

ARAB WOMAN - FALL 2021



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

CLASS INFORMATION:

Instructor: Dr Sarra Tlili
Office: 354 Pugh Hall
Phone number: (352) 392-8678
E-mail address: satlili@ufl.edu
Office Hours: T & R 10:00 – 11:00 AM
Periods: T | Period 8 - 9 (3:00 PM - 4:55 PM)—BLK 0315 (Black Hall, 1128 Center DR)
R | 8 (3:00 PM - 3:50 PM)—RNK 0210 (Rinker Hall, 573 Newell DR)

COURSE OVERVIEW:

In the West, Arab and Muslim women are typically viewed as voiceless and oppressed and Islam and Arab culture are often cited as the reason for their supposed oppression. Like all forms of prejudice, however, this perception is rooted in the eye of the beholder more than in any intrinsic features of Arab and Islamic cultures. Although, like other societies, Arabs and Muslims have several forms of patriarchy, this makes them neither more nor less oppressive of women than others.

To address these complexities, this course follows two strategies. First, it explores the roots and motives of the stereotypes attached to Arabs and Muslims and assesses the impact of these stereotypes and the policies they inspire on Arab and Muslim women. Second, it examines the historical, economic, political, and social factors that shape women's experiences and gender relations in the Arab world. Through the study of social institutions and structures and the legacies of individual women, students will gain more nuanced and critically informed appreciation of gender relations in the Arab world.

STUDENT LEARNING OUTCOMES:

Students who complete this course successfully should be able to:

- Demonstrate competence in the theory of Orientalism

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- Identify, describe, and analyze key elements, biases, and influences that shape views about Arab and Muslim women in the West
- Demonstrate a critical familiarity with the Arab world's history and geography
- Explain and analyze the historical, cultural, economic, political, and social factors and processes that shape Arab women's experiences
- Describe, discuss, and assess the legacies of key female Arab figures
- Describe and explain social institutions, structures, and processes that shape gender roles and relations in the Arab world.

UNDERGRADUATE CATALOG OBJECTIVES FOR GENERAL EDUCATION AND LEARNING OUTCOMES:

This course confers General Education credit for Writing (W), Humanities (H), International (N), and Social and Behavioral Sciences (S).

Writing Description

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and earn a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

Humanities Description (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs

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- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

International Description (N)

International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location, development level and geopolitical influences affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.

International SLOs

- Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States.
- Know the roles of geographic location, development level and geopolitical influences on the lives of citizens in other countries
- Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries.

Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Social and Behavioral Sciences SLOs

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.

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- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.
- Communicate knowledge, thoughts and reasoning clearly and effectively.

COURSE ASSIGNMENTS:

Overview of course requirements

Read the syllabus carefully to learn about course requirements and content then **be ready to take a quiz on it in the second week of classes.**

Reading and audio-visual assignments

The typical reading load in this course tends to be one article/chapter per class session (therefore two readings for double-block sessions). If more than one article are assigned for the Thursday session they will be shorter or lighter readings. Because this is a student-centered class, these readings form the foundation of our discussions and other class activities. It is therefore crucial that you complete the readings and watch the assigned videos carefully before coming to class and that you be prepared to discuss them. The “Discussion posts” is meant to motivate and help you do this.

Discussion posts: 10% of your final grade

Discussions posts are due on the eve of class days by 11:59pm. There are two main components to this assignment:

- Summary of the article
- Your own reaction to it

The summary part consists of the main thesis and the key ideas of the article/audio-visual assignment. You may write these as bullet points or weave them into one paragraph. When there are two or more assignments you may combine your reaction to them in the same passage. This section should not exceed a half page, but it should demonstrate that you have read the article. Do not cite any section verbatim or discuss peripheral points, as this will create the impression that you merely skimmed the article.

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The reaction part consists of your own reflections. The assigned materials are thought-provoking and raise meaningful and deep questions. If you read them carefully, they will lead you to rethink previous assumptions or discover previously unnoticed aspects of certain subjects. Engage with this dimension and be in conversation with the authors.

This is a “low-stakes” assignment aiming to help you to wrestle with the assigned materials and to give you credit for your effort. You will obtain full credit if your post reflects clearly that you have read the article carefully and given it serious thought. You do not lose points for not observing writing mechanics (spelling, punctuation, etc.), but you may lose points if there are indications that you merely skimmed the article. If you encounter some difficulties point them out and explain what makes them difficult; do not use this as a pretext for not turning in a thoughtful reflection. The entire assignment should not exceed one page.

Because I know there will be stressful times in the semester during which you may be unable to turn in a thoughtful assignment, your lowest three grades will be dropped.

Discussion posts should not exceed 300 words (1 page). Excessive length can hurt your grade.

Quizzes: 15% of your final grade

These are both short pop quizzes aiming mainly to evaluate your grasp of the readings and longer ones assessing your engagement with the class materials. Some of them will consist of “multiple choice” or “true or false” questions while others include essay questions. Your lowest one quiz grade will be dropped.

Section 1B12: Midterm and final: 50% of your final grade

Students in the 1B12 section will take a midterm and a final exam. A study guide for each exam will be published on Canvas one week in advance.

Midterm: 25%
Final: 25%

Section 1B10: Writing assignments: 50% of your final grade

Section 1B10 of this course carries 2000 words that count towards the UF Writing Requirement. Students registered in this section must turn in all written work counting towards the 2000 words to receive credit for this assignment. I will evaluate and provide feedback with respect to content,

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organization and coherence, argument, and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric. There will be two writing assignments of 1000 words each. For each paper you need first to submit a thesis and an annotated bibliography. Check the Writing and Submission Requirement document on Canvas.

First paper: 25%

Second paper: 25%

Formal Presentations: 15% of your final grade

These are individual presentations followed by questions and answers. In these presentations you are expected to research a course-related theme and communicate your results orally in a well-structured and clear manner. In your presentation, you can either defend an original and worthwhile thesis using the theory of orientalism or provide an overview of a debate over a course-related subject. A thesis is a claim, a point of view, or an argument that should be demonstrated using well-researched data, theoretical tools, and logical analysis. An overview of a debate describes, synthesizes, and assesses various viewpoints about a given theme.

Class participation: 10% of your final grade

This is our main class activity. They include short presentations, role play, small group discussions and debates. See rubric for more details. Please note: The grades you will see in this section during the semester reflect only your work on the short presentation. These grades will be adjusted at the end of the semester to reflect your class participation.

Grade distribution at a glance:

1B10 Section	
Assignment	Percentage
Discussion posts	10%
Quizzes	15%
First paper	25%
Second paper	25%
Presentation	15%
Class participation	10%

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1B12 Section	
Assignment	Percentage
Discussion posts	10%
Quizzes	15%
Midterm	25%
Final	25%
Presentation	15%
Class participation	10%

GRADING SCALE:

Letter Grade	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

Attendance Policy

Attendance is mandatory and will be assessed by roll call. You may miss 3 50-minute sessions without any penalty. Students will lose 1% from their final grade for each unexcused absence. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation. These need to be documented excuses. Should you

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miss a class for any reason, you are responsible for informing yourself as to the material covered. Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for missed exams/assignments. Where possible, make-ups should be arranged prior to absence. Alternatively, students should contact me on return to classes. Arriving late or leaving early (before class is dismissed) is considered a half absence and results in minus 0.5% from the final grade. After 15 unexcused absences (equivalent of five weeks), a student is not allowed to attend class anymore and s/he will receive a failing grade. Students who do not miss class at all will earn 5 extra-credit points toward the final exam/paper.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- **UF student honor code, original work, and plagiarism:**

- UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this course.
 - Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately. <https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9> If you have any questions, please ask your instructor.
 - **Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.**
 - Accommodations for students:
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- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation

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letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

- **Online course evaluation by students:**

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

- **Important Student Wellness Resources:**

- *U Matter, We Care:*
- If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center:*
- <https://counseling.ufl.edu/>, 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)*
- **Student Health Care Center**, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

- **Important Academic Resources:**

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- **Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:**

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- <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

REQUIRED COURSE MATERIALS:

- Rajaa Alsanea, *Girls of Riyadh*, translated by Rajaa Alsanea and Marilyn Booth. (New York: Penguin, 2007)
- William Strunk Jr. and E. B. White, *The Elements of Style* (Ithaca, N.Y.: W.P. Humphrey, 1918). The first edition is available online for free at: <http://www.bartleby.com/141/>)

Tentative Course Plan:

Week 1 (Aug. 24 & 26) – The Arab World

Tuesday: Introductions and Syllabus

Thursday:

- 1_b1_Dona Stewart _The Middle East Today_23-48
- 1_b2_Dona Stewart _The Middle East Today_49-65

Week 2 (August 31 & Sept. 2) -- Orientalism

Tuesday:

- 2_a1_Muhja Kahf_Western Representation Muslim Woman
- 2_a2_Lindsey Moore - Arab, Muslim, Woman 25-33

Thursday:

- 2_b1_Maya Jaggi, review of Sarah Graham Brown's book *Images of Women: The Portrayal of Women in Photography of the Middle East, 1860-1950*:
<https://merip.org/1991/11/graham-brown-images-of-women/>
- 2_b2_An Introduction to Orientalism:
<https://www.youtube.com/watch?v=1aNwMpV6bVs>
- 2_b3_Orientalism and Power:
<https://www.youtube.com/watch?v=ZST6qnRR1mY>

Week 3 (Sept. 7 & 9) – Orientalism / foundations

Tuesday

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- 3_a1_Reel Bad Arabs: <https://ufl.kanopy.com/video/reel-bad-arabs-how-hollywood-vilifies-people> (Links to an external site.) (login to your library account to gain access to this film)
- 3_a2_Linda Nochlin_The Imaginary Orient

Thursday

- 3_b1_Leila Ahmed - *Women and Gender in Islam* _ Religion Marriage
- 3_b2_Tlili_Wives_ *Muhammad in History, Thought and Culture* (2014) 690-694

Week 4 (Sept. 14 & 16) – Literature

Tuesday:

- 4_a1_Michelle Hartman, “Reconsidering the Ambivalent Legacy of Khansa”
- 4_a2_Renate Jacobi, “Layla al-Akhyaliyya: An Umayyad Feminist?”

Thursday:

- 4_b_Mirvat Hatem, “Aisha Taymur's Tears”

Week 5 (Sept. 21 & 23) Literature

Tuesday:

- 5_a1_1001 Nights_Frame story and first three nights
- 5_a2_ *Girls of Riyadh*, chaps. 1 – 6 (pp. 1 – 42)

Thursday:

- 5_b_ *Girls of Riyadh*, chaps. 7 – 13 (pp. 43 – 85)

Week 6 (Sept. 28 & 30) Literature

Tuesday:

- 6_a_ *Girls of Riyadh*, chaps. 14 – 26 (pp. 86 – 156)

Thursday:

- 6_b_ *Girls of Riyadh*, chaps. 27 – 32 (pp. 157 – 187)
- Thesis and annotated bibliography for paper are due on Monday, October 4th.

Week 7 (Oct. 5 & 7) Literature

Tuesday:

- 7_a_ *Girls of Riyadh*, chaps. 33 – 44 (pp. 188 – 246)

Thursday:

- 7_b_ *Girls of Riyadh*, chaps., 45 – 50 (pp. 247 – end)

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- **The first draft of the first paper is due on Monday, October 11th.**

Week 8 (Oct. 12 & 14) The elements of style/Music

Tuesday:

- 8_a_Strunk and White, The Elements of Style

Thursday:

- 8_b_Virginia Danielson_Listening to Arab Women's Voices

Week 9 (Oct. 19 & 21) Midterm/art

Tuesday:

- **Midterm**

Thursday:

- 9_b_Silvia Naef_Between Symbol and Reality the Image women in 20th C Arab Art

Week 10 (Oct. 26 & 28) Social life

Tuesday:

- 10_a1_Yossef Rapoport_Marriage, divorce and the gender division of property
- 10_a2_Yossef Rapoport_Working women, single women and the rise of female ribat

Thursday:

- 10_b_Randi Deguilhem_Consciousness of Self_Women and Waqf Damascus

Week 11 (Nov. 2 & 4) Politics

Tuesday:

- 11_a1_Shahla Haeri_sayyida hurra queen arwa
- 11_a2_Sjoberg and Whooley_The Arab Spring for Women Representations of Women in Middle East Politics in 2011

Thursday:

- 11_b_Lila Abu-Lughod and Rabab El-Mahdi_Beyond the Woman Question

Week 12 (Nov. 9 & 11) The veil

Tuesday:

- 12_a1_Muhja Kahf, "From Her Royal Body the Robe was Removed: The Blessings of the Veil and the Trauma of Unveilings in the Middle East"
- 12_a2_Lila Abu-Lughod, "The Muslim Woman: The Power of Images Danger of Pity"

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Thursday:

- Presentations

Week 13 (Nov. 16 & 18)

Tuesday: Final exam

Thursday: Presentations

Week 14 (Nov. 23 & 25)

Tuesday: Presentations

Thursday: Thanksgiving

Week 15 (Nov. 30 & Dec. 2)

Tuesday: Presentations

Thursday: No class

Week 16 (Dec. 7)

- Wrap up

Writing Rubric

Criteria/Scale	90 - 100	80 - 90	70 - 80	Less than 70
<p>Content Pay attention to:</p> <ul style="list-style-type: none"> • Clarity of purpose • Critical and original thought • Use of examples 	<p>Paper focuses clearly on one significant main idea or topic throughout; meets length requirements; demonstrates superior knowledge of resource documentation; shows abundant evidence of critical, careful analysis; provides vivid and specific examples while focus remains tight</p>	<p>Paper presents one main idea or topic but the significance is less clear; meets length requirements; demonstrates good knowledge of resource documentation but may not be error free; shows evidence of critical, careful analysis; provides good, relevant supporting examples and evidence</p>	<p>Paper presents central idea, but it is vague or too broad; shows some evidence of critical, careful thought and analysis; comes close but does not meet length requirements; uses incorrect documentation; there are some examples and evidence, though too general or not illustrative enough</p>	<p>Paper does not present a unified purpose; presents main idea but does not state it precisely or clearly; work does not meet length requirements; uses incorrect documentation or no documentation; has little or no evidence of analysis, uses too few or no examples</p>
<p>Structure Pay attention to:</p>	<p>Maintains clear and logical organization;</p>	<p>Uses a suitable organizational plan; contains</p>	<p>Inadequate paragraphing with few transitions;</p>	<p>Uses no organizational plan; paragraphs</p>

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<ul style="list-style-type: none"> • Paper's organization • Flow of thoughts • Transitions • Format 	<p>demonstrates effective paragraphing using appropriate transitions with emphasis upon conveying the relationship between ideas. Paper is easy to follow.</p>	<p>adequate paragraphing with some transitions that attempt to convey relationships between ideas.</p>	<p>unclear or jumbled paragraphs; unclear or jumbled sentences; paragraphs are sometimes not balanced in amount of development and support.</p>	<p>are unclear and contain no transitions; unclear or jumbled sentences; paragraphs not balanced in amount of development and support.</p>
<p>Grammar and Mechanics¹ Pay attention to:</p> <ul style="list-style-type: none"> • Sentence structure • Punctuation/mechanics 	<p>Uses correct, varied sentences with no errors in mechanics, grammar, syntax, or spelling.</p>	<p>Uses sentences that are usually correct but sometimes awkward; some errors in mechanics, grammar, syntax, or spelling that does not affect reader understanding</p>	<p>Exhibits <i>some</i> difficulties with: fragments, person shifts, comma splices, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage.</p>	<p>Exhibits <i>multiple</i> difficulties with: fragments, person shifts, comma splices, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage.</p>
<p>Language Pay attention to:</p> <ul style="list-style-type: none"> • Use of Vocabulary • Tone² 	<p>Uses language effectively: vocabulary is sophisticated and correct; sentences vary in structure and length, uses and manipulates subject specific vocabulary for effect, tone is</p>	<p>Uses language that is adequate but occasionally unclear; writer's tone emerges and is generally appropriate for intended audience, though it may be uneven or inconsistent</p>	<p>Uses language that is sometimes inadequate and unclear; sentences may be simple, vocabulary is often unclear and repetitious; passive voice is used; diction is often nonstandard;</p>	<p>Uses language that is inadequate and unclear; vocabulary is unclear and repetitious; uses passive voice; diction is nonstandard; inconsistent voice or tone;</p>

¹ Mechanics of writing include spelling, punctuation, italics, names of persons (state a person's name fully, accurately, and as it appears in the original source), titles of works, quotations (only the most important words, phrases, lines and passages should be quoted in the research paper as briefly as possible. The researcher should put them within quotation marks if they are 50 words or less. If the quotation is more than 50 words it should be put under indent), capitalization and personal names, references

² Tones include joyful, humorous, formal, and informal. The tone of academic papers is formal.

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	<p>consistent and appropriate for the intended audience.</p>		<p>inconsistent voice or tone; terminology is often difficult to understand or is misused.</p>	<p>terminology is difficult to understand or is misused.</p>
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Oral presentation rubric

Criteria	90 – 100	80 – 90	70 – 80	60 – 70
<p>Content:</p> <ul style="list-style-type: none"> • Importance of topic • Relevance • Accuracy of facts • Overall treatment of topic 	<p>Knowledgeable of content, includes engaging introduction, detailed body of memorable facts, topic is highly focused and relevant to the subject matter of our course, presentation contains accurate information with no errors</p>	<p>Topic is adequately focused and relevant to the subject matter of our course; major facts are accurate and generally complete</p>	<p>Topic is somewhat focused and relevant to the subject matter of our course; presentation contains some errors or omissions</p>	<p>Presentation lacks focus and contains multiple errors</p>
<p>Organization:</p> <ul style="list-style-type: none"> • Appropriate introduction, body, and conclusions • logical ordering of ideas • transition between major ideas 	<p>Ideas are presented with logical order with effective transitions between major blocks;</p>	<p>Most ideas are in logical order with adequate transitions between major blocks; presentation</p>	<p>Some ideas are not presented in proper order, proper transitions are</p>	<p>Ideas are not presented in proper order, transitions are lacking; several parts of the presentation</p>

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	presentation is clear and concise	is generally clear and understandable	occasionally lacking; some points are wordy or unclear	are wordy or unclear
<p>Completeness:</p> <ul style="list-style-type: none"> • Level of detail • Appropriate length • Adequate background information 	<p>Presentation provides good depth and detail; ideas are well developed; facts have adequate background; presentation is within specified time</p>	<p>Presentation provides adequate depth, few needed details are omitted; major ideas are adequately developed; presentation is within specified time</p>	<p>Additional depth is occasionally needed; important information omitted or not fully developed ; presentation is too short or too long</p>	<p>Presentation does not provide adequate depth; key ideas are omitted or underdeveloped; presentation is too short or too long</p>
<p>Documentation:</p> <ul style="list-style-type: none"> • Proper support and sourcing for major ideas • Inclusion of visual aids that support message 	<p>Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas.</p>	<p>Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current</p>	<p>Some message support provided by facts and visual aids, sourcing may be outdated or thin,</p>	<p>Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided</p>

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			visual aids need work	
<p>Delivery:</p> <ul style="list-style-type: none"> • Adequate volume • Appropriate pace • Flow (pauses, verbal fillers: um, uh, er) • Personal appearance • Enthusiasm • Posture • Effective use of visual aids 	<p>Good volume and energy; proper pace and diction; avoidance of distracting gestures and verbal fillers; professional appearance; visual aids used effectively</p>	<p>Adequate volume and energy, generally good pace and diction, few or no distracting gestures and verbal fillers; professional appearance, visual aids used adequately</p>	<p>More volunteering needed at times, pace too slow or too fast, some distracting gestures or posture, adequate appearance, visual aids could be improved</p>	<p>Low volume or energy, pace too slow or too fast, poor diction, distracting gestures or posture, unprofessional appearance, visual aids poorly used</p>
<p>Interaction:</p> <ul style="list-style-type: none"> • Adequate eye contact with audience • Ability to listen 	<p>Good eye contact with audience, excellent listening skills, answers audience questions with authority and accuracy</p>	<p>Fairly good eye contact with audience, displays ability to listen, provides adequate answers to audience questions</p>	<p>Additional eye contact needed at times, better listening skills needed, some difficulty in answering questions</p>	<p>Little or no eye contact with audience, poor listening skills, uneasiness or inability to answer questions</p>

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	and /or ans wer que stio ns			
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Class Participation Rubric: 100 points

Points	90 – 100	80 – 89	70 – 79	60 – 69
Participation and Engagement	Student initiates discussion more than once in each class session, participates enthusiastically in all class discussion and remains alert and focused throughout class session	Student initiates discussion once in each class session, participates in most class discussion is alert and focused most of the time.	Student initiates discussion at least in half of the class sessions and participates occasionally.	Student participates when instructor solicits input.
Quality of comments	Comments are always insightful and reflect critical engagement with the reading materials. They are balanced between impressions and thoughtful critical analysis.	Comments are mostly insightful and reflect some level of critical engagement with the reading materials. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes insightful. They reflect familiarity but little or no critical engagement with the reading materials. They are not always relevant to discussion.	Comments are uninformative and rely heavily on personal opinion.
Listening skills	Student always listens carefully to and engages thoughtfully and respectfully with others' contributions.	Student is mostly attentive when others present their ideas and occasionally engages with them. Student occasionally needs encouragement.	Student is passively attentive. Though reluctant to participate in class discussions, when called upon will be able to demonstrate their full presence.	Student is inattentive, does not pay attention when others speak, detracts from discussion, sleeps, etc.

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Impact on Class	Student makes excellent and positive impact on class.	Student makes positive impact on class.	Student's impact is neutral.	Student makes negative impact on class
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