

Class Summaries



Verbal Class Summaries

- ▶ A student will be randomly selected at the beginning each class to present a summary
- ▶ These are five-minute presentations summarizing our previous class meeting
- ▶ Always organize your summaries around the posted reading questions

At the beginning of each class, one student will be randomly selected (by the roll of dice) to present a 5-minute verbal summary of our previous class meeting.

The purpose of this assignment is to ensure that you are taking good class notes, paying close attention to what we are covering, asking questions when confused, and understanding what it is we have accomplished during each of our class meetings.

In addition, verbal class summaries encourage you to review your class notes after each of our classes and make sure you understand the most important and/or interesting issues we covered. This will also help you identify any lingering areas of confusion that you may then address by consulting the assigned reading or meeting with me.

You will do at least one class summary during the semester. However, the exact

frequency of verbal class summaries will be determined randomly.

Instructions: You will only have 5 minutes to present a verbal summary. After that time is up, I will ask you to stop.

Organize the summary around the posted reading questions, regardless of the order in which these issues were addressed during class. This will provide a natural organization while ensuring that you cover all the relevant issues. If there were no posted reading questions for that class, then summarize the two or three most important ethical issues we addressed that day.

Using Free Passes: If you are randomly selected, you may use a free pass to have me to re-roll the dice. However, keep in mind that the dice may select you again! Because of that, I highly recommend using

free passes for verbal class summaries only in cases of dire emergency.

Feedback, Evaluation & Grading: I will provide feedback on verbal class summaries by giving you some general comments and filling out a rubric. The rubric will help me assess the quality of your work based on a set of standards and let you know the extent to which your summary met those expectations.

Each verbal class summary is then graded according to the 100-point grading scale (from page 6 of the syllabus) based on that rubric. If you are selected but are absent from class, you receive a 0.00 (R).

Keep in mind that if you do not like the grade you receive on a class summary, *you may always do additional written class summaries* to try and increase your overall class summary grade.

Class Summaries

Your overall class summary grade is determined at the end of the semester by taking the average of all your summary grades (including both verbal and written summaries). No class summaries will be dropped in this calculation.

Collaboration & Academic Integrity:

You always have permission to consult the notes—but *nothing* more—of your classmates. Indeed, I highly encourage you all to talk with each other and compare course notes *outside* of class. However, I expect that you use this as a reference for putting together *your own* notes and improving your own understanding. All class summaries must ultimately be in your own words in order to demonstrate your understanding.

So while you may look at the notes of your classmates outside of class, you must use your own version for presenting a summary during class. In other words, *this is not a group project*: you cannot work with classmates to put together a single summary that one of you may present.

Regardless, you must still be honest about any outside assistance you may receive. This includes help from classmates, your friends/family, as well as the instructor. If you use any ideas from another person, you must properly cite that person and acknowledge them at the end of your presentation.

The bottom line Take good notes during class, organize them afterwards, and be prepared to present them at the beginning of next class.

Make-Up Work

Written Class Summaries

▶ A written summary is required if you are absent from or late to class

▶ Written summaries are due the next day before 11:59PM

If you are absent from or late to class—even if only by 30 seconds—you are required to email me (degray@cmu.edu) a written class summary of that day's class before 11:59PM the next day.

The purpose of this assignment is to motivate you to show up to class on time while

Available on the Course Website

<https://www.andrew.cmu.edu/user/degray/BSE18/>

MS Word Templates with the correct formatting and cover page for written summaries.

Sample Rubrics similar to the ones that will be filled out when assessing your summaries.

Rubric Explanations showing what constitutes “Excellent”, “Satisfactory”, “Mediocre”, and “Unacceptable” for each of the criteria for assessing class summaries.

ensuring that you are caught up with and understand any material you may miss.

Instructions: Written class summaries should be 700–800 words in length, use APA-style citations as needed, acknowledge any assistance, and otherwise conform to the course’s “Formatting Requirements” (posted on the website).

Please use the MS-Word template posted on the course website that satisfies these formatting requirements. *Written class summaries without a cover page (i.e., a completed Commitment to Academic Integrity Form) will not be read and will earn an automatic 0.00 (R).*

As with the verbal summaries, organize the written ones around the posted reading questions, being sure that you answer each one as clearly and completely as possible. If there were no posted reading questions for that class, then summarize the two or three most important ethical issues we addressed that day. Apart from that basic requirement, a written class summary does not need an introduction or conclusion.

Using Free Passes: If you are absent from or late to class, you may use a free pass to completely skip this assignment.

Feedback, Evaluation & Grading: I will provide feedback on written class summaries by putting some brief comments on the summary and filling out a rubric. The rubric will help me assess the quality of your work based on a set of standards and let you know the extent to which your summary met those expectations.

Each written class summary is then graded according to the 100-point grading scale (from page 6 of the syllabus) based on that rubric. Failure to email me a written summary when due will result in a 0.00 (R).

Keep in mind that if you do not like the grade you receive on a class summary, you may always do additional written class summaries to try and increase your overall class summary grade.

Your overall class summary grade is determined at the end of the semester by taking the average of all your summary grades (including both verbal and written summaries). No class summaries will be dropped in this calculation.

Collaboration & Academic Integrity: Please follow the same guidelines for the

verbal class summaries, ensuring that your written class summaries are in your own words and demonstrating your own understanding of the material.

As always, be honest about any outside assistance you may receive by properly citing and acknowledging it.

The bottom line Show up on time to each one of our class meetings, and you will never be required to do a written class summary.

Rubric

Criteria for Assessing Class Summaries

Class summaries will be judged as either “Excellent”, “Satisfactory”, “Mediocre”, or “Unacceptable” according to a set of criteria making up a rubric.

These are general requirements expected throughout the summary:

1. *Technical Requirements [Only for Written Class Summaries]:* Does the write up follow the “General Technical Requirements” posted on the website?
2. *Clarity:* Does the summary follow the standards of spoken or written English? Are words are chosen and used for their precise meanings?
3. *Organization:* Is the summary easy to understand and follow? Are different points clearly distinguished? Does the summary follow the order of the of the reading questions?
4. *Competency:* Does the summary display competency and understanding?
5. *Academic Integrity:* Does the summary properly cite and/or acknowledge all outside sources? Are the standards of academic integrity followed?
Depending on the severity of the circumstances, a mark of mediocre or unacceptable may also be treated as an academic integrity violation.

These criteria apply more specifically to the contents of the summary:

6. *Relevance:* Is each part of the summary relevant for explaining the most important and/or interesting issues?
7. *Completeness (with each Reading Question):* Does the summary fully address each of the reading questions?
8. *Consultation (of the Text):* Does the summary consult the assigned reading to fill in any gaps?
9. *Overall Analysis:* Does the summary successfully break down its analysis of the previous class into meaningful and relevant parts?