

Spring 2021

CLASS INFORMATION:

Instructor: Dr Sarra Tlili
Phone number: (352) 392-8678
E-mail address: satlili@ufl.edu
Office Hours: Thursdays 9 – 11: <https://ufl.zoom.us/j/93247956005>

Periods: T | Periods 8 – 9 (3:00 PM – 4:55 PM) TUR 2342
R | Period 8 (3:00 PM – 3:50 PM) TUR 2334

Zoom link: <https://ufl.zoom.us/j/93611711718>

COURSE OVERVIEW:

This course explores the Qur'an from a literary standpoint. After a brief historical overview, we will focus on the style and themes of the Qur'an to consider how this text generates meaning and produces literary effect. The course consists of four major units:

1. **History:** This section explores the historical context and textual history of the Qur'an
2. **Translation and interpretation:** This section asks whether and to what extent the Qur'an is translatable and surveys some interpretative approaches to it
3. **Style and structure:** This section explores some of the stylistic features of the Qur'an and studies its structure at the verse and sura levels
4. **Themes:** This section explores the major themes of the Qur'an and some of the themes that are of special interest to modern audiences

STUDENT LEARNING OUTCOMES:

Students who complete this course successfully should be able to:

- Describe and evaluate theories about the textual history of the Qur'an
- Discuss the issue of the translatability of the Qur'an and explain in what ways this text is translatable and in what ways it is untranslatable
- Analyze qur'anic passages with the aim of showing the relationship between sound and meaning, textual coherence, and other literary features

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- Describe and discuss the notions of the deity, the hereafter, and the signs motif in the Qur'an
- Discuss and evaluate the Qur'an's views on gender, animals, and the environment
- Discuss and evaluate the issue of interpretation

COURSE ASSIGNMENTS:

Reading assignments

The typical reading load in this course is one article/chapter per class session (therefore two readings for double-block sessions). 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 carefully before coming to class and that you be prepared to discuss them. The "discussion posts" are meant to motivate and help you do this.

Discussion posts: 15% of your final grade

Discussion posts are due on the eve of Tuesday classes by 5:00pm and on the eve of Thursday classes 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 reading assignment. You may write these as bullet points or weave them into one paragraph. When there are two or more reading assignments you may combine your reaction to them in the same passage or provide them separately (two separate paragraphs). This section should not exceed two short paragraphs and 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 or cut and pasted/copied a few sentences.

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 lose points if there are

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indications that you merely skimmed the article. If you encounter some difficulties point them up and **explain what makes them difficult**, do not use this as an excuse for not turning in a thoughtful reflection. This assignment should not exceed one page.

Because I know there will be stressful periods 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). You lose points for excessive length.

Formal debates, 15% of your final grade

There are three debates revolving around major themes in this course and echoing debates in the field of qur'anic studies. These are:

1. The date of the closure of the qur'anic text
 - a. Group 1: early closure (toward the end of the Prophet's life to two decades after he died)
 - b. Group 2: late closure (around the year 700 or later)
2. Translatability of the Qur'an
 - a. The Qur'an is translatable
 - b. The Qur'an is not translatable
3. Evaluation of the genre of qur'anic exegesis (*tafsīr*)
 - a. The genre of *tafsīr* is worthwhile, it helps us to navigate the Qur'an
 - b. The genre of *tafsīr* hinders our understanding of the Qur'an

Aim: Although—for the sake of fun—we may reach a final position, none of these questions has a clear-cut answer. The aim is rather to demonstrate understanding of the factors that account for the complexity of these issues. Students thus should discover, cite, and evaluate the arguments that have been brought up in defense of each side of the question and should develop their own arguments.

Preparation: Whereas all students are required to read and react to the assigned readings pertaining to each theme, students participating in debates need to research their topic at more depth. I will provide additional readings for each topic and I expect you to conduct additional research. To make this task manageable, each group should divide the readings among its members and coordinate to produce a coherent and strong case.

Format: A “judge” (a student who is not participating in the debate) will introduce the problem and ask the members of each group to defend their position. The judge and the jury (students who are not participating in the debate and myself) can ask questions as the case proceeds. At the end, the jury will list the arguments provided

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by each side of the debate and issue a verdict based on their evaluation of these arguments.

Length: Each formal debate should take between 40 and 50 minutes

Evaluation: To receive full credit, you need to

- Submit your arguments on the eve of your debate. You may present them as bullet points if you wish, but they need to be clear. This is one submission for the entire group.
- Demonstrate familiarity and adequate understanding of the major arguments that have been produced in the field pertaining to your topic
- Be aware of the potential arguments that may be presented by the opposite group to address them adequately
- Cite historical evidence and give adequate analysis in support of your arguments
- Show enthusiasm and professionalism
- Over the semester, continue to be mindful to your topic. If/when you acquire additional information or develop new insights, you may add them to your case with the hope of reversing the verdict if the jury judged against you or simply of bolstering your case.
- If your debate is later during the semester, be mindful to and refer to course materials that are relevant to your case

Formal Presentations: 10% of your final grade

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 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. If you are interested in an original thesis, I encourage you to pick one from this list.

- Compare the characterization of Mary, Noah, Moses, Abraham, or Jesus in the Bible and the Qur'an (pick only one person)
- Study the characterization of Mary, Moses, Abraham, or Jesus in the Qur'an
- Compare the imagery of the hereafter in the Bible and in the Qur'an
- The role, characterization, and significance of the devil in the Qur'an
- Compare a narrative shared by the Qur'an and the Bible
- Study the structure of one sura
- The problem of theodicy (the problem of evil and its seeming inconsistency with the idea of a merciful and omnipotent deity) in the Qur'an
- Christians in the Qur'an

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- Jews in the Qur'an
- Characterization in the Qur'an

If you prefer to give an overview of a given theme, please choose one of the following themes:

- The impact of the Qur'an on Arab culture
- The impact of the Qur'an on Islamic scholarship
- Thomas Jefferson's Qur'an

To receive full credit for your presentation, you need to turn in by the due date

- A thesis and an outline: these can be in the form of one paragraph or bullet points. They will constitute 10% of your presentation grade
- Annotated bibliography: Your bibliography must include at least four academic journal articles or chapters in edited academic volumes of which only one can be picked from the assigned readings. Alternatively, it can consist of one academic monograph. Your annotated bibliography should provide a summary of the piece and explain its relevance to your topic

Class participation: 10% of your final grade

This is our main class activity. They include short presentations and small group discussions and debates. See rubric for more details.

Tests, 50% of your final grade

There will be four tests which are aligned with Students' Learning Outcomes (SLOs), outlined above. The best way to prepare for the tests is to complete the readings carefully and to attend and be active in all class sessions.

Grade distribution at a glance:

1B10 Section	
Assignment	Percentage
Discussion posts	15%
Formal debates	15%
Formal presentation	10%
Class participation	10%
Tests	50%

GRADING SCALE:

Letter Grade	Range:	
A	100 %	to 93.0%
A-	< 93.0 %	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%
E	< 61.0 %	to 0.0%

Attendance Policy

All students are expected to attend class regularly. Online students must login to our virtual classroom in time. Except for religious holidays, for which you only need to give prior notice, all non-excused absences must be documented. **You are allowed three absences (equivalent of one week) without need to provide justification. Each additional non-excused absence will cause your course grade to drop by one degree** (A becomes A-, A- becomes B+, and so forth). Every three late arrivals equal one absence. Students who do not miss class at all and **consistently** enable their webcam will earn 5 extra-credit points toward one test.

HyFlex/in-person students are required to abide by UF guidelines posted at <https://coronavirus.ufl.edu/forward-faculty-staff/forward-faculty-staff-health/>. When in class, students are required to wear a face mask and to practice social distancing at all times. They are also required to follow the indicated classroom seating arrangements. At the end of each class, in-person students are required to sanitize classroom objects they come into physical contact with. In-person students are expected to bring a laptop computer (or comparable device) to class so that they can join the zoom class session for discussion and group work. Food and drink are not permitted. Use of electronics must be limited to class-related activities.

HyFlex/in-person students are not free to switch back and forth between the sections of the course. Unless they formally register in the online section or provide documentation justifying

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their absence from class, their failure to come class will count as an absence even if they attend the online section.

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>

Please note

First week: The entire class will meet virtually on Tuesday. The in-person section will meet f2f on Thursday

Following weeks: This system will be reversed. The entire class will meet virtually on Thursday. The in-person section will meet f2f on Tuesday

When attending a Zoom class or meeting:

- Arrive/Zoom in on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.
- Set up and mount the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of your webcam. *For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357).* <https://elearning.ufl.edu/media/elearningufledu/zoom/How-to-Join-a-Meeting.pdf>
- *Please note: Our class sessions will not be recorded.*
- During class session, set yourself on mute unless you want to speak or you are called upon.
- If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.
- When you are assigned to a breakout room, enable your webcam and microphone so that your partners may hear and see who they are working with.
- Find a quiet indoor space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for school work in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
- If you turn on your webcam, your professor and classmates can see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature. Be sure to avoid using backgrounds that may contain offensive images and language.
- Refrain from eating during the class hour, as you would in a face-to-face course.

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- Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.
- Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly.
- Relax and enjoy class! Remote learning presents some challenges but many rewards as well.

- **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/adaa44500eaf460a84f238e6b9a5558f9> 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 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:**
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- 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:**
- <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

REQUIRED COURSE MATERIALS:

- Nouman Ali Khan and Sharif Randhawa, *Divine Speech: Exploring the Quran as Literature* (Euless, TX: Bayynah Institute, 2018)
- Ingrid Mattson, *The Story of the Qur'an: Its History and Place in Muslim Life* (Malden, MA: Blackwell Publishing, 2008) – available through UF library website

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- Translations of the Qur'an: You will find several translations on the tanzil.net website and many others are available online free of charge

RESOURCES:

These are key resources which are available at the library. Some are available in digital formats:

- *Journal of Qur'anic Studies*
<https://uf.catalog.fcla.edu/uf.jsp?st=journal+of+qur%27anic+studies&ix=kw&fl=bo&V=D&S=0271610210476750&I=0#top>
- Jane Dammen McAuliffe, *The Qur'an: What Everyone Needs to Know* (New York: Oxford University Press, 2020)
https://books.google.com/books?id=QjLNDwAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- *Journal of the International Qur'anic Studies Association*:
<https://uf.catalog.fcla.edu/uf.jsp?ix=kw&st=jqsa>
- Jane Dammen McAuliffe, *Encyclopaedia of the Qur'ān* (Leiden: Brill, 2006), 6 volumes

Tentative Course Plan:

Week 1: Jan 12, 14 – Introductions

Tuesday

- Introductions
 - Personal introductions
 - Introducing the syllabus
- Outward description of the Qur'an

Thursday

- Michael Sells, *Approaching the Qur'an: The Early Revelations* (Ashland, Oregon: White Cloud Press, 1999), 1 – 13

Week 2: Jan 19, 21 -- Historical context: Arabia and surrounding areas, Mecca, and Muhammad

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Tuesday

- **Presentation:** Fred Donner, *Muhammad and the Believers: The Origins of Islam* (Cambridge, Mass.: Harvard University Press, 2010), 1 – 38 (assigned to and presented by three students)
- Ingrid Mattson, *The Story of the Qur'an*, 1 – 25

Thursday

- Mattson, *The Story of the Qur'an*, 27 – 33; 53 – 73

Week 3: Jan 26, 28 -- Textual history (compilation, closure, and the aftermath)

Tuesday

- Mattson, *The Story of the Qur'an*, 79 – 105
- Nicolai Sinai, “When did the Consonantal Skeleton of the Quran Reach Closure?” Part I, *Bulletin of SOAS*, 77, 2 (2014), 273 – 292

Thursday

- Nicolai Sinai, “When did the Consonantal Skeleton of the Quran Reach Closure?” Part II, *Bulletin of SOAS*, 77, 3 (2014), 509 – 521

Week 4: Feb 2, 4 -- Translation

Tuesday

- **First debate: date of the closure of the Qur'anic text**
- Abdullah Saeed, *The Qur'an: An Introduction* (New York: Routledge, 2008), 119 – 142
- Bruce Lawrence, “Approximating Saj‘ in English Renditions of the Qur'an: A Close Reading of Sura 93 (*al-Duhā*) and the *basmala*” *Journal of Qur'anic Studies*,

Thursday

- **First test: Closure date of the Qur'anic text**

Week 5: Feb 9, 11 – Style and structure 1. Orality

Tuesday

- Walter Ong, *Orality and Literacy* (New York: Routledge, 2002), 5 – 30

Thursday

- William Graham and Navid Kermani, “Recitation and Aesthetic Reception”

Week 6: Feb 16, 18 – Style and structure 2. Micro level

Tuesday

- Ali Khan and Randhawa, *Divine Speech*, 31 – 45; 47 – 565
- Mattson, *The Story of the Qur'an*, 34 – 37

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- Neal Robinson, *Discovering the Qur'an: A Contemporary Approach to a Veiled Text* (London: SCM Press, 2003), 162 – 176

Thursday

- [Second test: Translatability](#)

Week 7: Feb 23, 25 – Style and structure 3. Sura level

Tuesday

- Raymond Farrin, *Structure and Qur'anic Interpretation: A Study of Symmetry and Coherence in Islam's Holy Text* (Ashland, Oregon: White Cloud Press, 2014), xi – xvi
- Michel Cuypers, “The Semitic Rhetoric in the Koran and a Pharaonic Papyrus” *US-China Foreign Language* 8.1 (2010) 8 – 13
- Case study: Surat Youssef (12): read the sura carefully to describe its structure

Thursday

- Case study: Surat al-Ḥijr (15), identify the themes and describe the structure of the sura

Week 8: March 2, 4 – Style and structure 4. Other stylistic features, characterization

Tuesday

- James Bellamy, “*The Mysterious Letters of the Koran: Old Abbreviations of the Basmalah*”
- Martin Nguyen, “*Exegesis of the ḥurūf al-muqaṭṭa‘a: Polyvalency in Sunnī Traditions of Qur'anic Interpretation*”

Thursday

- Surat Yūsuf (12)/The Bible, Genesis, 37 – 50 (the Joseph narrative): comparative study
- Selected passages from the *Ṭawāsīn*

Week 9: March 9, 11—Style and structure

Tuesday: No class

Thursday

- [Third test: style and structure of the Qur'an](#)

Week 10: March 16, 18 – Themes

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Tuesday

- Mattson, *The Story of the Qur'an*, 37 – 50
- Isra Yazicioglu, “Redefining the Miraculous: al-Ghazālī, Ibn Rushd and Said Nursī on Qur'anic Miracle Stories” *Journal of Qur'anic Studies* 13.2 (2011), 86-108

Thursday

- Asma Barlas, “*Believing Women*” in *Islam: Unreading Patriarchal Interpretations of the Qur'an*, 1 – 29

Week 11: March 23, 25 – Themes

Tuesday

- Asma Barlas, “*Believing Women*” in *Islam: Unreading Patriarchal Interpretations of the Qur'an*, 33 – 65

Thursday

- Hadia Mubarak, “Classical Qur'anic Exegesis and Women” in *The Routledge Handbook of Islam and Gender*, edited by Justine Howe (New York: Routledge, 2021), 23 – 42

Week 12: March 30, April 1 --

Tuesday

- Tlili, *Animals in the Qur'an*, 138 – 147, 191 – 209,

Thursday

- Tlili, “From Breath to Soul”

Week 13: April 6, 8

Tuesday

- Mattson, 185 – 210, 247 – 265

Thursday

- Third debate: Qur'anic exegesis
- Take home test, due On April 12th

Week 14: April 13, 15

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Tuesday

- Presentations

Thursday

- Presentations

Week 15: April 20

Tuesday:

- Wrap up

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; presentation is clear and concise</p>	<p>Most ideas are in logical order with adequate transitions between major blocks; presentation is generally clear and understandable</p>	<p>Some ideas are not presented in proper order, proper transitions are occasionally lacking; some points are wordy or unclear</p>	<p>Ideas are not presented in proper order, transitions are lacking; several parts of the presentation are wordy or unclear</p>
<p>Completeness:</p> <ul style="list-style-type: none"> • Level of detail 	<p>Presentation provides good depth and detail;</p>	<p>Presentation provides adequate depth,</p>	<p>Additional depth is occasionally</p>	<p>Presentation does not provide adequate depth;</p>

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<ul style="list-style-type: none"> • Appropriate length • Adequate background information 	ideas are well developed; facts have adequate background; presentation is within specified time	few needed details are omitted; major ideas are adequately developed; presentation is within specified time	needed; important information omitted or not fully developed; presentation is too short or too long	key ideas are omitted or underdeveloped; presentation is too short or too long
<p>Documentation:</p> <ul style="list-style-type: none"> • Proper support and sourcing for major ideas • Inclusion of visual aids that support message 	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas.	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current	Some message support provided by facts and visual aids, sourcing may be outdated or thin, visual aids need work	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided
<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 	Good volume and energy; proper pace and diction; avoidance of distracting gestures and verbal fillers; professional appearance; visual aids used effectively	Adequate volume and energy, generally good pace and diction, few or no distracting gestures and verbal fillers; professional appearance, visual aids used adequately	More volunteering needed at times, pace too slow or too fast, some distracting gestures or posture, adequate appearance, visual aids could be improved	Low volume or energy, pace too slow or too fast, poor diction, distracting gestures or posture, unprofessional appearance, visual aids poorly used
Interaction:	Good eye contact with	Fairly good eye contact with	Additional eye contact	Little or no eye contact with

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<ul style="list-style-type: none"> • Adequate eye contact with audience • Ability to listen and/or answer questions 	audience, excellent listening skills, answers audience questions with authority and accuracy	audience, displays ability to listen, provides adequate answers to audience questions	needed at times, better listening skills needed, some difficulty in answering questions	audience, poor listening skills, uneasiness or inability to answer questions
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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.
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