

Discussion Facilitation

ENG 153 Intro to Literature

T/R 12:30-1:45

Dr. Alison Witte

Assignment

In this assignment, you will also be responsible for working with a small group to lead a portion of discussion during the semester. Your group will be responsible for helping your classmates engage with the assigned text(s) for the week. Your goals are (1) to make the assigned readings interesting and accessible to the class and (2) to give the class increased understanding of the text by helping them see what they might have missed or see the literature in a new way.

What should the discussion facilitation do?

Your facilitation should encourage the class to discuss the following:

- Key Themes in the assigned literature for the day
- Interesting ideas or additional information about texts and authors
- Connections to the Literary Period Presentation
- Connections to our present situations, cultures, and contexts

Your facilitation must go beyond discussion of plot and characters. As we have seen this semester, literature has layers, and meaningful analysis and discussion of literature requires going beneath the surface by asking “Why did this happen?” “What does this mean?” “Why did the author do this and not that?” or “Why did the author tell us this and not that?”

Your discussion should encourage “how” and “why” questions, rather than “what” questions.

What should the discussion facilitation look like?

You can lead a discussion with discussion questions, do a small group activity, begin with some type of writing or take any creative approach you think will encourage discussion and active engagement with the text.

Your facilitation must engage the whole class. THIS IS NOT A PRESENTATION, but an interactive experience, so don't be afraid to be creative and do something entertaining and fun.

Questions???

If your group needs help getting started or needs additional resources, contact me to set up an appointment and I can give you some direction.

A Final Note...

This is not as easy as it sounds, doing a good job takes some real planning, so plan ahead and use your time wisely.

Assessment

This assignment is worth 20 points (10% of your final grade). The following rubric will be used to assess your facilitation.

	Content	Engagement	Delivery
Excellent (18-20 points)	<ul style="list-style-type: none"> The facilitation uses primarily “how” and “why” tactics and limits discussion of the plot and characters. The facilitation shows evidence of additional or outside research. 	<ul style="list-style-type: none"> The facilitation engages all or nearly every student at some point. The facilitation uses multiple types of engagement. The facilitators intentionally engage students who are not participating. 	<ul style="list-style-type: none"> All facilitators directly participate in the facilitation in a balanced way. The facilitators use multiple means of conveying information. (Worksheets, handouts, PowerPoint, video, etc.) The facilitators have prepared in advance and are ready to lead the class when asked.
Successful (14-17 points)	<ul style="list-style-type: none"> The facilitation uses some “how” and “why” tactics but also includes a noticeable amount of questions about the plot and characters. The facilitation shows some evidence of additional or outside research. 	<ul style="list-style-type: none"> The facilitation engages nearly every student at some point. The facilitation uses multiple types of engagement. The facilitators sometimes intentionally engage students who are not participating. 	<ul style="list-style-type: none"> All facilitators directly participate in the facilitation, but some participate more than others. The facilitators use multiple means of conveying information. (Worksheets, handouts, PowerPoint, video, etc.) The facilitators have prepared in advance and are ready to lead the class when asked.
Unsuccessful (Less than 14 points)	<ul style="list-style-type: none"> The facilitation uses little or no “how” and “why” tactics and focuses too heavily on the plot and characters. The facilitation shows little or no evidence of additional or outside research. 	<ul style="list-style-type: none"> The facilitation engages some student at some point. The facilitation only one type of engagement. The facilitators rarely or never intentionally engage students who are not participating 	<ul style="list-style-type: none"> Only some of the facilitators directly participate in the facilitation OR one person dominates the facilitation. The facilitators use a single or no organized means of conveying information. The facilitators do not appear to have prepared in advance OR are not ready to lead the class when asked.

After the facilitation, you will each fill out a Group Assessment Form that will allow you to let me know your role in the facilitation and how the group worked as a whole. I will then assign a grade to each group member, based on my observations and the Group Assessment reports. Groups will also receive feedback from me.