry/dynamics between service providers and users, relationships between staff diversity and user's representation opportunity, and informal tactics providers develop to legitimize their practices while satisfying multiple stakeholders' expectations. Beyond recognizing how various environmental, organizational, and individual attributes shape human service organizational practices, this course will help students to identify complex and systemic relationships between those factors—feedback structures that reflect underlying assumptions and beliefs behind organization's and providers' behaviors. Leveraging lessons from the course, students will propose a plan for improving their field placement organization's practices—a small but immediate step toward a larger social change.

b. Course objectives and competencies

At the end of the course, students will:

1. Apply a conceptual framework to analyze behaviors of social impact organizations using critical thinking. (EPAS 4, 6, 7)
2. Analyze factors that influence organizations' managerial decisions, incentivize staff members' practices, and shape clients/service users' experiences. (EPAS 4, 7)
3. Identify, address and prioritize issues of oppression, intersectional diversity, privilege, and inclusion in social impact organizations. (PODS; EPAS 4, 7)
4. Conceptualize social impact organizations in the context of intervening macro environments. (EPAS 4, 7, 8)
5. Formulate strategies for organizational change to advance the missions and values of social impact organizations. (EPAS 6, 9)
6. Evaluate ethical concerns in governing social impact organizations and designing organizational strategy, especially those related to the disempowerment of stakeholders who traditionally have experienced marginalization and oppression. (PODS, EPAS 8, 9)
7. Execute and foster socially just organizational processes and practices. (PODS, EPAS 6, 8, 9)

c. Course design

This course will use multiple methods including but not limited to lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning, simulations and hands-on applications of real-world situations arising in the field.

d. Intensive focus on PODS

This course discusses how institutional biases and oppression reproduce macro-environment arrangements, social impact organization's behavior, service provider's practices, and service users' experiences. Students will identify how inequities are manifested, maintained and reinforced in systems and identify systemic policies and practices and resist marginalizing and disempowering dynamics. Students will learn and practice how to conceptualize interventions for systemic patterns within their practice setting and beyond social impact organizations.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

e. **Accommodations** (*adopted from the Reflection activity by Dr. Stephanie Rosen and U-M Center for Research on Learning and Teaching*)

You have a right to an inclusive and accessible education. We want to foster the academic success of all students. Let's work together to make sure that happens. This course is intended for all U-M students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other such condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. I also encourage you to contact the Services for Students with Disabilities (SSD) office (734-763-3000; <http://ssd.umich.edu>). If you have a diagnosis, SSD can help you document your needs and create an accommodation plan. By making a plan through SSD, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

f. **Student Mental Health and Wellbeing**

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

g. **Safety & Emergency Preparedness**

In the event of an emergency, dial 9-1-1 from any cell phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom.

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

2. Class Requirements

a. Text and class materials

All course readings are available on Canvas or the U-M library. Log to the Canvas dashboard and click the course title (i.e., SW 799 005 SS 2020) to find the course materials.

b. Class schedule

Before Day 1.

Activities:

- Write and submit a short unstructured essay on an organizational issue (*Organizational issue essay I*, see Assignment section for details).
- Read required readings and collaboratively annotate on Perusall (see Assignment section for details).
- Draw two doodles
 - The main purpose of these doodles is to reflect personal/professional experiences within organizational settings
 - Pick one organization that you are currently involved in. You can use the U-M School of Social Work, but I highly recommend using your current (or previous) practicum agency.
 - Draw the first doodle on your roles and practices in the organization before the arrival of COVID-19. Try to capture your typical day, like how you were involved in programs and engage people around you.
 - Draw the second doodle on how COVID-19 has disrupted your practices.
 - Feel free to use multiple colors. Please use thick pens, so we can see your drawings through Zoom.

Day 1. 6/6/2020.

9:00 AM – 10:20 AM. Introduction to human service organizations

Learning Objectives:

- Recognize the importance of organizations
- Identify unique characteristics of human service organizations

Activities:

- Introduce each other and set classroom interaction guidelines
- Review syllabus and share/adjust expectations
- Share doodles in small groups
- Lecture on core concepts of organizational theories (Scott & Davis)
- Lecture on characteristics of human service organizations (Hasenfeld)

Readings:

- (Optional) Scott, W. R. & Davis, G. F. (2007). *Organizations and organizing: rational, natural, and open system perspectives*. Upper Saddle River, NJ: Pearson Prentice Hall. (Chapter 1)

- (Optional) Hasenfeld, Y. (2010). Human services as complex organizations. Thousand Oaks, CA: Sage Publications. (Chapters 1 & 2).

10:40 AM – 12:00 PM. Resource dependence theory

Learning Objectives:

- Discuss resource dependence theory's core arguments
- Recognize prevalent power imbalances between and within organizations
- Identify strategies to mitigate power imbalances

Activities:

- Power relations exercise
- Lecture on power relationships between two actors (Emerson)
- Lecture on power relationships in social work practices (Hasenfeld)
- Lecture on power relationships between two organizations (Pfeffer & Salanick)
- Identify resources human service organizations need

Readings:

- **(Required)** Hasenfeld, Y. (1987). Power in social work practice. *Social Service Review*, 61(3). 469-483.
- (Optional) Emerson, R. (1962). Power-Dependence Relations. *American Sociological Review*, 27, 31-40.
- (Optional) Pfeffer, J. & Salanick, G. R. (1978). The external control of organizations: A resource dependence perspective. New York, NY: Harper and Row. (Intro, Chapters 1 & 5). [*E-book is available on the U-M Library website.*](#)

12:00 PM – 2:00 PM. During an extended lunch break, read a short case study

- Terrana, S. E. & Wells, R. (2018) Financial Struggles of a Small Community-Based Organization: A Teaching Case of the Capacity Paradox, *Human Service Organizations: Management, Leadership & Governance*. 42(1). 105-111.
- Guiding questions:
 - What role can individuals, organizations, foundations, and government, working in different capacities, play in addressing the capacity paradox?
 - If an organization consistently relies on subcontracts, how might this shape its service provisions?
 - If you were the executive director of the agency discussed in the case, what next steps or strategic pivots would you make to move forward?

2:00 PM – 3:20 PM. New institutional theory

Learning Objectives:

- Discuss new institutional theory's core arguments
- Identify ceremonial and irrational behaviors of human service organizations using new institutional theory
- Recognize sources of legitimacy for human service organizations and service providers

Activities:

- Exercise on individual-level myth and ceremony
- Exercise on organization-level myth and ceremony
- Lecture on institutionalism and ceremonial activities (Meyer & Rowan)

- Lecture on organizational strategic response (Oliver)

Readings:

- **(Required)** Townsend, Stephanie M. and Rebecca Campbell. (2007). "Homogeneity in Community Based Rape Prevention Programs." *Journal of Community Psychology*, 35(3): 367-382.
- (Optional) Meyer, J. W. & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83(2).

3:40 PM – 4:40 PM. Case discussion

4:40 PM – 5:00 PM. Recap.

Between Day 1 and Day 2.

- Revise the organizational issue essay based on the instructor's feedback.
- Prepare a 10-minute informal presentation on the organizational issue essay
- Read required readings and collaboratively annotate on Perusall (see Assignment section for details).

Day 2. 6/20/2020.

9:00 AM – 9:30 AM. Check in and recap

Activities:

- Review the theories and materials discussed on Day 1

9:30 AM – 10:30 AM. Political and economic contexts of human service organizations

Learning Objectives:

- Summarize political and economic contexts of the human service organizations
- Recognize how government contracting affected the work of human service organizations

Activities:

- Lecture on nonprofit theories, evolution of human service fields, and government's social service contracting practices
- Map out environmental factors influencing behaviors and practices of human service organizations

Readings:

- **(Required)** Benjamin, Lehn M. & Campbell, David C. (2015) Nonprofit performance: Accounting for the agency of clients. *Nonprofit and Voluntary Sector Quarterly*, 44(5). 988-1006.
- (Optional) Van Slyke, David M. (2007). Agents or Stewards: Using Theory to Understand the Government-Nonprofit Social Service Contracting Relationship. *Journal of Public Administration Research and Theory*, 17(2). 157–187.

- (Optional) Mosley, Jennifer E. (2012). Keeping the lights on: How government funding concerns drive the advocacy agendas of nonprofit homeless service providers. *Journal of Public Administration Research and Theory*, 22(4). 841-866.

10:50 AM – 12:00 PM. Street-level bureaucracy theory

Learning Objectives:

- Summarize core arguments of street-level bureaucracy and representative bureaucracy theories
- Use street-level bureaucracy theory to analyze how human service providers distribute limited resources

Activities:

- Lecture on core concepts of street-level bureaucracy theory and representative bureaucracy theory
- Discuss how front-line practitioners can re-invent, activate, mediate policies and programs and whether diverse workforce can make differences in organizational procedures, service outputs and user experiences.

Readings:

- **(Required)** Watkins-Hayes, C. (2011). Race, respect, and red tape: Inside the black box of racially representative bureaucracies. *Journal of Public Administration Research and Theory*, 21(suppl 2), i233-i251.
- (Optional) Lipsky, M. (1980). *Street-Level Bureaucracy*. New York: Russell Sage. (Chapters 1 & 2).
- (Optional) Spitzmueller, Matthew C. (2016). Negotiating Competing Institutional Logics at the Street Level: An Ethnography of a Community Mental Health Organization. *Social Service Review*, 90(1), 35-82.

1:30 PM – 4:00 PM. Peer feedback on organizational essay

Activities:

- Present individual essay ideas and the progress in a small group
- Provide and respond to peer feedback on presentations

4:00 PM – 5:00PM. Recap.

Learning Objectives:

- Summarize the course
- Reflect personal growth over the semester

After Day 2.

Activities:

- Submit the course evaluation and peer evaluations by 6/20.
- Submit the final organizational essay by 6/27.
- Enjoy the rest of the summer.

c. Assignments

There are three (3) major graded assignments for this course as well as an expectation of engaged reading and regular attendance that contributes to a learning environment. These items are summarized below with their relative weight.

| Assignments | Due | Weight |
|--|-----------|--------|
| 1. Organizational issue essay I | 6/5/2020 | 20% |
| 2. Organizational issue essay presentation | 6/20/2020 | 10% |
| 3. Organizational issue essay II | 6/27/2020 | 20% |
| 4. Active and engaged reading | On-going | 20% |
| 5. Attendance and participation | On-going | 30% |

Please note:

- All assignments are to be completed by the due date or at the beginning of the class. Exceptions will be granted with the permission of the instructor in advance of the due date. Assignments submitted late without such permission will be downgraded 10% points each day the assignment is turned in past the due date and time, including weekends.
- Students are to use APA “citation format” for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format (<http://www.lib.mich.edu/ug/research/citation/guide/AP5thed/pdf>). No other aspects of the APA style guide will be used.
- Please format your essays in 12-point font, with 1-inch margins, single-spaced.
- Rules regarding the length of papers should be strictly adhered to; they are designed to reinforce the discipline of writing clearly and succinctly. Assignments will be downgraded 10% points for each additional page.
- Reference page(s) will not be included in the total page count.

1. Organizational issue essay I (Due on 6/5/2020 10:00 PM CT, worth 20% of the grade)

Write a brief essay (up to 1 page in length, single-spaced) on an organizational issue that you believe to be addressed. This piece of the assignment is designed to identify and understand an organizational problem without using organizational theories and frameworks. You will identify one specific issue or problem, analyze causes, and make suggestions. You may have the easiest time looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider: Diversity within a board of directors,

high staff turnover, funding issues, user retention, board engagement, and program expansion. There are, of course, numerous other problems not listed that you could pursue.

You will write another essay later on the same organizational issue at the end of the course. Because this essay will be served as a reference, you will receive a full grade as far as you submit the essay in time. The instructor will provide feedback on this essay by 6/12/2020.

This assignment has the following purposes:

- To learn the skills necessary for understanding and analyzing an organization
- To gain experience in reflective practice at the organizational level

2. Organizational issue essay presentation (Due at the beginning of Day 2, worth 10% of the grade)

Using the concepts and theoretical frames discussed and developed on Day 1 and the instructor feedback, you will deliver a 10-minute informal presentation on Day 2 regarding an organizational issue that you discussed in the organizational issue essay. The presentation should briefly describe the organizational issue as well as the intervention plan or proposed solution. The presentation should be engaging and easy to understand for your audience without sufficient knowledge of the issue. You may use whatever visual aids you think will enhance the presentation. Please be prepared for questions from the audience. Small group discussions will follow to re-cap each issue and solution formulation processes and identify missing dimensions of the analysis. Small group members will grade your presentation and provide reflective comments. Please use the rubric for oral presentation (see Syllabus Appendix, an MS word file is available on Canvas > Files) to grade your group members' presentations and submit a single file to Canvas 6/20/2020 10:00 PM CT.

This assignment has the following purposes:

- To practice the skills necessary for effectively presenting information and material to stakeholders
- To practice effective public speaking and public presentation skills, time limits, and answering questions

3. Organizational issue essay II (Due on 6/27/2020 10:00 PM ET, worth 20% of the grade)

Write a brief essay (up to 2 pages in length, single-spaced) on the same organizational issue you wrote for the first organizational issue essay. This assignment is designed to reflect, appreciate, and celebrate your growth and expanded perspectives on an organizational issue that you care about. You will grade your essay and write a reflective memo (at least half-page, up to one-page). Please use the rubric template on Canvas to grade your essay and submit the graded rubric with your essay.

4. Annotated reading (on-going, worth 20% of the grade)

Active and engaged readings are essential parts of the learning process. For each required reading, you will make more than three quality comments/annotations using the social annotation app (Perusall) on Canvas. Comments on each week's reading are due at the beginning of the class.

Please spend some time on Perusall first. It is an AI-based social annotation tool. The application will automatically "grade" your comments, but do not worry. I will override them and you will receive a full grade when you provide at least three thoughtful/reflective/substantive comments for each required reading in time. Comments without substantive values (e.g., that sounds interesting; I agree with this) may not be counted. I recommend starting with (1) authors' arguments that you agree or disagree, (2) things that you learned, and (3) things that were not discussed but you feel/believe important to cover.

5. Attendance and discussion participation (on-going, worth 30% of the grade)

The School of Social Work policy is that students attend all of their classes. Excessive absences may result in a reduction in grade and will be brought to the attention of the student and the faculty advisor by the course instructor. Given the nature of course assignments and in-class skill-building activities and discussions, if you fail to attend most synchronous sessions, you may not be able to complete assignments and may be asked by the instructor to withdraw from the course. Small group members will grade your degrees of attendance and discussion participation. Please submit your evaluation on your group members by 6/20/2020 10:00 PM CT.

Classroom interaction guidelines (UM Center for Research on Learning & Teaching)

- **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- **Understand that we are bound to make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.

- **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
- **Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

d. Grading

Grades are earned by completing the work on the assignments. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

| | | | | | | | |
|----|--------|----|-------|----|-------|---|-----------------|
| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 | D | <69 (no credit) |
| A | 94-97 | B | 84-86 | C | 74-76 | | |
| A- | 90-93 | B- | 80-83 | C- | 70-73 | | |

Please note: Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request in writing an incomplete with the instructor before the final week of class.

Another important note: Given all assignments are graded either automatically or by students (through self or peer evaluations), the instructor has a right to override the grades (e.g., grant extra points).

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

Appendix. Rubrics for self and peer grading.

Rubric for Written Assignments

| | Excellent (4) | Highly competent (3) | Fairly competent (2) | Not yet competent (1) | Grade |
|---------------------------|--|--|--|--|---------|
| Overall Impression | Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained the knowledge presented in class and synthesized in new ways and relate to material not covered. | Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others. | Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others. | Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course. | __ / 4 |
| Structure | Ideas are presented in a logical and coherent throughout the assignment. The reader can easily follow the argument. | The reader can follow the structure of the argument with very little effort. | The reader cannot always follow the structure of the argument. | The reader cannot follow the structure of the argument. | __ / 4 |
| Argument | Essay contains a clear argument. | An argument is present, but reader must reconstruct it. | Author attempts, but fails, to make an argument. | No attempt is made to articulate an argument. | __ / 4 |
| Evidence | Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning. | Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do additional research to accept all aspects of main argument. | Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used. | Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings. | __ / 4 |
| Clarity and Style | All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms are always explained. | All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms are usually explained. | A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms are rarely explained. | Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms are rarely explained. | __ / 4 |
| Total | | | | | __ / 20 |

Rubric for Oral Presentation

| | Highly competent (3) | Fairly competent (2) | Not yet competent (1) | Grade |
|-----------------------------------|---|--|--|--------------|
| Organization | Presentation is clear, logical, and organized. Listener can follow line of reasoning. | Presentation is generally clear and well organized. A few minor points may be confusing. | Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear. | ___ / 3 |
| Style | Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all. | Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing. | Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read. | ___ / 3 |
| Accuracy of content | Information (names, facts, etc) included in the presentation is consistently accurate. | No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight. | Enough errors are made to distract a listener. Some information is accurate but the listener must determine what information is reliable. | ___ / 3 |
| Use of language | Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely. Both oral language and body language are free from bias (e.g., sexism, racism, heterosexism, agism, etc.). | Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise. Oral language and body language are free from bias with one or two minor exceptions. | Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited/inappropriate. Oral language and/or body language includes some identifiable bias. Some listeners will be offended. | ___ / 3 |
| Responsiveness to Audience | Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience | Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience. | Responds to questions inadequately. Body language reveals a reluctance to interact with audience. | ___ / 3 |
| Total | | | | ___ / 15 |

Rubric for Discussion Participation

| | Sophisticated (4) | Competent (3) | Not Yet Competent (2) | Unacceptable (1) | Grade |
|------------------------------|--|---|--|---|--------------|
| Conduct | Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same. | Student shows respect for members of the class and for the method of shared inquiry and discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas. | Student shows little respect for the class or the process as evidenced by speech and manner. Sometimes resorts to ad hominem attacks when in disagreement with others. | Student shows a lack of respect for members of the group and the discussion process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or resorts to ad hominem attacks. | ___ / 4 |
| Ownership /Leadership | Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. | Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility. | Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion. | Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion. | ___ / 4 |
| Reasoning | Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation. | Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts. | Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow. | Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead. | ___ / 4 |
| Listening | Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made earlier that are pertinent. | Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. | Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs. | Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities. | ___ / 4 |
| Grade | | | | | ___ / 16 |

Source: Eberly Center for Teaching Excellence, Carnegie Mellon University.