

# ENGL 141 – Writing About: Race

## Discussion Leadership Guidelines

### Context:

*Discussion Leaders* pose compelling questions arising from the reading for the given day to the class. Discussion leadership includes submitting your narrative on Blackboard and then leading class conversation on the reading for the day you've been assigned. Your assigned day can be found on the *course schedule* on Blackboard. You must submit your narrative correctly and on time, and successfully guide our class through discussion in order to receive credit for the task.

### Narrative Criteria:

- The narrative must be typed as a Microsoft Word Document and must be **at least one full double-spaced page in length**, though you may exceed this within reason.
- The narrative must be formatted according to MLA/APA standards: A heading/title (MLA) or title page (APA), running head (APA), double-spaced (both), Times New Roman - 12-point font (both), page numbers (both), properly formatted in-text citations (both).
- The narrative must be divided into three paragraphs (**do not number them**) addressing the following, respectively:
  - What stands out to you about the reading.
  - What you'd like to know more about if you were to do additional research on the subject addressed in the reading.
  - What questions remain (Your discussion questions\*; **a minimum of two**). Contextualize the questions, i.e., point to the place in the text your questions emerge from (include a page number and quote as needed), and address why you feel these questions are important to discuss/find answers to.
- The narrative must be submitted on Blackboard before the beginning of class on the day you're scheduled to lead discussion.

*\*Expectations/suggestions for crafting effective discussion questions: Do not* pose evaluative questions; I do not want to see "Do you agree/disagree?," "What does the class think?" or "What did you like?" etc. You will not receive credit for the task if you present evaluative questions. When coming up with discussion questions, think about what resonated with you, what was concerning, what was puzzling, how the reading provoked your thinking, and what will encourage robust, multi-layered conversation in the class.

## Discussion Leadership Criteria:

When it is your turn to lead discussion, you are responsible for:

- contextualizing your questions through your narrative (read it out loud),
- presenting your first question to the class
- facilitating the conversation by responding to your class members through affirmation, counterpoints, or follow-up questions
- presenting your second question to the class once we've exhausted conversation on the first, and continuing discussion from that point
- keeping the class on task and making sure the conversation stays focused.\*\*

\*\*I may offer my perspective or redirect conversation as needed.

## Evaluation Rubric:

### 2 = Met:

The discussion leader successfully leads class discussion following the *discussion leadership criteria* outlined above. The discussion questions are shaped according to the *expectations/suggestions for crafting effective discussion questions* outlined above. They submit their narrative on Blackboard on time, and it follows the *narrative criteria* outlined above.

### 1 = Not Met:

The discussion leader was not present for their day to lead discussion (without reaching out to me beforehand and setting up a make-up task/plan), or it becomes clear that they didn't do the reading/are unprepared to lead discussion, and/or they didn't submit their narrative on time/correctly, and/or their narrative/questions violate the expectations of our *class culture statement*, and/or violates the expectations of the university's *honor code*.