

Literature Circle Discussion Groups

Assignment Overview:

- Discussion Prep Notes submitted for credit must focus on that day's reading assignment.
- Discussion Prep Notes submitted for credit **must be hand-written and equaling one page in length minimum**; these are your notes, **please do not quote from the assigned reading** in order to reach the one page minimum.
- Group discussions will be generated by the roles assigned for that day.
- Roles are to be rotated after each discussion; **do not repeat roles back to back**. In the end you should have approximately equal attempts at each role.
- Discussion Time Goal: 25-30 minute discussions – approximately 5 minutes of discussion for each person. Prepare well and 5 minutes passes quickly.

Homework, Assessment and Grading:

- Your grade is based upon preparedness. *If you do not come prepared for discussion with a set of prep notes, you do not obtain credit for that day's discussion as well.*
- Unprepared but present? You will not be participating in a discussion if you do not have the minimum requirements on paper. As a last-chance opportunity, if you are able to produce TWO sets of prep notes within class today, you may submit them for today's discussion credit.
- Absent on the day of the discussion? You must produce TWO sets of prep notes for the missed discussion. Have both sets ready to submit upon your return to class. Next, check with your group to find out what role you have for our next discussion. Complete a set of Prep Notes covering the new assigned reading and your new role.
- Grading will be based on two things (10 points each):
 - Your thoroughness of your prep notes (accuracy of role application, text documentation demonstrate thoroughness and meeting text citation and page minimum requirements)
 - Your thoroughness within your group discussions

Roles:

- Each set of prep notes that you will produce will represent your attempt at one of the six highlighted roles used in this class.
- On the back of this document, you should find a description of one of the six. Keep this document for future reference.

(over)

Role Description for:

The Re-Teller:

Develop a brief but concise set of notes depicting what is taking place in the assigned reading. This is more than just laying out an overview of the plot. Re-Tellers must make sure they have included every important factor coming up in the plot of the assigned reading. The other roles played out in your discussion are dependent upon you setting the stage for them. Quoting material from the assigned reading is not appropriate. This assignment is based on your thought and understanding of the progression of the plot events in the assigned reading. Because there is no need to quote material from the text, there is no need for text citations.

For obvious reasons, the Re-Teller always begins all discussions. Make sure to present your summary, don't just read it. You are attempting to be informative for approximately 10 minutes.

Illustrator:

Develop a set of notes that is intended to rely heavily upon image. The illustrator is attempting to do just that, illustrate. Find and/or create a single image or multiple images that help your discussion group to visualize different aspects of the assigned reading.

Whether or not you are artistic in this way or not does not matter. You may find illustrations; you do not have to draw anything. What is important is that you are using visualization to assist the group in a deeper understanding of the assigned text.

You may seek to focus on a specific moment in the assigned reading and represent it literally with an exact depiction of how the text reads, in which case you will be referring to a specific moment in the story and will require a text citation. Or you may choose to represent your understanding in a more abstract or symbolic way. In this case you will be representing large portions of the text rather than just specific moments, in which case you will not need to cite specific text unless you feel it is necessary.

Because of the nature of this role, you do not need to bother with the one-page minimum. However, there are guidelines to follow. Here are some parameters that need to be met:

- Your illustration covers the paper completely. From left to right, top to bottom, your illustration is filled.
- In the event of the lack of effort, color goes along way.
- Your illustration needs to be connected to the assigned reading for today with a thorough but concise analysis.
- These connections need to be accompanied by text citations if specific moments from the text are highlighted in the picture/image.
- Effort is most important. If it looks like you took less time to put your notes together than the time you are supposed to be actually presenting this role, you will not obtain credit.

When the discussion group's focus turns to you, allow your illustration and your knowledge of today's assigned reading guide you. Present your illustration first. Cover the main aspects of your illustration so that the group can understand your connections. Once they understand your illustration, help the group to see how it connects to the assigned reading for today. You may be challenged by covering enough material to last for 10 minutes. Be prepared to answer questions so that you can fill our allotted time.

Reality Connector:

Develop a set of notes around an online article from a news organization (think cnn.com), an online magazine or newspaper article, or a website that addresses a topic that is clearly connected to either a specific moment in the assigned text or to a general concept or theme that is addressed in the overall assigned text. Document where these connections appear in the assigned reading text (chap./pg. number), and explain how these articles or websites are related to the text. The work that this role requires in searching for an appropriate article replaces the need for a full page of handwritten notes. Print out the found article. You can write your connection notations within the margins of the print out. You will submit your printed article, and accompanying connection notations as your prep notes for today.

When the discussion group's focus turns to you, allow your article and your knowledge of today's assigned reading guide you. Present your article first. If you are lucky, you may even have a laptop available wherein you can call the article up online for your group. Cover the main points of the article so that the group can understand your connections. Once they understand the found online article, help the group to see the connections you see in our assigned reading for today.

Text Connector:

Develop a set of notes that focus on three to 5 ideas, statements, etc. that connect one idea to the next, or one event to something that has happened or will happen, etc.

Find moments in the reading that relate to other moments in the reading.

Example:

Make sure to use text citations for the references you are making. Chap. 6, pg. 49, relates back to and/or is connected to chap. 1, pg. 11.

You must write down what those connections are, not simply the pg numbers that relate.

“These two moments in the text are connected in the following way(s)...”

Remember to meet the hand-written page minimum as well.

Although you are documenting passages with your text citations, it is precisely for this reason that you do not need to write down or quote the reading material. The text citations will serve as a way to remind you of your highlighted text. Everyone will have their own books; everyone will have access to the passage you cite to read for your discussion effort.

When the discussion group's focus turns to you, allow the prep notes to guide you. Present each of your cited text connections. Even with the minimum of 6, and the maximum of 10, passages from which to choose to use for discussion, you should have no problem filling 10 minutes of discussion time.

Theme Illuminati:

Develop a set of notes that focus on three to 5 ideas, statements, etc. contained in the text that demonstrate the writer's style in regards to the literary element of theme. Find moments in the reading that show the writer developing the theme.*

Example: Theme*

Look for details in the assigned reading that help to define or continue to develop the theme of this text as we have defined it in class. Document these details (chap./pg. number) as they arise in the reading. Your task is to document and analyze the defining moments or growth of the theme by highlighting specific passages.

You must write down your thoughts about the writer's ability to work this area of style, not just simply cite the page numbers that relate:

"This moment in the text demonstrates the writer developing the theme in the following way(s)..."

Make sure to use text citations for each of the three to 5 references you are making:

(Chap. 6, pg. 49)

Remember to meet the handwritten page minimum as well. Although you are documenting passages with your text citations, it is precisely for this reason that you do not need to write down or quote the reading material. The text citations will serve as a way to remind you of your highlighted text. Everyone will have their own books; everyone will have access to the passage you cite to read for your discussion effort.

When the discussion group's focus turns to you, allow the prep notes to guide you. Present each of your cited passages. With up to 5 different passages to read and then discuss, you should have no problem filling 10 minutes of discussion time.

*as defined by class lectures and discussions