

TO: All Students

FROM: Professor Pinkerton

RE: CLASS PARTICIPATION

The table below suggests various qualities of participation. As you recall, a portion of your grade is based on your attendance and participation in the class. If your verbal involvement has been of sufficient quantity (usually a couple of comments) and quality (beyond a repeat of factual information) you receive a participation check mark. To enable you to demonstrate your ability in these areas I have prepared these guidelines, I hope they will be helpful.

Evaluation Category/Operational Definition	Example
Negative . . . A statement denying comprehension of the material,	“All sales people try to sell you things you do not need.”
Romantic . . . A false or unrealistic notion which illustrates a lack of understanding of the material.	“Good products sell themselves.”
Cliché A trite, stereotyped statement reflecting no real thinking,	“The customer is always right.”
Fact A statement indicating recall of the material.	“The text suggests using conjoint analysis for this kind of research.”
Elaboration . A comment indicating assimilation of information and the ability to draw inferences, and connections.	“I’ve noticed Toyota now has a model for the basic auto target markets.”
Insight A statement suggesting penetrating discernment and understanding of the material as it relates to one’s self.	“As an Engineer, I now realize how important it is to get early supplier involvement as well as prospect input into product R & D.”

You are most likely to receive participation marks for the last two categories.

Adapted from Christine Beasley, “Measuring Student Achievement in a Functional Marriage Course, Journal of Marriage and The Family, (May 1967) pp. 315-319.

To: All Students
 From: Professor
 Re: Class participation

The table below suggests various qualities of participation. As you recall a portion of your grade is based on your attendance and participation in the class. When I take roll, if your verbal involvement has been of sufficient quantity (usually a couple of comments) and quality (beyond a repeat of factual information) you receive a participation check mark. To enable you to demonstrate your ability in these areas during the final weeks of the semester I have prepared these guidelines, I hope they will be helpful.

<u>Evaluation Category/Operational Definition</u>	<u>Example</u>
Negative. . . .A statement denying comprehension of the material,	“no communication at all is better than a quarrel
Romantic. . . .A false or unrealistic notion which illustrates a lack of understanding of the material.	“A couple should always agree
ClicheA trite, stereotyped statement reflecting no real thinking.	“Communication channels should always be open”
FactA statement indication recall of the material.	The text suggests couples can and should improve their communication
Elaboration. .A comment indicating assimilation of information and the ability to draw inferences, and connections.	“I’ve noticed how some couples engage in a blaming sequence when they communicate
InsightA statement suggesting penetrating discernment and understanding of the material as it relates to one’s self,	“I have seen that the more I am willing to take responsibility for my feelings in relation ships, the greater the quality of the relts. For example. . .

You are most likely to receive participation marks for the last two categories.
 Adapted from Christine Beasley, “Measuring Student Achievement in a Functional Marriage Course”, Journal of Marriage and The Family, (May 1967) pp. 315—319