***Jane Eyre* Seminar Rubric**

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| **Criteria** | **Excellent** | **Adequate** | **Poor** | **Comments** |
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| *Seminar:* The seminar team is expected to design a seminar rooted on the given topic.  Team Accountability | Does the seminar explicitly use/implement and further develop ideas/strategies/facts contained in advance material supplied by course instructors –   * *Jane Eyre* * Core Reading(s) on seminar topic | Does the seminar explicitly use/implement ideas/strategies/facts contained in advance material supplied by course instructors –   * *Jane Eyre* * Core Reading(s) on seminar topic | Does the seminar imply or  unsuccessfully attempt use/implementation of ideas/strategies/facts contained in advance material supplied by course instructors –   * *Jane Eyre* * Core Reading(s) on seminar topic | This portion of the rubric does not have a specific value. Rather, these critical questions will be used to examine the “whole” of the seminar. Points may be added or subtracted based on the overall design, implementation, and evaluation of the seminar. |
| See comment | See comment | See comment |
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| ***Selection/Relevance/Quality of Research****:* The seminar team is expected to design a seminar supported by substantial, authoritative research from a) several perspectives; b) legitimate authority; and c) a synthesis and reasonable interpretation of multiple sources of data and information.  [Team/Individual Accountability] | “Individually” the seminar leader(s) reflect an outstanding understanding of the topic. The individual while performing his/her role during the seminar uses relevant terminology easily because he/she is confident of the terms and concepts. Understanding of the topic is more extensive than that presented…as reflected in the person’s willingness and ability to answer questions, add textual examples to further clarify points in the discussion. | “Individually” the seminar leader(s) reflect a good understanding of the topic The individual while performing his/her role during the seminar uses relevant terminology easily because he/she is confident of the terms and concepts. The individual knows well the research information contained in the presentation…but offers little in the way of textual examples to clarify understanding during question periods or discussion. | “Individually” the seminar  leader(s) struggles to make clear to participants terms important to the understanding of the topic. Leader relies heavily on notes….and offers little confidence that he/she knows terms or concepts relevant to the topic. |  |
| 9-10 | 8 | 6-7 |
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| ***Clear Focus:***The seminar team is expected to construct clearly articulated seminar goals/objectives whose achievement can be accomplished and evaluated by the seminar team based on appropriate material selected for, distributed to, and collected from participants during the seminar.  [Team Accountability] | Seminar Team creates clear  objectives for the seminar and provides seminar participants with informational and organizational materials appropriate for achieving objectives. Seminar Team presents the objectives explicitly during the seminar or has them readily available. Objectives are clear and precise statements of what  participants will be expected to do by the end of the seminar, what  evidence will be collected by which to analyze achievement of seminar  objectives, and indicators of pre- determined roles and responsibilities. | Seminar Team creates broad objectives for the seminar and provides seminar participants with informational and organizational materials generally related to seminar objectives. When asked, seminar leaders offer only vague evidence that information collected from participants is associated with the goals and objectives. Roles and responsibilities of individual team members have been pre-determined. | Objectives of the seminar are not evident. Seminar leaders do not present the objectives, and they are not able to articulate the objectives or show evidence of information collected in support of objective achievement when asked. Roles and responsibilities of individual team members are not available. |  |
| 9-10 | 8 | 6-7 |
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| **Criteria** | **Excellent** | **Adequate** | **Poor** | **Comments** |
| ***Timing/Pacing:***The seminar team is expected to design a seminar that engages participants in at least 20 minutes of focused and thoughtful dialogue, provides at least 10 minutes after the seminar for seminar evaluation, and maintains an appropriate pace during the seminar.  [Team Accountability] | The seminar team engages participants in at least 20 minutes of focused and thoughtful dialogue and provides at least 10 minutes after the seminar for seminar evaluation. The seminar team maintains a good balance of time…with about 5 minutes of presentation and 15 plus minutes of seminar discussion, and about 10 minutes for seminar evaluation. There is a natural, purposeful flow to the seminar; yet, a good pace is kept. | The seminar team achieves an imbalanced use of time…with too much presentation and insufficient time to engage seminar participants in focused and thoughtful dialogue. Team abruptly ends points of discussion rather than offering smooth transitions and time management guidance. Delivery of information dominates the time. Time for evaluation is offered. | Seminar team offers no time control and allows the seminar to run away with itself…rather than taking the responsibility to guide the use of time. There is little or no emphasis on focused and thoughtful dialogue. |  |
| 4-5 | 3 | 2 |
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| ***Dialogue:***The seminar team is expected to select and implement a Seminar Participation Strategy that promotes and guides thoughtful dialogue aimed at achieving the seminar goals/objectives among seminar participants.  [Team Accountability] | Seminar Team uses effective  strategies to promote and guide thoughtful “dialogue” (rather than debate) aimed at achieving  seminar objectives. Team builds a  well-organized, coherent framework for focusing the seminar in an environment conducive to seminar dialogue. Team organizes environment by rearranging  furniture, putting up posters, creating  displays, offering simple snacks…whatever. The environment offers all members equal opportunity to be seen and heard…and supports the objectives of the seminar. Team provides clear instructions for seminar participation. | Seminar Team attempt to implement strategies to promote and guide thoughtful “dialogue” (rather than debate) aimed at achieving seminar objectives. Team builds an environment conducive to seminar dialogue by organizing furniture, putting up posters, creating displays, offering simple snacks…whatever. The environment offers all members opportunity for equal opportunity to be seen and heard; however, the  team does not provide clear instructions for seminar participation. | Seminar Team makes little or no attempt to implement a seminar strategy to guide and promote thoughtful “dialogue”. Instead, debate or undirected discussion occurs. Team relies on the class participants to promote, guide, and maintain discussion. At times the seminar loses focus. The environment may lack the appropriate organization. Few or no instructions are provided for seminar participation. |  |
| 9-10 | 8 | 6-7 |
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| **Criteria** | **Excellent** | **Adequate** | **Poor** | **Comments** |
| ***Evaluation:***The individual members of the seminar team are expected to  submit an evaluation document that together constitute the seminar  evaluation. Each member of the seminar team must evaluate the implemented seminar in a reflective essay with respect to three specific criteria: 1) the degree to which the seminar achieved/did not achieve its goals; 2) strengths and weaknesses of the completed seminar; and 3) changes that would improve the seminar if it were to be offered again.  [Individual Accountability] | Seminar team members submit within **one week** the seminar evaluation – a reflective essay in which they have evaluated the completed seminar  with respect to three specific criteria:  1) the degree to which the seminar achieved/did not achieve its goals;  2) strengths and weaknesses of the completed seminar; and 3) changes that would improve the seminar if it were to be offered again. | Seminar team members submit within **one week** the seminar evaluation – a reflective essay in which they have evaluated the completed seminar with respect to two of the three specific criteria: 1) the degree to which the seminar achieved/did not achieve its goals; 2) strengths and weaknesses of the completed seminar; and 3) changes that would improve the seminar if it were to be offered again. | Seminar team members submit  within **one week** the seminar evaluation  – a reflective essay in which they have evaluated the completed seminar with respect to one of the three specific criteria: 1) the degree to which the seminar achieved/did not achieve its goals; 2) strengths and weaknesses of the completed  seminar; and 3) changes that would improve the seminar if it were to be offered again. |  |
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| 9-10 (Narrative evaluation essay) | 8 (Narrative evaluation essay) | 6-7 (Narrative evaluation essay) |
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| **Further Advance Material**  [Optional] | Seminar leaders provide advanced material to the students. Material is directly related to the goals/objectives of the seminar. The material requires a reasonable amount of time (less than 1 hour). | Seminar leaders provide advanced material to the students. Material is interesting but has no direct bearing on the goals/objectives of the seminar. Material requires an unreasonable amount of time. | Advanced material is provided. It is superfluous. Or, there is no advanced material when it would have helped the seminar dramatically. |  |
| 3 | 2 | 1 |
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