

Presentation Rubric

| | 5 | 4 | 3 | 2 | 1 | |
|----------------------|--|---|---|--|---|-----|
| Mechanics | Speaks confidently and in a clear, audible voice, easy to understand, maintains eye contact with audience, presentation throughout is engaging to listen to and watch | Speaks in a clear, audible voice, easy to understand, maintains eye contact with audience | Speaks in a clear voice that may be difficult to hear but improves throughout the presentation, has some difficulties in organizing spoken ideas, may be too depended on reading off paper and fails to maintain eye contact | Speaks in a clear voice that may be difficult to hear, spoken ideas are disorganized, no eye contact maintained | Speaks in a barely audible voice, no clear ideas present in speech, no eye contact | /5 |
| Content and analysis | Readings are summarized in a comprehensive and concise manner, presentation includes in-depth scholarly analysis and interpretation that touch upon the week's topics and the general themes of the course, understanding of readings reflected on questions (questions covering both specific aspects and general themes) , overall analysis goes beyond and cites relevant | Readings are summarized in a comprehensive and concise manner, presentation includes scholarly analysis and interpretation relevant to the week's topics and may sometimes touch on the course's general themes, understanding of readings reflected on questions (questions covering both specific aspects and general themes) | Readings are summarized comprehensively, but may lack some important details, scholarly analysis included, touching on the current week's topic and course's themes, but may be too reliant on critique, questions may show lack of understanding of readings (questions focusing on one part, neglecting important details, etc) | Summaries only cover general themes without covering important details, scholarly analysis too reliant on critique based on personal opinion, questions show lack of understanding of the readings, lacking questions that cover the readings in-depth | Summaries lack any detail and do not contribute to further understanding of the readings and the week's topic, no analysis is present, questions demonstrate little to no understanding of the readings | /10 |

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| | historical cases and/or current examples | | | | | |
| Facilitation | Prepared 8-10 open-ended questions, helped peers make connections between readings, the week's topics, and the course themes, remained attentive to everyone's comments, but asked further questions when necessary, encouraged equal levels of participation by all peers, keeps the discussion focused on the topic, restates and summarizes ideas to help keep the group focused | Prepared 6-8 open-ended questions, remained attentive to everyone's comments, maintained equal participation by all peers, maintained discussion focus on the topic | Prepared 4-5 open-ended questions, attentive to everyone's comments but was not mindful of maintaining equal participation, mostly achieved focus on the topic but may have needed help to do so | Prepared 3-4 open-ended questions, may have lost focus and was not as attentive to everyone's comments, did not maintain focus and equal participation | Prepared 1-2 open-ended questions, but simply asked the questions and expected answers and the discussion to progress by itself | /10 |
| | | | | | Total: | /25 |