Final *In Cold Blood*/Capote Discussion

On Wednesday or Friday next week you will participate in a Socratic Seminar.

Requirements/Reminders:

1. You need to cite aloud from the text at least twice.
2. You need to come to class with FOUR discussion questions, their answers, and citations that support the answers.
3. Your need to write your best DISCUSSION question on a slip of paper to be added to our question bucket. We will switch between teacher and student written questions.
4. You need to work on propelling the discussion forward without Mrs. Johnson. Refer to whose points you are talking about before you begin your commentary. Use transitions when you switch topics and/or make your point.
5. Do not interrupt others, overly dominate the conversation, or remain silent. This will be part of your grade.
6. Make sure you are an attentive listener (no head down, eyes closed, being on your phone, etc.). This is also part of your grade. You will be in charge of filling out a worksheet that will guide you in the analysis of a classmate to provide him/her immediate and specific feedback on his/her participation and discussion skills. This will also help you in recognizing your own strengths and weaknesses as you try to constructively help another.
7. You need to turn a reflection of your performance the day after your discussion. This is a separate 5 point assignment that should include your opinion on: the quality and quantity of the points you made during the discussion, your non-verbal actions, and your questions/citations.

This is a 35 point assignment.

The rubric is on the back. Please turn it in with your prep work after your part of the discussion.

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| FINAL *ICB/*Capote  DISCUSSION | Unsatisfactory | Below Average | Average | Exceeds Expectations |
| Preparation, Questions, and Answers | Questions do not demonstrate a complete understanding of topic in order to answer the preparatory questions  (0-5) | Questions do not demonstrate a complete understanding of topic in order to answer the preparatory questions  (6) | Questions demonstrate an understanding of topic in order to answer the preparatory questions  (7-8) | Questions demonstrate a high/complete understanding of topic in order to answer the preparatory questions  (8.5-10) |
| Participation: Speaking skills-drawing from texts with preparation and actively participating | Does not come prepared, having read material under study; does not draw on preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.  (0-9) | Does not come fully prepared, having read material under study; does not always draw on that preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.  (10) | Comes to discussion prepared, having read material under study; sometimes draws on that preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.  (11-12) | Comes to discussion fully prepared, having read the material under study; almost always explicitly draws on that preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.  (13-15) |
| Participation: Listening skills | Does not:  **A)** Ensures a hearing for full range of positions on the topic  **B)** Promotes divergent and creative perspectives on the topic  (0-5) | Rarely:  **A)** Ensures a hearing for full range of positions on the topic  **B)** Promotes divergent and creative perspectives on the topic  (6) | Sometimes:  **A)** Ensures a hearing for full range of positions on the topic  **B)** Promotes divergent and creative perspectives on the topic    (7-8) | Always:  **A)** Ensures a hearing for full range of positions on the topic  **B)** Promotes divergent and creative perspectives on the topic  (8.5-10) |

Comments: \_\_\_\_/35\_\_